



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**MALLA REDDY MEDICAL COLLEGE FOR WOMEN**

**MALLA REDDY MEDICAL COLLEGE FOR WOMEN SURARAM X ROADS,  
QUTHBULLAPUR (M), JEEDIMETLA, HYDERABAD - 500055  
500055**

**[www.mrmcw.edu.in](http://www.mrmcw.edu.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Malla Reddy Medical College for Women (MRMCW), founded by Chandramma Educational Society, stands as a beacon of empowerment and excellence in medical education exclusively for women. Nestled in the vibrant city of Hyderabad, also known as the "City of Pearls", MRMCW embarked on its journey in 2013 with a steadfast commitment to providing unparalleled medical education to aspiring young women.

Our mission is clear: to impart knowledge in medicine through the highest standards of teaching and cutting-edge technology. Endorsed by the Statutory Regulatory Authority, the National Medical Commission (NMC), and the Ministry of Health & Family Welfare, Government of India, MRMCW received approval in 2013 to commence undergraduate admissions for 150 MBBS seats, catering exclusively to women. Affiliated with the esteemed KNR University of Health Sciences, Warangal, Telangana State, our institution received further recognition in 2020, with permissions granted for admissions into MD/MS courses across 17 medical specialties, totaling 72 seats.

Located in Northern Hyderabad, MRMCW spread across 10.11 acres, having a 1253 bedded hospital, equipped with state-of-the-art facilities for diagnosis and treatment. Accredited by NABL, our hospital ensures the delivery of world-class healthcare practices. Moreover, our ongoing pursuit of excellence extends beyond clinical care to academic endeavors.

Our distinguished faculty members, renowned for their academic prowess and research acumen, serve as mentors and guides, fostering an environment conducive to holistic learning. At MRMCW, our students not only excel academically but also actively engage in a myriad of co-curricular and extracurricular activities, shaping them into well-rounded individuals. MRMCW is deeply committed to community welfare, actively engaging in public awareness campaigns on various health issues, thereby contributing to overall well-being of society. Collaborations with prestigious national and international institutions further enrich our academic and research facilities, propelling us towards global excellence.

As we continue to strengthen our technical and academic infrastructure, innovation remains at the forefront, encouraging a culture of translational research among both faculty and students. MRMCW stands as the ultimate destination for women seeking to pursue undergraduate and postgraduate education in medicine, offering a blend of academic rigor, holistic development, and a commitment to societal welfare.

### Vision

*"To be a beacon of excellence in women's medical education, fostering a global community of compassionate, ethical, and pioneering healthcare professionals who transform patient care and advance the future of medicine".*

### Mission

1. We cultivate a nurturing and inclusive environment that empowers women to excel in all aspects of

medical education and research, fostering a diverse and talented workforce.

2. We Integrate cutting-edge technology, simulation-based learning, and evidence-based practices to ensure our graduates are equipped to address the evolving challenges of healthcare.
3. We cultivate a global perspective, fostering collaboration and knowledge exchange to address critical healthcare needs in India and around the world.
4. We instill the highest ethical principles in our graduates, empowering them to become compassionate and patient-centered physicians who advocate for healthcare equity.
5. We foster a culture of lifelong learning, research, and innovation, continuously striving to improve the quality of medical education and patient care.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### 1. . Strength, Weakness, Opportunity and Challenges(SWOC)

##### *Institutional Strength*

- Excellent Faculty, who are all fulltime and are available not only as facilitators, but as mentors to cater to academics & student welfare, with an overall average teaching experience of more than 20years
- Proactive management with effective leadership.
- 100% filling of both Graduate and Post Graduate seats filled till date, since the establishment of MRMCW, is in itself an epitome of Institutional strength.
- An effective vertical and horizontal percolation of institute`s core values, vision and mission statement
- Excellent number of Patients who are not only from surrounding Villages and Sub-Urban centers of GHMC, but from both twin cities and from many places beyond Hyderabad, which provides an extensive amount of clinical material to Students.
- State of the Art patient care services.
- Student centric and constant Innovation in teaching methodology.
- Very efficient student transport facilities by bus from almost all parts of GHMC surrounding, a 50 kilometer radius from MRMCW.
- Free transport facility by college bus to faculty from all parts of GHMC surrounding a 50 kilometer radius from MRMCW. Implementation of Electronic health records system. Extensive community outreach programmes.
- Dedicated Skill enhancement programmes.
- Research oriented training.
- Research grants for the faculty and students given by management to encourage their research potential and output.
- National and International collaborations  
Has a Vast experience of hosting State and National Level Medical Conferences.
- Our dedicated Research wing of Malla Reddy Health city (MRHC) is recognized by ICMR &
- Department of Scientific and Industrial Research (DSIR) for promoting translational research.  
Good IT and network infrastructure which enable us to the access high- speed internet. Exclusive LMS sytem, ERP based fee payment platform.
- Very strong Alumni based activities & International Student cell, which has provided great results and

encouragement to students for better placements and higher studies in India & Abroad.

- Very successful implementation of Women empowerment best practice(s) since a year, which has gained immense popularity not only among the stakeholders of MRMCW, but also amongst the community.

### **Institutional Weakness**

- Lack of autonomy in the development of curriculum.
- Lack of International visiting faculty.
- Unable to get sufficient research grants from ICMR, though our college is recognized by Department of Scientific and Industrial Research (DSIR) as part of research wing of MRHC.
- Just adequate & a Lack of high number of Peer reviewed Publications from faculty and students

### **Institutional Opportunity**

- Encouragement to all faculty members to do research. Excellent job opportunities for our students through strengthening the industry-institution interface.
- Growing popularity of our college leading to a significant impact on the community and thus leading to an increase in patient output.
- To penetrate near and far villages with patient centric outreach proposals.
- To increase translational research and Faculty patents which already exist.
- Innovative teaching methodologies which provide lot of scope to students after adopting National Education Policy which we are implementing after checking the results of pilot study initiated few months back.
- Growing opportunity for students to be placed more, based on a strong Alumni based empowerment and student centered approach in teaching them soft skills and various other skills to make them ready for better placements and to make them as Entrepreneurs.
- To utilize the National Education policies provided by central government to make them as skilled individuals to adopt the call of `make in India` and to encourage and nurture the innovative skills of our students, as a part of true empowerment of women medical professionals.

### **Institutional Challenge**

- Government policies regarding admission process and fee structure results in difficulty in sustaining quality of advanced education imparted.
- Geographical presence of college in the vicinity of the GHMC premises is a challenge in itself, as many students prefer to be day scholars. In spite of a very efficient transport system to pick and drop students

near to their homes, lot of time (approximately 1 hour to 90 minutes) is wasted on road in travel to and from the college.

## 1.3 CRITERIA WISE SUMMARY

### Medical Part

At Malla Reddy Medical College for Women, undergraduate training emphasizes patient care quality, safety procedures, and infection prevention. Integrated into Microbiology, Surgery, Medicine, and other lectures, this training includes universal precautions like proper hand hygiene, personal protective equipment use, and safe disposal of sharp instruments. Additionally, clinical rotations provide hands-on experience across various disciplines. The institution has permission for intake of 200 students for MBBS course from the NMC. Range of NEET percentile score of students admitted for the preceding academic year is 52.321-98.141 and the mean NEET percentile is 87.359. Sessions on patient safety procedures and quality of care are conducted for undergraduate students before they start their clinical postings.

The COVID-19 pandemic prompted specialized training sessions for junior residents, interns, and nursing staff, conducted both physically and online. These sessions covered epidemiology, diagnosis, clinical manifestations, management strategies, and practical demonstrations on oxygen therapy and PPE usage.

Since 2019, Malla Reddy Medical College has implemented Competency-Based Medical Education (CBME) as outlined by the Medical Council of India (MCI). This approach features well-defined competencies and assessment methods. The curriculum includes logbooks for foundational courses, Attitude, Ethics, and Communication (AETCOM), early clinical exposure, and self-directed learning. Some departments utilize Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) for formative assessments and teaching.

The Transplantation of Human Organs Act (THO), included in the Forensic Medicine and Toxicology syllabus, educates students on organ donation and transplantation processes. Clinical departments emphasize the legal, ethical, and social aspects of organ transplantation, with specific lectures on renal, liver, bone marrow, and corneal transplants.

The Immunization Clinic at Malla Reddy Narayana Multispecialty Hospital, adhering to WHO guidelines, offers routine and optional vaccines as per the Universal Immunization Program (UIP). The clinic, managed by trained nurses and doctors, ensures proper vaccine administration and adverse reaction management.

Malla Reddy Medical College aims to produce Indian Medical Graduates (IMGs) capable of providing comprehensive healthcare, leading healthcare teams, communicating effectively, engaging in lifelong learning, and adhering to professional ethics. The curriculum integrates these roles into the Vision & Mission statement and assesses them through traditional exams and OSCE/OSPE.

### Curricular Aspects

Malla Reddy Medical College for Women (MRMCW) is a distinguished private institution for women's

medical education, established in 2013 with the approval of the Ministry of Health and Family Welfare, Government of India. The college adheres to directives from the Medical Council of India (MCI), now known as the National Medical Commission (NMC). Situated on a spacious campus alongside Malla Reddy Narayana Multi-Specialty Hospital (MRNMH), MRMCW provides an optimal learning environment with state-of-the-art facilities, including air-conditioned lecture halls, demonstration rooms, and specialized laboratories.

Initially admitting 150 undergraduate (UG) students, MRMCW expanded its intake to 200 UG students in 2021. The college is recognized by the NMC and affiliated with Kaloji Narayana Rao University of Health Sciences (KNRUHS), Warangal, for both undergraduate and postgraduate programs. The curriculum is meticulously structured to foster intellectual curiosity, cultivate a passion for learning, and develop sound decision-making skills. It adheres to guidelines from regulatory bodies such as NMC and KNRUHS and integrates Competency-Based Medical Education (CBME) since July 2019.

Key highlights of MRMCW's curriculum planning include the establishment of a Curriculum/Academic Committee, the integration of curricular, co-curricular, and extracurricular activities, and the customization of teaching schedules based on syllabus components and individual student development. Curriculum delivery employs modern infrastructure and digital resources, ensuring effective teaching through integrated modules, orientation programs, and practical learning via clinical exposure and community engagement. Ongoing monitoring and documentation of curriculum progress are emphasized.

MRMCW also integrates cross-cutting issues such as gender sensitivity, environmental sustainability, human values, and professional ethics into its curriculum. Gender sensitivity is promoted through community outreach, fieldwork, and gender sensitization activities, including the annual celebration of International Women's Day. Environmental sustainability is embraced through initiatives like tree plantation drives, Swachh Bharat Abhiyan, and National Service Scheme (NSS) camps, emphasizing the 'Go Green' movement.

Human values and professional ethics are instilled through events like the 'White Coat Ceremony' and the 'Cadaveric Oath' during Anatomy practicals. The college incorporates AETCOM modules to impart professional ethics, attitude, and communication skills, ensuring graduates are well-rounded professionals.

## Teaching-learning and Evaluation

Student clubs at Mallareddy Medical College for Women serve as vital components in fostering the holistic development of students by complementing academic learning with practical experience and personal growth opportunities. These clubs enhance leadership skills, provide networking opportunities, encourage cultural exchange, facilitate personal development, promote community service, and prepare students for their future careers.

### Key Clubs and Their Objectives:

1. **Fusion Frontiers (Academic) Club:** Enhances student engagement in academic learning beyond the classroom.
2. **Verbal Vanguards (Debate) Club:** Provides a platform for students to discuss contemporary issues and develop critical thinking skills.
3. **Dynamic Dolphins (Sports) Club:** Promotes positive attitudes towards sports and instills discipline.

4. **Candid Clickers (Photography) Club:** Focuses on crafting visual stories with precision.
5. **Cultural Clubs:**
  - **Medimelodies (Music Club):** Uses music for therapeutic self-expression.
  - **Medimoves (Dance Club):** Integrates the art of dance with the science of medicine.
  - **Creative Comrades (Fine Arts Club):** Identifies and nurtures artistic talent among students.
6. **Personacrafters MediClub (Personality Development & Fitness):** Develops leadership and communication skills.
7. **Curiosity Crew (Research) Club:** Engages students in research to explore new concepts and contribute to society.
8. **NSS (National Service Scheme) Club:** Focuses on developing personality and character through community service, inspired by Mahatma Gandhi's ideals.

### Teaching-Learning Approaches:

- **Experiential Learning:** Prepares students to become competent healthcare professionals through hands-on exercises and patient-centered learning.
- **Integrated/Inter-disciplinary Learning:** Facilitates comprehensive learning through vertical and horizontal teaching.
- **Participatory Learning:** Engages students in team-based learning through methods like Think-Pair-Share and Problem-Based Learning.
- **Problem-solving Methodologies:** Involves small group discussions on medical advancements and case-based learning.
- **Self-directed Learning:** Encourages independent research and practice through designated self-study hours and access to resources.
- **Patient-centric and Evidence-based Learning:** Provides practical training in various clinical settings.
- **Humanities:** Incorporates bioethical themes and value-based education to enhance professionalism and communication skills.
- **Project-based Learning:** Involves students in short-term research projects.
- **Role Play:** Uses role-playing to teach clinical topics and foster critical thinking.
- **Integration of ICT in Education**
- **Assessment and Evaluation**
- **Parent-Teacher Meetings (PTMs)**

### Research, Innovations and Extension

Malla Reddy Medical College for Women (MRMCW) is a premier institution recognized for its dedication to teaching, learning, and research. The college actively promotes research among students and faculty through its institutional review board, which organizes programs on research methodologies, fosters a research spirit, supports pre-incubation activities, identifies and nurtures creative potentials, assists in research formulation, and encourages projects in ICMR core areas with potential funding. Faculty members are motivated to engage in cutting-edge research to enhance the institution's prominence.

MRMCW provides ample resources, including research materials and equipment, and has established MOUs

with hospitals and research institutes to facilitate high-end research in fields like Microbiology, Pathology, Gastroenterology, and Pulmonology. The institution supports clinical research projects, including treatment-based research, randomized clinical trials, and drug/materials-based research, ensuring the publication of completed research projects.

The institution promotes entrepreneurship through the Malla Reddy Foundation for Research and Innovation (MR-FRI), established in 2019 to support startups and commercialize new healthcare technologies. MR-FRI has supported over 10 startups and collaborated with various startup incubators to provide clinical support and develop MedTech Test Bed facilities under Project TEZ. Alumni who have successfully established their practices also play a role in motivating current students.

MRMCW's commitment to public health is reflected in its numerous extension and outreach activities. The institution has received several awards for organizing free medical diagnosis camps in underserved communities, providing comprehensive health screenings, specialist consultations, and preventive healthcare education.

The institution is also deeply committed to institutional social responsibility (ISR), engaging in initiatives across education, environmental conservation, health and hygiene awareness, provision of free or subsidized healthcare, and socio-economic development. MRMCW organizes after-school tutoring, literacy drives, vocational skill development workshops, and collaborates with local schools for educational improvements. Environmental efforts include cleanliness drives, tree plantation campaigns, waste management workshops, and conservation awareness programs.

Health and hygiene awareness programs include hosting health camps, conducting hygiene workshops, distributing educational materials, and collaborating with healthcare professionals for information sessions on nutrition and disease prevention. Free and subsidized healthcare services are provided through medical camps and partnerships with local healthcare facilities.

## **Infrastructure and Learning Resources**

Malla Reddy Medical College for Women (MRMCW), established in 2013, is a private institution affiliated with KNR University of Health Sciences, Warangal, Telangana. The college initially offered 150 MBBS seats, later expanded to 200 in 2021 with the Ministry of Health and Family Welfare's approval based on recommendations from the Medical Council of India (MCI).

### **Campus and Infrastructure**

MRMCW is located on a 10.11-acre campus with a total built-up area of 62,889.8 square meters. The campus includes air-conditioned lecture halls equipped with multimedia audio-visual aids, demonstration rooms, and laboratories. The attached teaching hospital, Malla Reddy Narayana Multi Specialty Hospital (MRNMH), has 1260 beds, providing extensive clinical exposure. The faculty comprises experienced professionals from across India.

### **Classrooms and Examination Halls**

The college has five well-equipped, air-conditioned lecture halls, each with a seating capacity of 240. These halls are equipped with multimedia projectors, computers, LAN, Wi-Fi, video recording, and teleconferencing



facilities. Additionally, MRMCW has two theory examination halls, each seating 250, with CCTV surveillance.

### **Library**

The air-conditioned central library houses 13,784 books, including textbooks and reference books. It offers journals, CD-ROMs, digital resources, and Del Net e-learning facilities. The library includes two student reading rooms with a total seating capacity of 525, separate postgraduate and staff reading rooms, a journal room, a digital library with 65 computers, and a conference hall.

### **Laboratories and Research Facilities**

MRMCW has 19 laboratories, including the Central Research Laboratory and Computer-Assisted Learning Laboratory, all equipped as per NMC norms. The Central Research Lab supports various research activities.

### **Clinical Training and Hospital Facilities**

MRNMH, the attached teaching hospital, has 1260 beds across various departments, providing students with ample clinical material. Regular interdepartmental clinical meetings are held, ensuring current updates in the field.

### **Library Automation and Digital Resources**

The MRMCW Central Library is fully automated using KOHA software, offering extensive digital and electronic resources, including access to EBSCO journals and Knimbus e-library. The library operates from 9:00 am to 12:00 midnight on all working days and from 9:00 am to 4:00 pm on Sundays, providing comprehensive facilities for students and staff.

### **Student Support and Progression**

Malla Reddy Medical College for Women (MRMCW), located in Suraram, Ranga Reddy District, Hyderabad, is part of the Malla Reddy Health City, which encompasses four constituent colleges. The institution is renowned for its globally acclaimed teaching practices and warmly welcomes international students for both undergraduate and postgraduate medical courses.

MRMCW adheres to the eligibility and admission guidelines set by the University Grants Commission (UGC), which are available on their website. The college offers seats under both General and Foreign/NRI categories, with specific provisions for international candidates, who must meet the necessary eligibility criteria. Admissions for international students are managed by the International Students Cell (ISC), ensuring a streamlined and supportive process.

International students must possess a student visa and obtain security clearance from the Ministry of Home Affairs, as well as approval from the Ministry of Human Resource Development. They are required to have completed their prior education in English or must provide valid IELTS/TOEFL scores. Admissions are finalized upon verification of these criteria and payment of fees in US dollars or equivalent Indian rupees.

The admission procedure includes application submission before the start of the program, qualifying in the NEET examination, obtaining a Provisional Admission Offer Letter, securing a student visa, and submitting

required documents upon arrival at MRMCW.

MRMCW also emphasizes student involvement through its active Student Council, which includes representatives from all classes. This council participates in decision-making and administrative tasks, ensuring a student-friendly environment that promotes holistic growth. The college has various student clubs and committees, such as Research, Dance, Sports, Yoga, and Music, as well as important committees like anti-ragging, sports, and cultural committees. These bodies facilitate activities ranging from outreach programs to participation in national festivals and awareness campaigns on significant health days.

Additionally, the Alumni Association, active since 2019 and registered in 2023, plays a crucial role in supporting the institution's growth and development. The association organizes career guidance seminars, assists alumni with official documentation for international careers, and conducts health check-up camps. Financial contributions from alumni create a corpus for the association's activities, and regular meetings ensure ongoing engagement and feedback.

### **Governance, Leadership and Management**

Malla Reddy Medical College for Women (MRMCW) is dedicated to providing exceptional medical education, emphasizing high-quality instruction for both undergraduate and postgraduate students. The institution believes in blending theoretical knowledge with practical application, ensuring that students are well-prepared for real-world medical scenarios. MRMCW strives to maintain global standards in its curriculum and training, equipping students for international opportunities and fostering strong professional skills and expertise. The college also prioritizes ethics, empathy, and a positive attitude, shaping well-rounded individuals capable of excelling in various medical fields.

### **Governance and Administration**

MRMCW is governed by the Chandramma Educational Society, guided by its president. The administration is decentralized to enhance decision-making and execution, with a College Council led by the Dean overseeing academic and administrative matters. Heads of Departments (HODs) share responsibilities and communicate tasks to faculty members. Regular meetings, efficient coordination, and internal monitoring ensure smooth operations and alignment with quality policies and objectives.

### **Decentralized and Participatory Management**

MRMCW employs a decentralized and participatory management approach, involving faculty and students in various aspects of decision-making. Key bodies include the Executive Council, College Council, Curriculum Committee, and the Internal Quality Assurance Cell (IQAC), which maintain quality standards and oversee academic and administrative processes. Departmental committees implement higher committee decisions, ensuring smooth curriculum implementation and quality assurance.

### **Future Plans and Developments**

MRMCW has ambitious plans to expand its offerings and infrastructure, including increasing undergraduate intake, adding postgraduate programs in clinical subjects, constructing additional facilities such as hostels, bus services for non-teaching staff, and enhancing campus amenities. Initiatives like the establishment of an oxygen plant, RTPCR lab, and various accreditation processes aim to improve patient care and educational quality.

further.

### **Staff and Student Welfare**

MRMCW offers comprehensive welfare measures for teaching and non-teaching staff, including campus accommodation, free transport, healthcare facilities, school fee concessions, a daycare center, and supportive leave policies. Research and training opportunities are provided, with financial assistance for attending conferences and workshops. A robust performance appraisal system ensures continuous professional development and recognition for outstanding contributions.

### **Institutional Values and Best Practices**

Malla Reddy Medical College for Women (MRMCW) offers a supportive and inclusive environment that fosters gender equity across its student body, faculty, and staff. The institution's policies and activities are designed to ensure equal opportunities and promote a culture of respect and safety for women.

### **Curricular Activities**

MRMCW integrates gender equity sensitization programs into its curriculum to instill virtues among its diverse female students.

### **Co-Curricular Activities**

Annual gender equity programs, including seminars, debates, and awareness campaigns like Beti Bachao Beti Pado and She Teams, emphasize self-defense and women's empowerment. Celebrations of International Women's Day and Bathukamma Sambaralu unite the community and highlight Telangana's cultural heritage.

### **Facilities for Women**

The college ensures safety with 24/7 security, CCTV monitoring, and well-lit corridors. Dedicated committees address sexual harassment and ragging. Secure hostels and a daycare center for staff's children further enhance safety and support.

### **Counseling and Mentorship**

An effective mentorship program provides holistic support to students, addressing academic and personal challenges. Counseling and self-defense training are also offered.

### **Infrastructure and Sustainability**

MRMCW prioritizes an eco-friendly environment with robust waste management systems for solid, liquid, e-waste, and biomedical waste. A water recycling system supports lawn and garden maintenance, while partnerships ensure proper disposal of chemical and radioactive waste.

### **Inclusive Environment**

The college promotes multiculturalism and inclusivity through various activities. Academic support, language classes, mentorship, and annual festivals foster unity and cultural exchange. Sports, cultural, and religious events promote a sense of belonging and national integrity.

### **Advocacy and Community Engagement**

MRMCW actively participates in advocacy for women's health rights, conducts health camps, and provides free transportation and subsidized treatments to underserved populations. The National Service Scheme (NSS) instills a sense of service and empathy in students.

### **Leadership and Empowerment**

By focusing exclusively on women in medicine, MRMCW empowers female students to pursue medical careers without gender biases, promoting leadership and advancing women's health research. Mentorship programs provide strong female role models, fostering resilience and career advancement.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MALLA REDDY MEDICAL COLLEGE FOR WOMEN
Address	Malla Reddy Medical College for Women Suraram X Roads, Quthbullapur (M), Jeedimetla, Hyderabad - 500055
City	HYDERABAD
State	Telangana
Pin	500055
Website	<a href="http://www.mrmcw.edu.in">www.mrmcw.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S.Sreelatha	091-9908630123	9440021304	-	naac@mrmcw.edu.in
IQAC / CIQA coordinator	V.Yakaiah	091-8019991106	8106363463	-	iqac@mrmcw.edu.in

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

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		15-07-2013		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Telangana	Kaloji Narayana Rao University Of Health Sciences	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	22-04-2024	<a href="#">View Document</a>		
12B of UGC				
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
NMC	<a href="#">View Document</a>	05-02-2019	60	MRMCW has got recognition for One Hundred fifty UG seats and got permission to increase UG seats to Two Hundred in the year Two Thousand Twenty One As per NMC latest norms all permitted seats are recognized

<b>Recognitions</b>	
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.?	Yes
If yes, nature of recognition	DSIR SIROs
Date of recognition	30-06-2021

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Malla Reddy Medical College for Women Suraram X Roads, Quthbullapur (M), Jeedimetla, Hyderabad - 500055	Urban	10.11	62889.8

## 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,Bachelor Of Medicine And Bachelor Of Surgery,	66	Intermediate	English	200	200
PG	MD,Doctor Of Medicine, Emergency Medicine	36	MBBS	English	3	3
PG	MD,Doctor Of Medicine, Pharmacology	36	MBBS	English	8	4
PG	MD,Doctor Of Medicine, Radiation Oncology	36	MBBS	English	3	3
PG	MD,Doctor Of Medicine, Psychiatry	36	MBBS	English	2	2
PG	MD,Doctor Of Medicine, Respiratory Medicine	36	MBBS	English	2	2
PG	MD,Doctor Of Medicine, Paediatrics	36	MBBS	English	4	4
PG	MD,Doctor Of Medicine, Radio Diagnosis	36	MBBS	English	4	4
PG	MD,Doctor Of Medicine, Dermatology Venerology Leprosy or	36	MBBS	English	2	2



	DVL					
PG	MD,Doctor Of Medicine, Anaesthesiology	36	MBBS	English	10	10
PG	MD,Doctor Of Medicine, General Medicine	36	MBBS	English	8	8
PG	MS,Master Of Surgery,Obstetrics and Gynaecology	36	MBBS	English	3	3
PG	MS,Master Of Surgery,Anatomy	36	MBBS	English	8	1
PG	MS,Master Of Surgery,Orthopaedics	36	MBBS	English	3	3
PG	MS,Master Of Surgery,Otorhinolaryngology	36	MBBS	English	1	1
PG	MS,Master Of Surgery,Ophthalmology	36	MBBS	English	2	2
PG	MS,Master Of Surgery,General Surgery	36	MBBS	English	6	6
Post Master's (DM,Ayurveda Vachaspathi,M.Ch)	DM,Doctorate Of Medicine,Cardiology	36	MD	English	3	2

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	83				34				128			
Recruited	50	33	0	83	18	16	0	34	72	56	0	128
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				220				86			
Recruited	0	0	0	0	91	129	0	220	43	43	0	86
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1249
Recruited	448	801	0	1249
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				305
Recruited	140	165	0	305
Yet to Recruit				0

### Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	1	0	0	2	0	0	0	0	0	3
Ph.D.	1	2	0	3	1	0	0	1	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	48	30	0	14	15	0	73	54	0	234
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	43	43	0	86
UG	0	0	0	91	129	0	0	0	0	220

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	3	1	0	4
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	3

**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	0	0	0	0	0
	Female	177	23	0	0	200
	Others	0	0	0	0	0
PG	Male	9	8	0	0	17
	Female	32	9	0	0	41
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	2	0	0	0	2
	Female	0	0	0	0	0
	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	0	0	0	0
	Female	18	18	14	11
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	11	7	6	5
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	36	36	29	22
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	135	139	101	112
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		200	200	150	150

General Facilities	
<b>Campus Type: Malla Reddy Medical College for Women Suraram X Roads, Quthbullapur (M), Jeedimetla, Hyderabad - 500055</b>	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>



• Cafeteria	Yes
• <b>Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• <b>Health centre staff</b>	
* Qualified Doctor (Full time)	9
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	20
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	6
* Girls's hostel	2	322
* Overseas students hostel	0	0
* Hostel for interns	1	50
* PG Hostel	2	15

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Malla Reddy Medical College for Women has been encouraging the outcome based education system for students, at various levels. For the Undergraduate students, various Interdisciplinary based short term research projects are being encouraged, which will help them gain a better insight and approach towards a specific medical treatment need of the society. For the postgraduate students, some of the research projects are designed such that they develop a broader perspective and better approach to the various treatment needs of the society. The Post graduates are encouraged to take up various extensive multidisciplinary research projects and thus, are provided access to a more compounding and qualitative approach. The institute is also paving way for setting up new departments which gives interdisciplinary/multidisciplinary knowledge to the aspirants. These departments will enhance the basic knowledge and skill of the students in the various specialties. To provide a broader outlook on the need based and outcome based research to the students, the institute is entering into strategic tie-ups with various other knowledge sharing partners like Pharmaceutical companies, Engineering colleges; Technical education institutes; Pharmaceutical and veterinary institutes. Such collaborations have been fruitful in improving the outlook of students and also paving way for much better and vibrant research relationships.</p>
2. Academic bank of credits (ABC):	<p>MRMCW has been trying to adapt the NEP fully into its system, by trying to increase the academic credits of our students, which later on, when stored in the</p>

	<p>Academic Bank of Credits (ABC), via the National Academic Depository (NAD), will give them a much larger scope of freedom in terms of their future academic/career choices. MRMCW is paving the way for opening such digital infrastructure accounts individually for all its students and faculty in the ABC, to store their respective academic credits. To facilitate gaining such academic credit scores, apart from their regular curriculum, the institute has been encouraging its students and faculty to take up various value-added courses online, from a number of departments as well as from institutes of higher learning on a national and worldwide scale, through the MOOC platforms such as the SWAYAM, NPTEL, etc. At MRMCW, we are trying to progress academically and thus, contribute in transforming India into a global knowledge super power, as envisioned in the NEP.</p>
3. Skill development:	<p>At MRMCW, we constantly pursue enhancing the skill sets of the students and also the faculty. Enhancing the skill of a healthcare provider is an utmost necessity as it improves patient care. Apart from clinical skills, certain skill sets necessary for the students and faculty, to improve their academic, personal, social and also financial outcomes are also addressed in this institute. The 1st MBBS students are undergoing a program called “Positive Minds” based on CBME programs which can target to improve the communication skills, self management skills and improve their orientation towards medical education. The clinical year MBBS students, Interns and the postgraduates of the institute will attend programs like Skill center, Medical practice set up &amp; management and the courses offered in the Skill Enhancement center at the college. This will help the participants to improve their academic, social and entrepreneurship skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Indian knowledge system (IKS) has been introduced to promote interdisciplinary research and help the young Indians feel connected to their heritage. At MRMCW, the students are taught the Indian way of doing things, apart from the NMC and the University prescribed syllabus and curriculum. This helps them to better gel into the society and improvise on the knowledge and treatment outcomes for an overall benefit of the society. The institute organizes Yoga and meditation sessions for the students and faculty</p>

	regularly, which help to improve their concentration and thus enhance their work efficacy. MRM CW has also been trying to impart AYUSH related knowledge to its students and faculty by entering into knowledge sharing and research related tie-ups with Ayurvedic and Yoga training institutes, to help derive at a much better and sustainable solution for prevention and treatment of various diseases.
5. Focus on Outcome based education (OBE):	As per the requirements of the NEP, MRM CW emphasizes on the Outcome Based Education (OBE) system also. The NMC of India also has established certain Medical graduate attributes and knowledge outcomes, which will help the student to evolve into a better medical care provider. Competency oriented classes using problem-based approach and integrated approach are being designed for the students, who are trained on clearly articulated scenarios. The critical point based evaluation systems introduced in the pre-clinical / clinical / practical scenarios for the students at MRM CW will endeavor such approaches. The faculty is also encouraged to participate and undergo such training to enhance their skill sets and abilities, which enables them to be equipped with the necessary knowledge to train the students in this manner. It improves the critical thinking abilities, professionalism and ultimately improves the patient care.
6. Distance education/online education:	MRM CW has put into practice a fully integrated Learning Management System (LMS). This LMS system is designed to incorporate any future enhancements and newer features, which may be developed as part of the NEP. We are imparting online / distance education and knowledge sharing not only to the students at the institute, but also to other interested faculty and students from various Medical colleges / practitioners, across India. By partnering with a professional service provider, we have been conducting various webinars / training sessions at various levels, since the year 2020. Our website has an e-learning page which directs the interested visitors to a plethora of knowledge sharing videos on the various aspects of medical education, ranging from the basics in medical education, to the diagnosis and treatment planning and best treatment methodologies for various medical procedures. We have also made available various lectures through the virtual platform, to benefit the student learning. The

	Google classroom created individually for each of all the four years MBBS students, during the COVID-19 scenario, has enabled the institute to teach and evaluate the students even in the lockdown period. The PPT's of the various lectures taken have been made available in the same platform so that the students would have better access to each topic.
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### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Established in the year 2022, functioning alongside the NSS wing of MRMCW. The principal objective of this ELC is to sensitize the student community about democratic rights, which includes dissipating knowledge about the importance of casting votes in elections
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 Dean is the Chairperson of the club, with NSS program officer being the faculty coordinator. A student coordinator is also appointed by the Head of the institution, every year. The ELC at MRMCW functions with the following office bearers: Office bearers of the ELC at MRMCW: 1.) Dr. S. Sreelatha -Dean 2.) Dr. Rajashree - Professor & HOD 3.) Aditi Biswas - Student 4.) Pooja Kadari - Student 5.) Vahini Reddy - Student 6.) Kotha Indu - Student 7.) Chenna gouri Yeshasri -Student
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.	At MRMCW, we have been conducting various Electoral literacy and awareness programs. These programs were designed to uphold the ideologies, true to the character of Indian democracy and constitutional ideologies. I). Voter Registration camp for the eligible students in the campus. II). Poster presentations, debates, elocution, essay writing and other programs which create awareness regarding electoral procedures. III). Right to vote awareness in the Institution and in select rural population areas. IV). Guest lectures in the institution on "Voter Awareness"
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	The ELC takes following initiatives that are socially relevant to electoral related issues – i) Awareness drives to make the eligible voter, aware about the process of election and the importance of every vote in creating a sustainable and progress oriented

electoral processes, etc.	government. ii). Conducting guest lectures and awareness programs to help the target audience understand the value of their vote to ensure that they exercise their right in a confident, comfortable and ethical manner. iii). Conducting guest lecturers to the parents of students admitted in MRMCW, to try and improve their awareness on the democratic values and thus, increase their participation in the 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.	As the students who join at MRMCW for the Bachelor's program are at the age of 17 or 18 years, that makes at least around 100-150 students every year in that age group. So, the programs conducted at MRMCW to target them and to increase their awareness towards the electoral process and the importance of voting, gain importance to make them into good contributors for formation of better governments. i) The ELC at MRMCW will make the students aware about the electoral process through organizing Essay writing and elocution programs. ii). Guest faculty who are well versed in the system of such electoral process will be invited to deliver lecture and create awareness about democratic rights which include casting votes in elections. iii). Enrolment drives will be conducted for those who are not yet registered as a voter. iv). the students themselves, at later years of their education at MRMCW, will be made to conduct such awareness programs in the surrounding communities.

## 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
866	621	494	297	303
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 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
61	135	12	156	139
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 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
233	220	169	164	121
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

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

2022-23	2021-22	2020-21	2019-20	2018-19
233	220	169	164	121
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

**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
14014.3	13379.30	11612.46	11056.25	6090.40
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		



## 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:**

Malla Reddy Medical College for Women (MRMCW) is a premier private medical college exclusively for women, established in 2013 with the approval of the Ministry of Health and Family Welfare, Government of India, following the directives of the Medical Council of India (MCI). Alongwith its teaching hospital, Malla Reddy Narayana Multi-Speciality Hospital (MRNMH), it occupies a spacious campus providing a conducive environment for learning.

Equipped with state-of-the-art facilities, including air-conditioned lecture halls furnished with multimedia aids, well-appointed demonstration rooms, and specialized laboratories for each department, MRMCW boasts a faculty of seasoned educators committed to delivering quality education.

Initially accommodating 150 Undergraduate(UG) students upon its inception, the college expanded its intake to 200 UG students in 2021, with a steadfast focus on providing exceptional medical education. Recognized by the National Medical Commission (formerly MCI) and affiliated with Kaloji Narayana Rao University of Health Sciences (KNRUHS), Warangal, for both undergraduate and postgraduate programs, MRMCW ensures adherence to rigorous academic standards.

Central to its educational philosophy is a meticulously structured curriculum designed to foster intellectual curiosity, cultivate a passion for learning, and instill sound decision-making skills among students. The curriculum encompasses a comprehensive approach to learning, addressing knowledge acquisition, skill development, and the nurturing of a professional attitude.

The curriculum development process at MRMCW is guided by diverse inputs, including syllabi and model curricula prescribed by regulatory bodies like National Medical Commission (NMC) & KNRUHS, Warangal.

##### **Key Highlights of Curriculum Planning:**

- Adherence to NMC and university guidelines.
- Establishment of Curriculum/Academic Committee for effective planning.
- Integration of CBME (Competency Based Medical Education) since July 2019.
- Inclusion of curricular, co-curricular, and extracurricular activities in the academic calendar.
- Customization of teaching schedules based on syllabus components and individual student development.

##### **Curriculum Delivery:**

- Utilization of modern infrastructure and digital resources for effective teaching.
- Dissemination of institutional academic calendar to departments.
- Preparation and communication of department-wise timetables.
- Implementation of integrated teaching modules and orientation programs.
- Emphasis on practical learning through clinical exposure and community engagement like Family adoption program.
- Ongoing monitoring and documentation of curriculum progress.

### Curriculum Evaluation:

- Conduct of assessments and examinations as per curriculum milestones.
- Administration of internal assessment exams in adherence to university guidelines.
- Provision of timely feedback to students on their performance.
- Eligibility criteria for university examinations based on internal assessments and attendance.
- Supportive measures like revision sessions for students needing additional assistance.

In essence, MRMWCW's curriculum framework reflects a commitment to academic excellence, holistic development, and continual improvement, ensuring that future medical professionals receive a comprehensive and robust educational experience.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### Other Upload Files

1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

### 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: 1.16**

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
2	2	2	2	2

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

## 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:** 100

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

Response: 278

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

Response: 278

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 70.31

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
501	441	325	220	251

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

#### **Integrating Cross-Cutting Issues**

Malla Reddy Medical College for Women (MRMCW) prides itself on the comprehensive integration of cross-cutting issues like gender sensitivity, environmental sustainability, human values, and professional ethics into its curriculum. This integration serves a dual purpose: enhancing professional competencies and instilling broader competencies such as social awareness, environmental consciousness, and ethical values, thus fostering the holistic development of its students.

#### **Gender Sensitivity**

MRMCW provides ample opportunities for educating the students on gender sensitivity, enabling students to engage with real-world scenarios through fieldwork, community outreach, and gender sensitization activities. Programs like "Gender Sensitization and Social Responsibility" offer a platform for events such as quizzes, role-plays, and elocution competitions centered on women's empowerment. Moreover, the annual celebration of International Women's Day serves as a reminder of the college's commitment to promote gender equality and empowerment. Gender Harassment Committee addresses the issues related to physical, mental and sexual harassment.

#### **Environment and Sustainability**

At MRMCW, the ethos of the 'Go Green' movement is embraced fervently. The college organizes a myriad of campus events, including guest lectures, tree plantation drives, and awareness programs, all aimed at fostering environmental sustainability. Students actively participate in initiatives such as Environment day, Swachh Bharat Abhiyan and plantation drives during National Service Scheme (NSS) camps. Additionally, the institute's well-maintained green spaces and water harvesting pits, further underscore its dedication to environmental conservation.

### Human Values and Professional Ethics

Recognizing the pivotal role of human values in shaping compassionate healthcare professionals, MRMCW hosts events like the 'White Coat Ceremony' and administers the 'Cadaveric Oath' during Anatomy practicals. These rituals instill a sense of accountability and gratitude among students. Incorporating AETCOM modules into its curriculum, MRMCW aims to impart professional ethics, attitude, and communication skills to its students. These modules, provided by the National Medical Commission (NMC), focus on ethical conduct and effective communication during patient encounters. By aligning with the NMC's guidelines, the college ensures that its graduates emerge as well-rounded medical professionals capable of navigating the complexities of healthcare delivery with integrity and professionalism.

### Health Determinants and Right to Health Issues

Aligned with the World Health Organization's definition of health as complete physical, mental, and social well-being, MRMCW organizes events to raise awareness about health determinants and emerging demographic changes. Occasions such as World AIDS Day and National Deworming Day serve as educational platforms, equipping students with insights into public health challenges and the importance of preventive measures in promoting community well-being.

In essence, MRMCW's curriculum epitomizes its commitment to nurturing socially responsible, ethically conscious, and environmentally aware healthcare professionals. By integrating cross-cutting issues into its educational framework, the college prepares its students to tackle the multifaceted challenges of modern healthcare while upholding the values of compassion, integrity, and social responsibility.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 11

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

skills.

Response: 11

File Description	Document
List of-value added courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document related to value-added course/s	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

### 1.3.3

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

**Response: 59.1**

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
641	437	301	265	288

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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: 71.84**

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

Response: 778

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Community posting certificate should be duly certified by the Head of the institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.4.2

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

**Response:** B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>



## 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:** 73.55

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
59	58	44	35	0

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
65	61	49	38	0

File Description	Document
Institutional data in prescribed form	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>

**2.1.2**

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

**Response:** 77.6

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
244	273	189	141	0

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
247	275	197	150	0

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**2.1.3**

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

**Response:** 18.11

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
41	90	51	23	0

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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:** C. Any two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View Document</a>
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	<a href="#">View Document</a>
Any other information	<a href="#">View Document</a>
Link for any relevant information	<a href="#">View Document</a>

### 2.2.2

**Student - Full- time teacher ratio (data of preceding academic year)****Response:** 3.72

File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

**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:**

Student Club activities at Mallareddy Medical College for Women are intended to give our students the chance to advance their leadership abilities while also strengthening their academic development. Student clubs in colleges play a significant role in enhancing the educational experience and personal development of students. Hence our Institution promotes such activities which play a pivotal role in overall student's development. Here are some key points highlighting their importance:

**Development of Skills:** Through student clubs, students can practice a variety of skills, including communication, time management, leadership, and teamwork.

**Networking:** By providing a forum for interaction between students and professionals, educators and peers, they help students build connections that may be advantageous in their future professional endeavors.

**Cultural Exchange:** Clubs frequently unite students from various backgrounds, encouraging inclusivity and awareness of other cultures.

**Personal Development:** Club participation gives students the chance to explore their interests, find new hobbies, and boost their self-esteem.

**Community Service:** A lot of clubs give students the opportunity to contribute back to society and have a good influence by emphasizing social justice and community service.

**Career Preparation:** Club activities provide students with experiences that improve their resumes and help them become ready for their post college career.

Overall, student clubs are a vital part of the college ecosystem, contributing to the holistic development of students by complementing academic learning with practical experience and personal growth opportunities.

**The following are the clubs being run in our Institution :**

**Fusion Frontiers (Academic) Club :**

Students' engagement with learning beyond the classroom is the club's primary goal.

**Verbal Vanguard (Debate) Club:**

The Debate Club provides a platform for students to discuss burning topics they are facing.

**Dynamic dolphins (Sports) Club :**

The goal of the sports club is to instill in the students a positive attitude toward sports and discipline.

**Candid clickers (Photography) Club :**

The Goal of the club is Crafting visual stories with precision.

**Cultural clubs :**

**1.Medimelodies (Music Club)**

We inspire our students to use music as a beautiful and therapeutic medium for self-expression.

**2.Medimoves (Dance Club)**

One excellent method to combine the science of medicine and the art of dance is to start a dance club in a medical college.

**3.Creative Comrades (Fine Arts Club)**

To identify and nurture talent among students and provide a platform to exhibit their skills in various forms of art.

**Personacrafters MediClub : (Personality development & Fitness )**

The goal is to help students develop their leadership and communication abilities.

**Curiosity crew (Research) Club :**

Student Research Clubs are a group of enthusiastic students committed to doing research to explore novel concepts and make significant contributions to society.

**NSS (National Service Scheme) Club :**

This club aims to develop the personality and character of student youth through voluntary community service. Inspired by the ideals of **Mahatma Gandhi**, the NSS follows the motto “NOT ME, BUT YOU.”

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**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:**

In our Institution, the teaching-learning approach is student-centered and emphasizes active student participation. Students participate in real-world, practical learning activities in labs, the community, the simulation lab and with patients.

- **Experiential learning**

Through experiential learning, all students are prepared to become qualified healthcare professionals who can work on their own. Includes hands-on exercises and patient-centered learning opportunities through case studies and evidence-based talks on diagnosis and treatment. Scientific projects, research talks, Think-Pair

Share, peer-assisted learning, and other innovative teaching-learning techniques are routinely used.

- **Integrated/Inter-disciplinary learning**

The entire curriculum has been created for both vertical and horizontal teaching from the initial year only. There are frequent clinico-pathological correlation meetings, centralized clinical meetings, and mortality audits. Every month, the postgraduate students present the month's unique cases at the clinical meet sessions.

- **Participatory learning**

Think-Pair-Share, Problem-Based Learning, and feed-back at the conclusion of sessions have all been very beneficial in addition to didactic lectures. Tutorials are conducted engaging students in a team based learning concept.

Regular activities include group talks, clinical meetings, ward rounds, seminars, quizzes, microteaching, role plays, case discussions and health camps.

- **Problem-solving methodologies**

Students discuss issues in small groups with teachers while presenting themes on medical advancements and journal articles. Both case-based learning (CBL) and problem-based learning (PBL) are carried out at the bedside and in the OPD. Specialty clinics are available in OPD'S every day to assist students .

- **Self-directed learning**

Every student keeps a journal of their assignments in logbooks. There have been designated hours for self-directed learning, and students are encouraged to practice it. The students receive journals, online resources and references that help them comprehend the material better and inspire them to do further in-depth research on the subject.

- **Patient-centric and Evidence-based learning**

Students receive training in OPD, IPD, OT, emergency, trauma care, BLS, ACLS, simulations, and pathology labs while rotating through clinical departments.

- **The Humanities**

By integrating bioethical themes into the curriculum, such as patient privacy, autonomy, confidentiality, and the right to health, all students receive training in professionalism, communication skills, and value-based education. Through community visits, they become more conscious of human rights, gender equity, stress management, and health.

- **Project-based learning**

Under the guidance of knowledgeable faculty members, students create short-term and small-research projects like ICMR-STs.

- **Role play**

Role-playing is a useful technique for teaching clinical topics and fostering critical thinking, active learning, and communication skills. Informed consent, imparting bad news, and doctor-patient relationships are all taught. World Breastfeeding Week, Deworming day, Tuberculosis Day, Green graduation day, World Mental Health Day, National Nutrition Week, International women's day and Population day are just a few of the events that are observed by our institution.

File Description	Document
Link for learning environment facilities with geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 2.3.2

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

##### **The Institution:**

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

**Response:** A. All of the above



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

### 2.3.3

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

##### **Response:**

Utilizing and integrating Information and Communication Technology (ICT) enabled technologies can enhance the process of teaching and learning. ICT tools use technology to transfer knowledge, encourage participation, and get students ready for the changing face of healthcare.

Our Institutional management has made every ICT facility conceivable for efficient instruction and learning. The instructors make effective use of these resources. Teachers in all the departments are skilled at integrating the right IT into their lesson plans.

Broadband internet access and Wi-Fi are available around the campus.

#### **ICT-enabled Classroom / Demo - rooms Teaching**

The lecture halls are equipped with Interactive smart boards. There is also the option for video conferences using zoom.

Every department at the college and Hospital has a seminar room that is outfitted with an overhead LCD projector with screen, a computer, audio equipment, pen drives for academic activities and a high-speed internet connection. The faculty of the college frequently uses PowerPoint presentations and video demonstrations for their classes. For stimulating case discussions, journal clubs, seminars, workshops, research activities, and interdepartmental interactions, it is important to use computer-assisted learning

(CAL).

### **ICT in Simulation Lab:**

An important area in which ICT facilities are most effectively used is Simulation and Skill Centre. High Fidelity Patient Simulators and Interventional Simulator with preloaded software programs are available.

### **Management Information System:**

Teachers share learning materials with students via Management Information Systems (MIS). Videos of procedures, PowerPoint presentations from classes, and other resources are added to the MIS so that students can use them for e-learning. We use the Digi campus (LMS) in our Institution.

### **ICT in Library :**

The central library includes e-reference books and journals that are used by both teachers and students. Central library has the facility of KOHA software , a scalable library management system and RFID technology .The institution has online database subscriptions (DELNET) and K-HUB to make it easier for instructors and students to access these electronic resources.

Students and teachers prefer the Massive Open Online Courses (MOOCs) like coursera.org, Swayam, Linkedin, Atingi, Alison.com, Credly,Future learn , PWC and Udacity resources.

### **Online teaching using ICT Tools**

Since the COVID shutdown, online teaching using Google Classrooms and Zoom Classes has become the norm. Each faculty member has received the necessary training to lead theory sessions and clinical sessions.

Digital quizzes using the Kahoot app and multiple-choice questions using Google Forms are reserved for the students.

### **ICT Usage in Examination hall**

The examination hall in our institution under CCTV surveillance is equipped with Wi-Fi connected computers, printers and scanner.

**ICT in Hospital**

Our Hospital is equipped with the latest technological innovations like CT Scan 128 slice machine (Revolution EVO), MRI machine 1.5 Tesla (SIGNATM HDxT ) , Endoscopies with Camera and Portable monitor , Microscopes and Hospital Information Management System (Suvana Technologies) which help in proper diagnosis and treatment planning. These developments aid students in comprehending the case and connecting radiographic, microscopical, and clinical aspects to a more effective patient management strategy.

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

**2.3.4****Student :Mentor Ratio (preceding academic year)**

**Response:** 3.92

**2.3.4.1 Total number of mentors in the preceding academic year**

Response: 221

File Description	Document
Log Book of mentor	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.3.5**

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

### **Response:**

Encouraging creativity, analytical thinking, and innovation is crucial for medical students. It helps them develop a well-rounded skill set that extends beyond the classroom.

**Fostering Creativity in medical education is essential for developing well-rounded physicians and surgeons. Creativity flourishes when students feel empowered to think beyond the conventional and explore novel approaches to healthcare challenges.**

### **Our strategies :**

1. **Problem-Based Learning (PBL):** students are exposed to PBL scenarios that encourage them to think critically, explore alternative solutions, and apply their knowledge to real-world cases.
2. **Encouraging Curiosity:** Open-ended questions are asked and students are engaged in discussions that challenge norms. Students are Encouraged to explore “what if” scenarios and think beyond superficial situations.
3. **Active Learning Techniques:**
  - **Concept Mapping:**
  - **Role-Playing:** .
  - The weekly question, "**Find out What,**" is posted by the Department of ENT on the department's scrolling LCD screen.
  - **Creating a Safe Space for Experimentation:**
    - Encouraging students to explore new ideas without fear of failure. Creativity often involves taking risks and learning from mistakes. We provide a supportive environment where students can experiment and innovate.

**Developing Analytical thinking skills among medical students is crucial for their ability to make informed clinical decisions.**

### **Our effective strategies :**

1. **Lifelong Learning:** We Encourage students to engage in continuous learning and Staying current with evidence-based practices enhances their analytical abilities.
2. **Reflection:** Students can assess their successes, identify areas for improvement, and critically analyze their experiences.
3. **Use of Critical-Thinking Tools like Fish bowl technique, one minute perceptor method , AETCOM and Flipped classroom.**

Curious minds are more likely to engage in analytical thinking.

**Encouraging Innovation among medical students is essential for preparing them to adapt to evolving healthcare challenges.**

**Our effective strategies :**

- 1. Clerkship Program**
- 2. Research methodology program**
- 3. Simulation :** Students are engaged in simulated scenarios and role plays where they can practice critical thinking, decision-making, and creative problem-solving.
- 4. Elective Program**
- 5. Inter-disciplinary Learning:** Offering different perspectives and approaches to problem-solving sparks creativity and innovation.

Fostering innovation involves creating an environment where students feel empowered to explore new ideas and contribute to healthcare advancements.

File Description	Document
Link for appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 39.32

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
72	68	80	77	49

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.4.3

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

**Response:** 10.09

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

**Response:** 2350.52

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the insitution	<a href="#">View Document</a>

### 2.4.4

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

**Response:** 68.33

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
155	152	113	109	88

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

#### 2.4.5

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

**Response:** 0

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>

## 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:**

Following an **Academic calendar** for the purpose of conducting continuous internal evaluations (CIEs) is crucial in the dynamic field of medical education to guarantee the overall growth and competency of medical students. The Malla Reddy Medical College for Women follows a set curriculum, and following it is essential to upholding academic standards, encouraging student advancement, and coordinating institutional aims with the overarching goals of medical education.

The careful planning and scheduling of academic events, including as lectures, seminars, practical sessions, and examinations, is the central component of the academic calendar. The calendar acts as a roadmap, assisting educators, learners, and administrators throughout the school year to guarantee the seamless flow of curriculum delivery and assessment.

An essential part of medical education is **Continuous Internal Evaluation (CIE)**, which provides students with regular feedback, helps to identify areas of learning need, and encourages self-directed learning. Following the academic calendar guarantees that CIE is carried out fairly and methodically across different academic levels and subjects. This approach reduces the possibility of biases or discrepancies in assessment procedures by fostering uniformity and transparency in evaluation practices.

In addition, following the academic calendar fosters a sense of responsibility and discipline among the various departments involved in the medical college ecosystem. In order to provide students with a structured learning environment that fosters academic advancement and professional development, faculty members are pushed to plan their instructional activities and assessments in advance. Students are also expected to follow the deadlines and timetables specified in the academic calendar, which promotes a culture of accountability and time management that is crucial for success in the medical field.

Following the academic calendar also makes it easier for the medical college to allocate and use resources effectively. Through the synchronization of academic activities with available resources, including faculty knowledge, laboratory facilities, and technology infrastructure, educational institutions can improve the quality of education delivered and maximize operational efficiency.

The academic calendar also creates a learning environment that supports excellence, integrity, and innovation in healthcare practice while reinforcing the fundamental principles of organization, accountability, and continuity.



File Description	Document
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>

### 2.5.2

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

**Response:**

#### **Internal Assessment Structure**

The internal assessment for each year consists of three internal examinations conducted in a manner similar to the university examinations. The dates of these examinations are incorporated into the academic calendar, which is distributed to the students at the beginning of each academic year. This scheduling provides students with adequate time to plan and prepare for their assessments, ensuring they are well-equipped to perform to the best of their abilities.

#### **Processes Involved in Grievance Redressal**

After the conduction of internal examinations, the valued answer scripts are returned to the students. This allows them to review their performance and identify any potential errors. Students are given an opportunity to represent their grievances if they believe there has been a mistake in the valuation. The institution has a systematic process in place to handle these grievances. If a student's grievance is found to be valid, the revised score is updated in the relevant records. This transparent process ensures that students' concerns are addressed fairly and promptly, maintaining the integrity of the assessment process.

#### **University Examination Grievance Redressal**

University examinations are scheduled and conducted by the university itself. The rules and regulations regarding the conduct, valuation, and grievance redressal systems for these examinations are clearly outlined on the university's website. The institution ensures that all students are aware of these procedures to facilitate smooth handling of any issues that may arise. If students have grievances regarding their marks, they can apply to the university for a photocopy of their answer scripts upon payment of the prescribed fees. This enables students to verify their marks and seek further redressal if necessary. The university's systematic approach to handling examination grievances ensures that all students have access to fair and transparent mechanisms for resolving their concerns.

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

### 2.5.3

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

##### **Response:**

The college administers the Assessments both Formative Assessments and Internal Assessments in alignment with university regulations. The University conducts the Final Summative Assessment.

##### **Examination procedures:**

The university announces the examination schedules along with the prescribed fees in its website. All the students appearing for the university examinations register through online mode with the particulars of subjects they are appearing and the details of examination fees paid.

The applications are processed by the university and the university uploads the Hall tickets in its web portal and the same is downloaded at the college. The university uploads question papers in the institution login and the college downloads the same in coded format 30 minutes before commencement of the examination.

The examination hall is under continuous CCTV surveillance during the examinations and the video coverage of the conduct of examinations is sent to the university along with the answer papers on the same day

**Process integrating IT:** The exam hall is installed with the latest cameras and high speed internet connections. A computer and printer is also available in the hall to take copies of relevant documents and question paper. The results of internal assessment are informed to the students through internet.

Uploading of internal assessment marks prior to the university examinations, payment of university examination fees, download of student's Hall Tickets and question papers at the time of university examinations from the university website, valuation of answer scripts and declaration of results are all fully automated.

**Self Assessment:**

The students are provided with previous years university examination and college internal exam question papers. They are instructed to go through those question papers. Open book tests are also conducted for our students to help them gain confidence in their abilities.

**Work place based assessment:**

The students are taken for medical camps to near and far places to treat society and are also instructed to organize atleast one camp. Students practical work is assessed at the camp site. By this type of learning method students gain self-confidence.

**OSCE-OSPE:**

The faculty of MRMCW are trained to develop OSCE-OSPE stations by the medical education unit at regular intervals. The OSCE-OSPE plays an important role in the internal and university practical examinations.

File Description	Document
Link for Information on examination reforms	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**2.5.4**

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

**Opportunities provided to students for midcourse improvement of performance through:**

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

**Response:** A. All of the above

File Description	Document
Re-test and Answer sheets	<a href="#">View Document</a>
Policy document of the options claimed by the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Policy document of midcourse improvement of performance of students	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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 Malla reddy medical college for women's follows the guidelines of the National Medical Commission. These guidelines are also followed by the KNRUHS.

In India, the National Medical Commission (NMC) has implemented the CBME curriculum for undergraduate medical education (MBBS) starting from August 2019. The CBME curriculum includes various components such as:

**Competency-Based Assessment Module:** This module outlines the methods and tools for assessing the competencies of medical students.

**Attitude, Ethics, and Communication (AETCOM):** This module focuses on developing the right attitude, ethical practices, and effective communication skills in medical students.

**Foundation Course:** This course is designed to provide a strong foundation in basic medical sciences and clinical skills.

**Early Clinical Exposure:** This component aims to expose students to clinical settings early in their education to enhance their learning experience.

**Skill Training Module:** This module provides hands-on training in various clinical skills.

**Electives Module:** This module allows students to choose elective subjects based on their interests and career goals.

The CBME curriculum is designed to be flexible and adaptive to the evolving needs of the healthcare system, ensuring that medical graduates are well-prepared to meet the challenges of modern medical practice.

For every academic program offered by the institution, department-specific Pos (Program Outcomes) and Cos (Course Outcomes) are outlined. Their contribution is crucial to the accomplishment of the Institution's vision, mission and strategic goals.

Academic council holds faculty meetings prior to the start of every academic year and decisions are made about the teaching-learning methodology with POs and COs in mind.

At the start of every academic session, newly enrolled students participate in orientation and induction programs. The course objectives and outcomes are listed for each subject in the respective Log and Record books.

The academic calendar, which includes a plan for implementing the complete curriculum and includes all learning objectives and results at different levels, is given to the faculty and students.

The course objectives are designed to help students become proficient in all areas of learning, including the cognitive, affective, and psychomotor domains. At the departmental level, their evaluation is formative, and at the university level, it is summative.

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

## 2.6.2

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

**Response:** 92.81

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
54	133	9	146	135

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
61	135	12	157	139

File Description	Document
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
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	<a href="#">View Document</a>
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	<a href="#">View Document</a>

### 2.6.3

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

#### **Response:**

The Malla reddy medical college for women's follows the guidelines of the National Medical Commission.

The Competency-Based Medical Education (CBME) curriculum is an outcome-based approach to medical education that focuses on the development and assessment of specific competencies or

observable abilities in learners. The goal of CBME is to ensure that all learners achieve the desired patient-centered outcomes during their training.

These competencies are designed to ensure that graduates are well-prepared to meet the demands of modern medical practice. The key competencies of the CBME curriculum include:

**Patient Care:** Providing compassionate, appropriate, and effective care for the treatment of health problems and the promotion of health.

**Medical Knowledge:** Demonstrating knowledge about established and evolving biomedical, clinical, and cognate sciences and applying this knowledge to patient care.

**Professionalism:** Demonstrating a commitment to carrying out professional responsibilities, adhering to ethical principles, and being sensitive to a diverse patient population.

**Interpersonal and Communication Skills:** Demonstrating skills that result in effective information exchange and teaming with patients, their families, and professional associates.

**Practice-Based Learning and Improvement:** Investigating and evaluating patient care practices, appraising and assimilating scientific evidence, and improving patient care practices.

**Systems-Based Practice:** Demonstrating an awareness of and responsiveness to the larger context and system of healthcare, and the ability to call effectively on other resources in the system to provide optimal healthcare.

These competencies are integrated into the curriculum through various modules and training programs to ensure that medical students develop the necessary skills and knowledge to excel in their medical careers.

Each subject's outcomes, or competences, are arranged numerically based on the topics they cover. The learning domains (Knowledge, Skill, Attitude, and Communication) are recognized for each competency that is described. The following is the expected degree of performance in that subject: [knows (K), knows how (KH), demonstrates how (SH), performs (P)]. "Perform" typically denotes autonomous work without oversight and is infrequently needed during the pre-internship phase. There are two possible outcomes: a non-core (N - desirable) or a core (Y - must accomplish). Skills certification is recorded in Students log books.

In our college, the mapping of teaching, learning, and assessment processes to achieve both generic and program-specific learning outcomes is meticulously planned and executed.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 2.6.4

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

##### **Response:**

Establishing a structured mechanism for parent-teacher meetings in Mallareddy Medical College involves careful planning, effective communication, and thorough follow-up actions. PTMs create a conducive environment for open and transparent communication between parents and teachers. This dialogue is essential for understanding each student's unique needs and strengths. The Parent Teacher meeting (PTM) committee consists of members representing the teachers, parents and students selected by the management. The meeting is conducted biannually and activities to be conducted are planned by the committee.

Here's the overview of the meetings :

##### **1. Preparation Phase:**

- The college administration sets a schedule for PTMs , considering the academic calendar and availability of both parents and faculty members.
- Notifications are sent out to parents well in advance, providing details of the meeting.

##### **2. Meeting Agenda:**

- The meeting begins with an introduction and welcome address by Dean.
- An overview of the meeting agenda is provided such as academic progress , professional development opportunities, and any other issues.

##### **3. Parent-Teacher Interaction:**

Open communication is encouraged between parents and teachers, fostering a collaborative environment focused on the student's success.

##### **4. Follow-Up Actions:**

Minutes of meeting is compiled, documenting key discussion points, agreements, and follow-up actions taken. Here are our strategies :

- **Individualized Learning Plans (ILPs):** Teachers create personalized learning plans for students who are struggling academically. These plans can include specific goals, strategies, and resources tailored to the student's needs.
- **Remedial Classes:** Additional classes for students are conducted.
- **Practical Sessions:** The number of practical classes are increased to give students more hands-on experience and practice before exams.
- **Revision Classes:** Revision classes for subjects that students find particularly challenging are conducted. This can help reinforce their understanding and improve their performance.

##### **5. Outcome Analysis:**

The progress of students is monitored closely, with a focus on academic performance, professional behavior, and overall well-being.



Parents and teachers work together to establish realistic and achievable objectives , ensuring a unified approach to student development.

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.26

## 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:** 44.65

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
112	95	113	73	12

File Description	Document
List of full time teacher during the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the university	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:** 9.24

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	20	9	17	14

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>

### 3.1.3

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

**Response:** 14

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for funding agencies websites	<a href="#">View Document</a>

## 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:**

**Malla Reddy Medical College for Women considers itself a premier teaching, learning and research institute. Being a research institute, our institution offers opportunities to our students and faculties to pursue research activities in different fields. The institutional review board of the institution is very actively involved in:**

- 1. Organizing programs on research and its associated methodologies**
- 2. Grooms the spirit of research into our students**
- 3. Pre-incubation activities by establishing an in-house resource centre and knowledge sharing**

- 4. Identifying students who are keen on research activities**
- 5. Identify and groom the creative potentials of the students.**
- 6. Helps students in formulating their methodology of research**
- 7. Identifying ICMR core areas and encouraging students to pursue funding for their research project**
- 8. Motivate the faculties to pursue high-end and cutting-edge research projects to bring the institute into prominence and give extra motivation to our students.**

**Improving dynamics of the clinical research team:**

The institution offers a wide variety of research materials and equipment for our students and faculties to pursue research projects. We also have an MOU with numerous Hospitals and Research Institutes, which allows us to pursue high-end research in subjects such as Microbiology, Pathology, Gastroenterology and Pulmonology.

The institution also provides our faculty and students with the opportunity to pursue clinical research projects. This involves treatment-based research, randomized clinical trials, drug/materials-based research etc. The institution also encourages the publication of the completed research projects undertaken. One of the functions of the institutional review board is to ensure the submission of the research completion reports. This will lead to the publication of the research project in an appropriate journal. The principal investigator of the research will work under the institutional review board to ensure the magazine is achieved.

**Promotion of entrepreneurship:**

With Entrepreneurship as the critical focus, Malla Reddy Health City set out in 2019 to support startups and commercialize cutting-edge technologies that were being developed in the field of Healthcare and Medical technologies. As part of this initiative, the institute established its incubator-Malla Reddy Foundation for Research and Innovation (MR-FRI). As one of the earliest incubators focused on Medical Technology and health care in Hyderabad, MR-FRI played a very active role in building and anchoring the startup ecosystem in the city. In the last three years, MR-FRI has supported over 10+ startups and currently houses 5+ startups. In the previous two years, MR-FRI has collaborated with all startup incubators like IKP Knowledge Park, AIC-CCMB, OJAS BioNEST, RICH, We Hub, and BITS TBI to be a distinctive partner for clinical support. MR-FRI has also played a pivotal role in supporting the Telangana state initiative for developing the MedTech Test Bed facility under Project TEZ.

We have also invited several of our alumni who have successfully cleared their postgraduate entrance examinations and established a successful practice to motivate and encourage our students that all dreams are possible if the right effort and focus is expended.

All of these are done to expose our students to the possibilities that exist in the world and to get

them a head start in their professional careers.

The outcome of these is reflected in an increase in the number of our students who join their post-graduation, travel abroad to pursue their medical career and start their medical practice.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>

### 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: 27**

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
8	5	3	6	5

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

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

- 1. There is an Institutional ethics committee which oversees the implementation of all research projects**
- 2. All the projects including student project work are subjected to the Institutional ethics committee clearance**

- 3.The Institution has plagiarism check software based on the Institutional policy**  
**4.Norms and guidelines for research ethics and publication guidelines are followed**

**Response:** A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Institutional data in prescribed forma	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.3.2

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

**Response:** 0.12

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: 47

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

Response: 405

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

### 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:** 0.39

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.3.4

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

**Response: 0**

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

## 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: 583**

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
215	125	48	103	92

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

**3.4.2**

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

**Response:** 72.89

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
841	498	205	212	225

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:**

Malla Reddy Medical College for Women (MRMCW) has been recognized for its outstanding contributions to public health through various extension and outreach activities. Over the last five years, MRMCW has received several awards from esteemed institutions and government bodies, highlighting their commitment to improving healthcare accessibility and community well-being. Below is a detailed account of the awards received from the Office of the Gram Panchayat, Mahammednagar Thanda, Telangana Government, the Office of the Gram Panchayat, Ammanabolu, Telangana Government, and Z.P.H.S Dundigal.

MRMCW organized a Free Medical Diagnosis Camp, providing comprehensive diagnostic services to the residents of Mahammednagar Thanda. The camp included general health screenings, specialist consultations, and preventive healthcare education. The initiative was highly appreciated for its impact on the local community's health and well-being.

MRMCW conducted a Free Medical Camp in Ammanabolu, offering a wide range of medical services including health check-ups, specialist consultations, and treatment for various ailments. The camp was noted for its extensive outreach and the quality of care provided, benefiting a large number of residents.

MRMCW hosted a Free Medical Camp at Z.P.H.S Dundigal, focusing on the health needs of students and local residents. The camp provided essential healthcare services, preventive care education, and follow-up treatments, significantly enhancing the community's health standards.

Over the past five years, MRMCW has been honored with **three significant awards** from various government bodies for their extension and outreach activities aimed at improving community health. These recognitions are a testament to MRMCW's unwavering commitment to serving underserved populations and their excellence in organizing and executing health camps that have a lasting positive impact on the community.

1. **Appreciation Award from the Office of the Gram Panchayat, Mahammednagar Thanda, Telangana Government**
2. **Appreciation Award from the Office of the Gram Panchayat, Ammanabolu, Telangana Government**
3. **Appreciation Award from Z.P.H.S Dundigal, Telangana Government**

These awards highlight MRMCW's role as a key healthcare provider and a dedicated community partner, continually striving to address the health needs of the populations they serve. The institution's efforts in organizing these camps have not only provided immediate health benefits but also fostered a greater awareness of preventive healthcare practices among the residents.

File Description	Document
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>
Link for e-copies of the award letters	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 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:

Malla Reddy Medical College for Women (MRMCW) is deeply committed to institutional social responsibility (ISR), actively involved in initiatives spanning education, environmental conservation, health and hygiene awareness, provision of free or subsidized healthcare, and socio-economic development. Throughout the past half-decade, both students and staff of the college have been instrumental in effecting positive change within the local community, spearheading a multitude of impactful endeavors.

#### 1. Education Initiatives

Organizing after-school tutoring programs to support academic growth among children in the community.

Conducting literacy drives aimed at enhancing literacy rates and promoting a culture of reading.

Facilitating vocational skill development workshops to equip individuals with practical skills for employment opportunities.

Collaborating with local schools to provide educational resources and infrastructure improvements.

#### 2. Environmental Conservation Efforts

Leading cleanliness drives inspired by initiatives like Swachh Bharat to promote cleanliness and hygiene practices.

Organizing tree plantation campaigns to combat deforestation and enhance green cover in the community.

Conducting waste management workshops to promote proper waste disposal and recycling practices.

Raising awareness about environmental conservation through educational workshops and awareness campaigns.

#### 3. Health and Hygiene Awareness Programs

Hosting health camps to provide basic healthcare services such as check-ups, vaccinations, and screenings.

Conducting workshops on hygiene practices such as handwashing, sanitation, and personal hygiene.

Distributing informational pamphlets and materials to educate community members about common health issues and preventive measures.

Collaborating with healthcare professionals to provide information sessions on nutrition, disease prevention, and healthy lifestyle choices.

#### 4. Delivery of Free/Subsidized Healthcare

Establishing medical camps to offer free medical consultations, diagnostic tests, and treatment for common ailments.

Providing subsidized healthcare services, including consultations, medications, and surgeries, to economically disadvantaged individuals.

Partnering with local healthcare facilities and practitioners to expand access to specialized medical care for complex health conditions.

Offering health insurance assistance and support to help community members navigate the healthcare system and access necessary services.

#### 5. Socio-economic Development Initiatives

Organizing skill development workshops and vocational training programs to empower individuals with employable skills.

Facilitating microfinance initiatives and entrepreneurship workshops to promote economic self-sufficiency and small business development.

Collaborating with local businesses and NGOs to create job opportunities and support economic growth initiatives.

Providing financial literacy training and resources to help community members manage their finances effectively and plan for the future.

In summary, the students and staff engage in a wide range of institutional social responsibility activities aimed at fostering holistic community development. Through education, environmental conservation, health and hygiene awareness, delivery of free or subsidized healthcare, and socio-economic development initiatives, they strive to make a positive impact on the lives of individuals and contribute to the overall well-being and prosperity of the neighborhood community.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:** 43.4

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	34	183	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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: 22**

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: 22

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

## 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:**

**Response:**

**Malla Reddy Medical College for Women (MRMCW)** has facilities for teaching – learning as specified by the National Medical Commission (NMC)/ Medical Council of India (MCI) .

#### **Facilities for Teaching and Learning at Malla Reddy Medical College for Women (MRMCW)**

MRMCW, a private institution established in 2013, initially offered 150 MBBS seats, which was later increased to 200, with the approval from the Ministry of Health and Family Welfare in the year 2021, based on recommendations from the MCI. The college is affiliated to KNR University of Health Sciences (KNR UHS) Warangal, Telangana.

#### **Campus and Infrastructure**

The college and its teaching hospital are situated on a sprawling 10.11-acre campus, with total built up area of 62,889.8 Sq.Mts . The college features air-conditioned lecture halls equipped with multimedia audio-visual aids, demonstration rooms, and laboratories. The attached teaching hospital of the Institution Malla Reddy Narayana Multi Specialty Hospital (MRNMH), has 1260-beds. The faculty, includes experienced professionals from across India, enhancing the quality of education.

#### **Classrooms and Examination Halls**

MRMCW has five well equipped, air-conditioned lecture halls, each with a seating capacity of 240. These halls are equipped with multimedia projectors, computers, LAN, Wi-Fi, video recording, and teleconferencing facilities. Demonstration and Seminar rooms in each department are equipped with laptops, LCD projectors, portable microphones, and audio systems. Additionally, the college has two theory examination halls, each seating 250, equipped with CCTV surveillance for examinations.

#### **Library**

The air-conditioned central library houses 13,784 books, including 6,078 textbooks and 4,784 reference books, with 2,922 books distributed to departmental libraries. Library offers journals, CD-ROMs, digital resources, and Del Net e-learning facilities. The library includes two student reading rooms with a total seating capacity of 525. Separate postgraduate and staff reading rooms each with 30 seating capacity, a journal room, a digital library with 65 computers, and a conference hall with a 10-seat capacity.

#### **Laboratories and Research Facilities**

MRMCW have a total of 19 laboratories, which include the Central Research Laboratory, Computer-Assisted Learning (CAL) Laboratory and others in various departments, all equipped as per NMC norms. The Central Research Lab supports various research activities and is complemented by individual department research laboratories.

### **Museums and Skills Lab**

MRMCW & MRNMH have a total of 21 museums (UG & PG Departments) containing specimens, models, photographs, and charts, with catalogues detailing the learning materials. The state-of-the-art skills lab features various mannequins, patient simulators, and skill trainers, including CPR trainers, to provide simulation-based medical education.

### **Clinical Training and Hospital Facilities**

MRNMH hospital, has 1260 beds across various basic and super-specialty departments, providing students with ample clinical material from a diverse patient population. This ensures practical exposure to a variety of clinical conditions, including rare cases. Regular interdepartmental clinical meetings are held every Wednesday, enabling current updates in the field.

### **Conclusion**

MRMCW is dedicated to the academic and socio-cultural development of its medical students, fostering a disciplined and conducive learning environment. The campus is well-equipped to provide a comfortable and effective learning experience.

<b>File Description</b>	<b>Document</b>
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### **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:**

**Response:**

Malla Reddy Medical College for Women (MRMCW) provides comprehensive facilities to support the physical and recreational needs of students and staff including sports, games, gymnasium, yoga, and

cultural activities.

### **Sports:**

The campus has facilities for the following sports activities:

1. Cricket ground of 110 x 55 square meters
2. Football ground of 65 x 40 square meters
3. Volleyball & Lawn Tennis with standard Acrylic Courts
4. Box Cricket & Foot ball -Dual courts , netted around padded with artificial grass
5. Basketball with Acrylic court of standard measurements

Provision for Indoor games like Carroms, Table tennis and Chess are provided in sports rooms of Hostels.

### **Gymnasium:**

The boys(PG's) and girls (UG & PG) hostels have a separate gymnasium with the following equipment:

1. Treadmill
2. Static Cycle with cross trainer, Tummy Twist
3. Incline bench
4. Dumbbells
5. Pull up and Push up bars

### **Lifestyle Modification Centre**

Established in 2013, the Lifestyle Modification Centre offers a comprehensive program focused on fitness and overall well-being. It promotes the prevention and control of conditions like hypertension, diabetes, and heart disease through exercise, diet, nutrition, and health monitoring.

### **Yoga**

Regular bi-weekly yoga classes are held in two locations:

1. Open Auditorium
2. Yoga Hall above the Food Court

Professional yoga instructors conduct these sessions and organize workshops for teaching and non-teaching staff.

### **Auditorium**

The spacious auditorium, covering 1800 square meters, with a seating capacity of 1000 people with projection rooms, Main hall with an elevated stage, Two green rooms, Balcony seating, Catering

area, Audiovisual system near the stage

The auditorium hosts special events such as the annual gathering, fresher's events, and festivals.

### Cultural Activities

The annual social gathering "EKATHVA" takes place every October, starting with sports activities and followed by cultural events such as ,Antakshari, Musical nights, Arts exhibition, Fashion show, Dance programs. These events are open to both students and teachers, culminating in a valedictory program.

**Photography Room:** All cultural and sports activities are recorded by the in-house photo artist department, which also documents clinical cases as needed.

**Preparedness for COVID-19** - In response to the pandemic, MRMCW has established Triage area, separate COVID-19 wards, well established Molecular Biology laboratory and Quarantine facilities for teaching staff, non-teaching staff, and students. These will ensure the preparedness of Institution for any future health contingencies.

These facilities ensure that MRMCW supports the physical, recreational, and cultural well-being of its community while adhering to government guidelines for health and safety.

File Description	Document
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 4.1.3

#### Availability and adequacy of general campus facilities and overall ambience

##### Response:

##### Response:

Malla Reddy Medical College for Women (MRMCW) is situated on a sprawling, self-reliant campus spanning over 10.11 acres, providing comprehensive amenities for students and staff.

#### Accommodation

The campus features 5 hostels, 1 for boys and 4 for girls (UG, PG, Interns, Nurses & Residents), with sufficient rooms for all admitted students. All hostels are equipped with CCTV surveillance and free Wi-Fi. The girls' hostel has female security guards, and all hostels are supervised by wardens. Uninterrupted power supply is ensured through generators, and solar panels provide hot water. Residential facilities with modern amenities are available for faculty and non-teaching staff in a multistorey apartment



complex.

### Healthcare and Dining

The campus includes a medical facility that offers free healthcare services to students, staff, and concessional care for their dependents. The canteen provides hygienic and affordable food, and there are coffee shops. Potable drinking water available across the campus.

### Banking and Transportation

An on-campus branch of Bank of India and ATM facility offers services to students and staff. Dedicated lanes for vehicles and pedestrians, along with a campus bus service, facilitate easy movement within the campus. Green Zone is maintained by E-vehicles.

### Environment and Sustainability

The campus boasts of green landscaping with various species of plants, promoting a plastic-free and tobacco-free environment. Energy conservation is supported through solar panels, biogas units, and sewage treatment plants recycles wastewater for gardening.

### Additional Facilities

Bookshop: Run by a cooperative store, offering notebooks, practical records, and stationery at reasonable prices.

Photocopy and Printing: Color and black & white photocopy machines are available in the library.

Recreation: Coffee shops and potable drinking water are accessible throughout the campus, including in libraries, college buildings, hostels, and hospitals.

Accessibility: The campus includes ramps, lifts, and wheelchairs to ensure accessibility for disabled and elderly.

MRMCW provides a conducive learning environment with its extensive and well-maintained facilities, ensuring a comfortable and supportive atmosphere for its community.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.1.4

**Average percentage of expenditure incurred, excluding salary, for infrastructure development and**

**augmentation during the last five years****Response:** 8.5

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
878.7	1065.5	1217.8	1541.4	235.0

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.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited utilization statements (highlight relevant items)	<a href="#">View Document</a>

**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:****Response:****Teaching Hospital**

Malla Reddy Narayana Multispeciality Hospital (MRNMH) is equipped with the state of the art infrastructure to provide comprehensive medical care, in all the basic Medical, Oncology and Super speciality Departments. It adheres to standards set by the Medical Council of India (MCI) / National Medical Commission (NMC).

**Key Facilities****Casualty/Emergency Department:**

A 30 bedded well equipped Casualty for emergency surgical and medical care, comprising of all resuscitation facilities like central oxygen, ventilators, defibrillators, and crash trolleys etc are available .

**Registration** is managed by HIMS software -Suvarna Technologies, integrated with the pharmacy and OPDs

**Out-patient Departments (OPD):** Independent OPDs for all clinical departments, equipped with requisite tools and embedded software

**In-patient Departments (IPD):** 40 wards with 1260 teaching beds, including casualty/EMD beds and ICU beds are available.

Facilities include duty rooms for resident doctors and nurses, examination rooms, treatment rooms, student demonstration rooms, stores and ward pantries.

#### **Operation Theaters (OT):**

- 11 modular OTs
- General Surgery (4)
- OBS & Gynaecology (2)
- Orthopedics (2)
- ENT (1)
- Ophthalmology (1)
- Emergency OT (1)
- Septic OT (1)
- Minor OTs (5)

#### **Critical Care Units:**

- MICU (18 beds)
- ICCU (32 beds)
- RICU (6 beds)
- NICU (15 beds)
- SICU (15 beds)
- Post-operative (22 beds)
- Pre-operative (11 beds)
- Burns ICU (5 beds)
- PICU-(15 beds)
- HDU- (15 beds)
- Labour room (19 beds)

#### **Laboratories and Research**

##### **Laboratories:**

- The Central Clinical Laboratory is NABL accredited, consisting of 2 Clinical Biochemistry Labs, Histopathology, Clinical Pathology, Hematology & Cytopathology Labs.
- Clinical Microbiology lab consisting of Virology (Molecular Biology), Bacteriology, Serology, Mycology, Immunology, Parasitology and Tuberculosis Labs.
- In addition, all the 15 Clinical Departments have individual attached research labs

**Blood Bank:**

Operates 24/7, providing blood and its components

**Pharmacy:**

Three on-campus pharmacies offering 24/7 services

**Equipment:**

All departments are equipped as per MCI/NMC requirements

**Patient Care and Learning Resources****Patient Care:**

- Registration
- OP Pharmacy
- OP Sample Collection Counter
- Casualty/EMD/EOT
- OPD (Departments: OBGY, General Surgery, Orthopedics, ENT, Ophthalmology, General Medicine, Psychiatry, Pulmonology, DVL, Pediatrics)
- IP Wards (40)
- Blood Bank
- Intensive Care Units (MICU, ICCU, NICU, PICU, SICU, RICU, HDU, Burns unit).
- Operation Theaters-11
- Central Laboratory
- Pharmacies (OP and IP)

**Learning Resources:**

- Classrooms with A/V aids, LCD projectors, and internet facilities
- Tutorial/demonstration rooms and seminar rooms in all departments
- Departmental libraries in all Depts.
- Well-equipped laboratories (Histopathology, Hematology, Microbiology, Biochemistry, Immunology, Clinical Physiology)
- Examination Hall
- Central Library
- Central Research Laboratory
- CRU- Clinical Research Unit
- Medical Education Unit (MEU)
- Animal Holding area.
- Community Health Center (CHC) / Rural Health Training Centre (RHTC)
- Urban Health Training Centre (UHTC)

MRMCW provides a comprehensive range of facilities and resources to support clinical education and patient care, adhering to the highest standards set by regulatory bodies.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**4.2.2**

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

**Response:** 666875.2

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
752026	745187	572761	515714	476985

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
65246	60326	50288	52707	43136

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of patient details duly attested by the Head of the institution	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Link to hospital records / Hospital Management Information System	<a href="#">View Document</a>

### 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:** 637.2

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
958	732	606	297	303

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
149	94	47	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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Laboratories, Animal House & Herbal Garden	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

#### Availability of infrastructure for community based learning

##### Institution has:

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

**Response:** A. All of the above

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

### 4.3 Library as a Learning Resource

### 4.3.1

#### **Library is automated using Integrated Library Management System (ILMS)**

##### **Response:**

##### **Response:**

##### **Details of Library Automation:**

MRMCW Central Library fully automated through KOHA, Web-OPAC, Barcode and Knimbus E-Library Remote Access. With Wi-fi enable and with seating capacity of 525, airconditioned reading halls. Library functioning 9: 00 am to 12:00 Midnight on all working days, 09:00 AM to 04:00 PM on Sundays.

##### **Name of the ILMS:**

Version: Koha 22.05.04

##### **Automation: Fully automated**

Library housekeeping activities such as data entry, issue and return and renewal of books, member login, online book search, online book reservation, report management, acquisition control system, e-resources link age through remote access, serial control systems. Report generation, user data Maintenance, storage and retrieval of data, improved student service, Cataloguing Improvements, selective dissemination of information etc are carried out through ILMS, KOHA Library Software and Web-OPAC.

##### **Features of KOHA:**

- UNICODE based multilingual support for Indian and foreign languages, complete to international standards such as MARC21, AACR-2, MARCXML.
- Strong region—wise support for maintainance through regional coordinators, Online and offline support by e-mail, chat and through dedicated telephonic line.
- Soul 3.0 is compliant to international standards such as MARC21 bibliographic records and NCIP2.0 and SIP2 based protocols for electronic surveillance and control.
- Supports cataloguing of electronic resources such as e-journals-books, virtually any type of material.
- Support on line copy cataloguing from MARC21 supported bibliographic database.
- Complaint to NCIP2.0 protocol for RFID and other related applications especially for electronic surveillance and self check-out and check-in Supports data exchange through ISO-2709 standard.
- Complaint to International standards such as MARC21, AACR2, MARCXML.
- Books are reclassified according to Dewey Decimal Classification Library is well protected with automated and RFID Technology and CCTV etc.
- Library has web portal to provide all digital and electronic resources in one area to facilitate the users with remote access to Knimbus-library
- Library is a Member in National Digital Library.

Year of Commencement and completion of automation: Library was provided with KOHA software was installed in the year 2022 with implementation of complete automation.



**Facilities at Library:**

- Reprographic facility
- Scanner
- Printer
- Computer OPAC terminals-02
- Barcode scanner-1
- Audio Visual Library with 2 computers

**Digitalization initiatives at MRM CW Library:**

Digitalization facilities are inevitable in the IT era in MRIMS campus library environment, the following digitalization facilities such as

- Dissertations and Project reports are digitalized
- Multimedia Supplements of Textbook and Reference books in CD format
- More than 100 open access books are available in e-library

Library has sensitized its stakeholder by conducting awareness events with reference to library automation and digitalization such as Remote Awareness program.

Library as a Learning Resource Library is Automated Using Integrated Library Management System (ILMS)

**Library Automation:**

The MRM CW Central Library is fully automated using the Integrated Library Management System (ILMS). The automation utilizes KOHA software, Web-OPAC, Barcode, and Knimbus E-Library for remote access. The library is Wi-Fi enabled, featuring air-conditioned reading halls with a seating capacity of 525. It operates from 9:00 am to 12:00 midnight on all working days and from 9:00 am to 4:00 pm on Sundays.

**Details of Library Automation:**

Initially, the library services were partially automated in 2013 using Newgenlib software. In 2022, the library migrated to KOHA software and achieved full automation with RFID technology.

**ILMS Information:**

- Name: KOHA
- Version: 22.05.04
- Automation: Fully automated

**Features of KOHA:**

- UNICODE-based multilingual support for Indian and foreign languages
- Adherence to international standards like MARC21, AACR-2, and MARCXML
- Strong regional support through regional coordinators and online/offline support via email, chat, and dedicated phone lines

- Compliance with international standards such as MARC21 bibliographic records and NCIP2.0 and SIP2 protocols for electronic surveillance and control
- Support for cataloguing electronic resources like e-journals and e-books
- Online copy cataloguing from MARC21-supported bibliographic databases
- Compliance with NCIP 2.0 protocol for RFID and related applications, including electronic surveillance and self check-in/check-out
- Data exchange support through ISO-2709 standard
- Books classified according to Dewey Decimal Classification
- Security with automated RFID technology and CCTV

### Digital and Electronic Resources:

Web portal providing access to digital and electronic resources, including remote access via Knimbus e-library

Membership in the National Digital Library

### Automation Timeline:

KOHA software was installed in 2022, marking the completion of the library's full automation.

### Library Facilities:

- Reprographic facility
- Scanner
- Printer
- Two Computer OPAC terminals
- Barcode scanner
- Audio-visual library with two computers

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 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:**

**Response:**

MRMCW library is situated in the building with the state of art facilities. The complex consists of a Central Library with Postgraduate and Undergraduate Sections, Reading Halls and e-Library. Library has rich source of learning materials like Books, Journals, back volumes of Journals, Thesis/Dissertations, E-Journals, E-books, WHO Publications. In addition to the books related to medicine, the institutional library is also enriched with books on Social issues like Education, yoga. To help the students preparing for post-graduate entrance, institution is regularly adding books on Multiple Choice Questions to the library.

Library has 13784 books (6078 textbooks, 4784 reference books and 2922 books issued to department libraries), journals, CD-ROM, digital library, and Del Net e-learning resources. There are 2 reading rooms for the students with a total seating capacity of 525 each. In addition there are PG reading rooms and Staff reading rooms with seating capacity of 30 each. Library is also equipped with a journal room, a Digital library with 65 systems, and a conference hall with 10 seating capacity. E- Library has 65 computers for accessing the e- resources.

Total number of books and reference volumes as well as collection of ancient books, manuscripts, digitalized traditional manuscripts, discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional system of medicines.

The library at MRMCW is housed in a modern building equipped with state-of-the-art facilities. It comprises a Central Library with dedicated sections for Postgraduate and Undergraduate students, Reading Halls, and an e-Library. This comprehensive setup provides students with access to a diverse range of learning materials.

The library boasts a rich collection of resources, including books, journals, back volumes of journals, thesis/dissertations, e-journals, e-books, and publications from the World Health Organization (WHO). In addition to medical literature, the library also features books on social issues such as education and yoga. To support students preparing for postgraduate entrance exams, the institution consistently adds books containing multiple-choice questions to its collection.

With a total of 13,674 books, including 6,078 textbooks and 4,784 reference books, the library offers a wealth of knowledge resources. Furthermore, there are 2 reading rooms with a seating capacity of 525 each for students, along with separate reading rooms for postgraduates and staff, accommodating 30 individuals each. Additionally, the library is equipped with a journal room, a digital library comprising 66 computer systems, and a conference hall that can seat up to 10 people. The e-library features 66 computers for accessing electronic resources.

Moreover, the library endeavors to enrich its collection with ancient books, manuscripts, and digitalized traditional manuscripts, as well as discipline-specific learning resources from ancient Indian languages. Special reports and other knowledge resources, particularly pertaining to traditional systems of medicine, are also sought to enhance the library's offerings and cater to the diverse educational needs of the students and faculty.

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

### 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:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>

### 4.3.4

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

**Response:** 56.54

**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
146.15	43.99	32.66	49.39	10.51

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	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

#### 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:**

##### **Response:**

Every academic year, a Library Orientation Program is held to familiarize students with the library's facilities and services as a part of the course orientation program.

The rules and regulations, which include biometric attendance explained properly to students. Students are also taught how to use a virtual library and electronic databases for educational purposes. There will be a demonstration of how to use automated databases to conduct literature searches.

The library offers comprehensive training programs to help users independently find and access information. These programs introduce users to the library's facilities, including general rules, the library collection and its location, the catalog system, lending and borrowing services, and various information services. Dedicated study areas are available for students and staff to read library materials and personal books. Remote access is also provided in both the college and hostel campuses, enabling users to access e-journals from databases like EBSCO and Knimbus.

The primary aim of user orientation programs is to familiarize new users with the library and its services. These programs typically include a lecture by the librarian, a tour of the library, distribution of informative brochures, or audio/visual kits that introduce the library's resources and facilities to newcomers.

##### **In-Person and Remote Access Usage of Library**

The MRMCW Library offers extensive facilities for accessing subscribed e-resources. The library

subscribes to EBSCO journals, which include a medical collection of 250 e-journals, and Knimbus, which provides access to 100 e-books. These resources are available both on and off-campus, allowing all postgraduate students and faculty members to utilize these e-resources for their academic and research needs.

**Rules for Remote Access:**

- Never share login credentials with anyone.
- Use strong and memorable passwords to ensure security.
- Library Orientation Program for First-Year MBBS and PG Students
- Each academic year, the library conducts an orientation program as part of the course orientation for first-year MBBS and postgraduate students. This program is designed to familiarize new students with the library's facilities, services, and rules.

**Key Components of the Library Orientation Program:**

- Introduction to Library Facilities and Services:
- Overview of the library's rules and regulations.
- Explanation of lending and borrowing services.
- Introduction to the library's physical and digital collections.

**Biometric Attendance System:**

- Detailed explanation of the biometric attendance system to ensure proper use.
- Virtual Library and Electronic Databases:
- Training on how to access and use the virtual library.
- Demonstrations on utilizing electronic databases for educational purposes.
- Instructions on conducting literature searches using automated databases.

**Hands-On Demonstrations:**

- Practical sessions on navigating the library's catalog.
- Tutorials on accessing e-resources via EBSCO and Knimbus.
- Guidance on using remote access features for off-campus study.

**Distribution of Informative Materials:**

Brochures containing detailed information about the library's resources and services.

Audio/visual kits to help new users become acquainted with the library.

File Description	Document
Link for details of library usage by teachers and students	<a href="#">View Document</a>
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**4.3.6****E-content resources used by teachers:**

1. NMEICT / NPTEL

2. other MOOCs platforms

3. SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

**Response:** Any Two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>

**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:** 60

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

Response: 60

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>

## 4.4.2

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

**Response:**

**Response:**

Malla Reddy Medical College for Women (MRMCW) is committed to providing state-of-the-art IT facilities to its students, recognizing the pivotal role technology plays in contemporary education. The institution ensures regular updates and enhancements to computer availability and IT infrastructure, including Wi-Fi facilities, to create a conducive learning environment.

Computer Availability for Students:

MRMCW maintains a robust computer availability system that caters to the needs of students across various disciplines. The institution regularly updates and upgrades the computers to keep pace with technological advancements, fostering an environment that promotes digital literacy and proficiency among students.

The institution initiated a significant update to the computer availability for students. This update involved the addition of new computers, ensuring an increased number of workstations to accommodate the growing student population. The new computers were equipped with the latest hardware specifications and software applications necessary for medical education, research, and project work. This update aimed to enhance accessibility and reduce waiting times, providing students with seamless access to computing resources.

IT Facilities Including Wi-Fi:

MRMCW places a strong emphasis on providing robust IT facilities, extending beyond computer labs to encompass campus-wide Wi-Fi connectivity. The institution recognizes the importance of connectivity and digital access in facilitating research, online learning, and collaborative projects. The Wi-Fi infrastructure is regularly updated to meet the increasing demands for bandwidth, coverage, and speed.

The most recent update to the Wi-Fi infrastructure occurred in JAN 2023. This update involved the



installation of advanced networking equipment, ensuring enhanced connectivity across the campus. The update aimed to address the growing reliance on digital resources and accommodate the increasing number of devices connected to the Wi-Fi network. The upgraded Wi-Fi facilities not only contribute to a seamless online learning experience but also support collaborative research initiatives and facilitate communication among students and faculty.

#### Nature of Updation:

The updates to computer availability and IT facilities at MRIMS encompass both hardware and software aspects. Hardware updates involve the addition of new computers, ensuring that students have access to the latest technology for their academic endeavors. Software updates include the installation of the latest versions of essential applications and tools, ensuring that students can leverage cutting-edge software for research, simulations, and learning activities.

Wi-Fi updates involve enhancements to the network infrastructure, including the installation of advanced routers, access points, and other networking equipment. These updates are aimed at improving the overall stability, speed, and coverage of the Wi-Fi network, ensuring that students and faculty can seamlessly connect to the internet and access digital resources.

Malla Reddy Medical College for Women maintains a dynamic approach to IT facilities, regularly updating computer availability and Wi-Fi infrastructure. The institution's commitment to staying abreast of technological advancements ensures that students have access to contemporary computing resources and robust connectivity. These updates contribute significantly to the overall learning experience at MRMCW, creating an environment where technology is leveraged to enhance education, research, and collaboration. The institution remains dedicated to the continuous improvement of its IT facilities to meet the evolving needs of the academic community.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 4.4.3

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

**Response:** ?1 GBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

## 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:** 14.06

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
1565.82	4676.28	1121.65	910.04	383.49

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:**

**Response:**

MallaReddy Medical College for Women is dedicated to having a well-defined system in place for the

upkeep and management of its academic, physical, and IT facilities, it can guarantee that every component of its infrastructure is appropriately maintained and managed. All of the infrastructure is kept in good working order by adhering to the necessary standard operating procedures (SOP).

The college principal chairs the maintenance committee, which is constituted specifically for this purpose and consists of other members as well as support personnel such as mechanics and supervisors. The committee, working with the institution's head, makes all decisions pertaining to the use and upkeep of the infrastructure. To guarantee the seamless operation of all machinery and equipment in the college and the rest of the campus, proactive maintenance as well as breakdown maintenance are actively conducted. Every two years, the maintenance committee convenes to deliberate and recommend actions aimed at enhancing overall maintenance.

### **Academic Facilities**

Inspections and upkeep of lecture halls, classrooms, and library spaces guarantee a comfortable learning environment for students and efficient service delivery.

It is certain that any problems or repairs required will be found and fixed quickly by a specialized technical team assigned to carry out these inspections and maintenance work. Since students and staff use the computer area, photocopying and printing services, and audiovisual rooms frequently, it is especially necessary to inspect these high-traffic sections of the library. Frequent inspections aid in ensuring that these facilities and machinery in these places are easily accessible and in good operating order.

### **Clinical Equipment & Laboratory:**

The college's mechanism for maintaining surgical and medical equipment and units is well-organized. Regular and periodic inspections of the equipment are performed by the technical personnel on campus. Having a trained equipment technician conduct preventative and corrective maintenance guarantees that the equipment stays in good working order and reduces the chance of breakdowns. Every department keeps logbooks on the equipment's availability and upkeep.

A significant emphasis on delivering high-quality healthcare services is evident in the college's dedication to preserving the clinical and laboratory spaces, as well as the medical and surgical facilities and equipment.

### **IT Facilities:**

IT infrastructure to function smoothly and operate at its best, regular updates and maintenance are required. To maintain the systems secure and up to date, it is essential to have a competent IT personnel to manage hardware and software changes., maintaining the computer equipment in the college's classrooms, seminar halls, departments, library, and WIFI areas were assigned to dedicated IT staff. By doing this, the campus's IT resources are made dependable and operational for both teachers and students.

### **Sports facilities:**

Activities related to sports and cultural are overseen by Sports and Cultural clubs The physical director, with the assistance of expert personnel, routinely monitors and maintains all sports and gym equipment as well as sports stadiums to guarantee that these facilities are kept in good condition and are frequently checked.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:** 39.93

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
359	222	175	181	79

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

#### 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:** B. Any five of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** 83.75

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
701	485	429	238	281

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

**5.1.4**

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

**Response:**

### **THE INSTITUTION HAS AN ACTIVE INTERNATIONAL STUDENT CELL TO FACILITATE STUDY IN INDIA PROGRAM**

Malla Reddy Medical college for women is a private medical college established in the campus of Malla Reddy Health City which houses four constituent colleges located at Suraram, Ranga Reddy District, Hyderabad. We have globally acclaimed practices in teaching and learning and offer a cordial welcome to international students wishing to join under graduation and post graduation courses.

Rules framed by University Grants Commission (UGC) and notified in its website [www.ugc.ac.in](http://www.ugc.ac.in) are followed for deciding the eligibility and admissions of International students to Medical courses (MBBS, MD, MS) offered in our institute. MRMCW made a provision for admission of candidates under General or Foreign/NRI category on fulfilling the eligibility requirements. Foreign / NRI category seats are only available for foreign nationals / candidates with NRI status or those sponsored by relatives with NRI status.

#### **Guidelines for admission of foreign/international students**

1. Should be an international student (Foreign Students/Non Resident Indian(NRI)) with a mandatory student visa (visa for NRI not a mandatory option)
2. Students have to obtain security clearance from the Ministry of Home Affairs and the approval of Department of Higher Education, Ministry of Human Resource Development, Government of India and this must be on the student visa/research visa endorsed to this institution.

#### **Admission of international students**

Admission of all the International students will be done through the '*International Students Cell (ISC)*' of MRMCW. Students will be admitted in the beginning of course. Eligible applicants need to certify that the medium of instruction for the qualifying examination passed is English. Applicants who have undertaken their studies in a language other than English need to have a valid IELTS/TOEFL score. Once this is submitted, the final admission is confirmed. The International students will have to pay the fees in US dollars or equivalent in Indian rupees.

#### **Procedure for admissions**

1. International students should apply for admitting in this institute before the beginning of program.
2. For this the candidate may contact the Academic Executive office, Administrative wing, Malla Reddy Medical College for Women.
3. The students shall qualify in the NEET examination for admission into MBBS and MS, MD programs.
4. Get the 'Provisional Admission Offer Letter' from the Academic Executive Office, in order to obtain VISA (on payment of non refundable advance amount of 30% of the total annual fee).
5. Submit the 'Provisional Admission Offer Letter' to the Indian Embassy of the respective country for obtaining the 'Student VISA'.
6. Report at MRMCW for admission. Submit the below mentioned documents (in original along with the attested photo copies) and get them verified by the Office of Academic Executive.
  - Pass Certificate and Marks List of the qualifying examination
  - 'Student VISA' in Original
  - A photo copy of the Passport- duly attested by a Notary.

File Description	Document
Link for international student cell	<a href="#">View Document</a>
Link for Any other relevant information	<a href="#">View Document</a>

### 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 3 of the above



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

## 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:** 37.4

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
50	28	39	04	0

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	55	67	21	9

File Description	Document
Scanned copy of pass Certificates of the examination	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.2.2****Average percentage of placement / self-employment in professional services of outgoing students during the last five years****Response:** 50.82

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
48	98	3	90	28

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**5.2.3****Percentage of the batch of graduated students of the preceding year, who have progressed to higher education****Response:** 11.48

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

Response: 7

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>

### 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:** 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Duly certified e-copies of award letters and certificates	<a href="#">View Document</a>

#### 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:**

#### **STUDENTS COUNCIL MALLA REDDY MEDICAL COLLEGE FOR WOMEN**

Students are an integral part of decision making and play vital role in administrative works. Student council consists of representation from all the classes mutually helping and supporting each other. The

environment in MALLAREDDY MEDICAL COLLEGE FOR WOMEN is extremely student support and aimed at the holistic growth of the student. The important students club such as RESEARCH club, DANCE club, SPORTS,YOGA club, MUSIC club etc are formed and in operations right from the beginning. The important committees such as antiragging committee, sports committee and cultural committee include student representation and ensure that the faculty and ensures the harmony and good interpersonal relationship with faculty, non teaching staff and the student. The key initiative such as Ekathva, student participation in state and national youth festival. Student council at MRM CW has timely shown its responsibility towards the vulnerable population of the society by organizing several outreach programs which includes in the form of diagnostic camps, screening programmes, awareness and treatment services. The perfect involvement and execution of NSS special camp was a testimony for the skills and talent of members. The student council was also proactive on planning programs such as World Health Day, World Diabetes Day, World Tuberculosis Day, World Cancer Day, World AIDS Day, World no tobacco day, International yoga day, Blood donation camps etc. The dedicated efforts of the student council are yielding the best possible outcomes which are determined by excellent increase in the outpatient number growing demand for medical services at, Malla Reddy medical college for women and the reward for their academic excellence and social services is well appreciated by several bodies. With the help of the student council the institution has shown a promising future for all budding doctors. Several students selected in USMLE after their graduation is a testimony for the standards of the institution. Vision: To enhance the overall educational experience of students through development of, exposure to, and participation in social, cultural, multicultural, intellectual, recreational, traditional, and campus governance programs. Mission: Our mission is to encourage the student success in extracurricular, educational and entertainment activities through various events and clubs. Goals: To represent the student community as an active member in cultural and literary events To promote student success through team work and involvement. To provide a unique student experience. students are an integral part of decision making.

File Description	Document
Link for reports on the student council activities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 5.3.3

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

**Response:** 8.2

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
11	10	0	10	10

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

#### Response:

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

#### Response:

Alumni Association has been actively working since 2019 and has been registered with charity commissioner on 14TH AUGUST 2023 (Registration number: SURARAM/630 OF 2023)

**Vision:** To be a part of the growth & development of the institute. To ENCOURAGE & HELP junior students in the right direction

**Mission:** To provide a forum to enable alumni to keep in contact with their alma-mater & also with one another.

#### AIMS AND OBJECTIVES:

- (1). To maintain unity among the members of the organization / association.
- (2). To solve the problems of the members on social grounds.
- (3). To find practical solution for the social, educational, cultural, and economical development of the people.
- (4). To provide means for improving the health and physique of the youth.
- (5). To provide education to the poor and downtrodden people.
- (6). To educate the people for proper utilization of the Government schemes in various fields.
- (7). To provide old age homes to the weaker section and downtrodden people.

(8). To promote medical camps and National Integration.

#### ALUMNI BODY

The DIRECTORS of MALLA REDDY HEALTH CITY & Dean MALLA REDDY MEDICAL COLLEGE FOR WOMEN, Suraram are the Patrons of the Association.

The Association functions through the alumni body comprising of the following Elected, Nominated and Ex-Officio members:

##### Elected Members (2023-2024)

- 1.President: Dr. VISHNU SAI SUPRIYA GONUGUNTLA
- 2.Vice Presidents: 1. Dr. AMULYA REDDY AEDLA
- 1.Secretary: Dr.RACHANA MEKALA
- 2.Joint Secretary: Dr.SUNANDA BATTULA
- 3.Treasurer: Dr. HARSHINI PODDATURI
- 4.EXECUTIVE MEMBERS: Dr. SUCHITHA MYLAVARAPU

Dr. RUTH ESTHER TARUNI REDDY CHALLA

##### Nominated Members

- 1.Distinguished Alumnus: Alumni Body will nominate 5 members
- 2.One nominee of the Patron
- 3.One nominee of the President

##### Ex-Officio Members

- 1.Immediate past President
- 2.Immediate past Secretary.

#### DETAILS OF ACTIVITIES

It annually organizes a career guidance seminar in association with the Training and Placement cell for students of Final year & Interns and makes them aware of various career options in India and abroad and also offers guidance for placement.

The alumni association also helps alumni of the institute in getting recommendation letters and official documents required for their careers abroad.

As a part of Social responsibility, the association conducts health checkup camps in school & various programs for health awareness.

Association constantly gives feedback to the management regarding difficulties faced by the students.

**FINANCIAL CONTRIBUTION-** Each Student after completing their internship, in the institute contributes a sum of Rs 500/- as Life membership of Alumni, this sum is used to create a corpus from which various activities of the association are carried out.

Frequency of Meeting:

Alumni Body meets quarterly and there is one annual general body meeting (GBM).

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Lin for quantum of financial contribution	<a href="#">View Document</a>

#### 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:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>



## 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:**

Response:

Malla Reddy Medical College for Women's (MRMCW) commitment to its students. The statement highlights several key aspects of their educational philosophy: MRMCW emphasizes providing high-quality instruction across both undergraduate and postgraduate medical programs. The college believes in combining theoretical knowledge with practical application, ensuring students are prepared for real-world medical situations. They strive to maintain global standards in their curriculum and training, preparing students for international opportunities. Developing strong professional skills and expertise is at the forefront of their mission. MRMCW fosters ethics, empathy, and a positive attitude amongst its students, shaping them into well-rounded individuals. Their goal is to equip students with the knowledge and skills needed to excel in diverse areas of medicine. Overall, this statement showcases a holistic approach to medical education at MRMCW, prioritizing both academic rigor and practical skills alongside ethical and professional development

#### **VISION:**

*"To be a beacon of excellence in women's medical education, fostering a global community of compassionate, ethical, and pioneering healthcare professionals who transform patient care and advance the future of medicine".*

#### **MISSION:**

1. We cultivate a nurturing and inclusive environment that empowers women to excel in all aspects of medical education and research, fostering a diverse and talented workforce.
2. We Integrate cutting-edge technology, simulation-based learning, and evidence-based practices to ensure our graduates are equipped to address the evolving challenges of healthcare.
3. We cultivate a global perspective, fostering collaboration and knowledge exchange to address critical healthcare needs in India and around the world.
4. We instill the highest ethical principles in our graduates, empowering them to become compassionate and patient-centered physicians who advocate for healthcare equity.
5. We foster a culture of lifelong learning, research, and innovation, continuously striving to improve the quality of medical education and patient care.

#### **Nature of governance**

MRMCW is governed by the Chandramma Educational Society, guided by its president. The college actively engages various stakeholders in achieving its vision and mission.

**Decentralized Administration:**

The administrative system is decentralized for better decision-making and execution.

A College Council, led by the Dean, handles academic and administrative matters. Heads of the Departments (HODs) share responsibility and communicate tasks to faculty members.

**Collaboration and Monitoring:**

Regular meetings, efficient coordination, and internal monitoring mechanisms ensure smooth operations. The Dean and other functionaries establish quality policies and objectives. HODs and educators collaborate with the Medical Education Unit for departmental planning. Overall, MRMCW appears to have a well-structured governance system that promotes stakeholder involvement, decentralized decision-making, and collaboration for continuous improvement.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>

**6.1.2**

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

**Response:**

Response:

**Summary of Malla Reddy Medical College for Women (MRMCW) Governance Structure:****Key Decision-Making Bodies:**

- **Executive Council:** The highest decision-making authority, led by the president with members from various districts.
- **College Council:** Overseen by the dean and Heads of Departments (HODs), it reviews academic and administrative processes.
- **Curriculum Committee:** Ensures the smooth implementation of academic requirements, including Competency-Based Medical Education (CBME).
- **IQAC:** Maintains quality standards and accreditation.

- **Departmental Committees:** Implement decisions from higher committees.
- **Statutory and Support Committees:** Decentralize activities across the college.

#### **Faculty Involvement:**

- Actively participate in decision-making at multiple levels.
- Lead departmental meetings and committees.
- Contribute to curriculum development and quality improvement initiatives.

#### **Student Participation:**

- Represented in various committees, such as the curriculum committee, student council, and anti-ragging committee.
- Actively involved in events and decision-making processes.

#### **Overall:**

- MRMCW emphasizes decentralization and participatory management to foster effective leadership.
- Faculty and students have numerous opportunities to contribute to various aspects of college life.
- This approach aims to ensure quality education and a positive learning environment.

#### **Analysis of MRMCW's CBME Implementation Case Study:**

This case study highlights an exemplary model of decentralized and participatory management in implementing the Competency-Based Medical Education (CBME) curriculum in the first MBBS program at MRMCW. Key strengths include:

#### **Decentralization:**

- **Subcommittee Formation:** A subcommittee representing all three departments ensures diverse perspectives and prevents siloed decision-making.
- **Departmental Units:** Drafting and enumerating competencies at the departmental level fosters faculty ownership and understanding.

#### **Participation:**

- **Student Input:** Collecting student feedback on learning methods and activities ensures their needs are addressed.
- **Alignment and Integration Team:** Faculty involvement in integrating topics across departments promotes coherence and collaboration.
- **HOD and Academic Board Review:** Oversight from senior leadership provides quality control and guidance.

#### **Effective Management:**

- **Clear Process:** Defined steps involving different groups ensure transparency and accountability.
- **Finalization by Dean:** A clear authority figure ensures decisions are made and implemented

efficiently.

### Benefits:

- **Curriculum Ownership:** Collaboration at various levels enhances buy-in from faculty and students.
- **Needs-Based Learning:** Student input increases the relevance and effectiveness of the curriculum.
- **Integrated & Holistic Education:** Interdepartmental collaboration promotes interdisciplinary learning.
- **Quality and Consistency:** Senior leadership oversight ensures adherence to standards and smooth implementation.

### Overall:

- This case study showcases an exemplary approach to CBME implementation through decentralized and participatory management. The involvement of various stakeholders at different levels fosters ownership, engagement, and a curriculum tailored to student needs while maintaining quality and consistency across the institute.

File Description	Document
Link for relevant information / documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:

Response:

Malla Reddy Medical College for Women is committed to providing high-quality medical education for graduate and postgraduate medical students and patient care.

**Clear Vision and Values:** The stated commitment to quality education, ethical values, and professional competence reflects a clear vision for the institution.

**Defined Organizational Structure:** A well-defined structure supports effective implementation of the strategic plan.

**Commitment to Quality:**

The college is dedicated to developing well-rounded medical professionals with the right skills, ethics, and attitude. Quality policies and strategies are in place to ensure this commitment is met.

**Strategic Planning:**

A comprehensive plan for improving teaching and patient care was established for the period 2019-2024 under the guidance of Dean to improve the quality of teaching and patient care. Responsibilities for implementing the plan are clearly assigned by Dean of the college. A well-defined organizational structure supports effective deployment.

**Collaborative Governance:**

Regular college council meetings ensure open communication and decision-making. The council is headed by the Dean and includes departmental heads. It reviews academic and administrative activities to ensure alignment with strategic goals.

**Continuous Improvement:**

Monitoring and evaluation are crucial for the college's development. Strategic planning extends beyond immediate needs to support long-term institutional growth.

**Following are the future plans –**

- Increase in UG intake
- PG in all clinical Subject
- Girls hostel II construction
- Bus facility for nonteaching staff
- Library software installment
- CISP Phase I implementation programme
- CISP Phase II implementation programme
- CISP Phase III implementation programme
- Green audit
- Energy audit
- Oxygen plant
- Establishment of RTPCR lab
- NABL Accreditation of RTPCR laboratory
- Sara Complex
- NABL Accreditation of CCL laboratory
- Renovation of Cath lab
- Establishment of Skill lab
- NAAC accreditation
- Cricket Grounds
- Campus Road Construction
- NABH accreditation of Hospital
- Increase PG Seats in Clinical subject
- Construction New Canteen and Gym Complex

- Amphi Theatre
- Open Air Auditorium
- Tennis Court

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

### 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:** B. Any four 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	<a href="#">View Document</a>
Policy documents	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

Response:

Malla Reddy Medical College for Women (MRMCW) trusts the contribution of its employees towards its overall development and progress of the institution. The institute formulates and effectively implements welfare measures for teaching and non-teaching staff. MRMCW provides the following welfare measures for teaching and non-teaching staff.

**Campus Accommodation:**

On-campus housing is provided to ensure medical professionals and trainees have access to emergency services. Accommodation is allocated based on availability for doctors, nurses, physiotherapists, and maintenance workers.

**Free Transport Facilities:**

At Malla Reddy Medical College for Women, we understand the importance of accessibility and convenience for our staff and students. To facilitate easy transportation to and from our campus, we offer college Bus services from nearby train stations and bus stops. Doorstep pickup and drop car service for Associate Professor & Professors.

This service is designed to alleviate the logistical challenges often faced by our community members, especially those who rely on public transportation. By providing dedicated bus and car services, we ensure that individuals can commute to the campus comfortably and on time, regardless of their proximity to the college.

**Free Health Care Facilities:**

All hospital personnel and their families receive complimentary health care services, including diagnostic examinations such as MRI, Angiography, and CT SCAN. Maternity benefits, child care, and free COVID therapy are provided to all staff, both teaching and non-teaching.

**School Fee Concession:**

Staff (teaching and non-teaching) are eligible for a school fee concession for their children at our CMR school in Suraram, Hyderabad.

**Day Care Centre:**

A Day Care Centre is available on campus to assist staff in balancing work and family responsibilities, catering to the needs of working parents.

**Leave Policies:**

Employees are granted leaves as per UGC regulations, including special leaves such as maternity/paternity leave and on-duty leaves for academic and research-related activities.

**Research and Training Opportunities:**

At Malla Reddy Medical College for Women, we pride ourselves on being a research-driven organization that seamlessly integrates clinical care with teaching and learning. Our institution fosters an environment where employees are not only encouraged to engage in research but are also provided with comprehensive support, financial incentives, and rewards for their contributions to advancing medical knowledge.

We also provide financial assistance for attending Conferences, workshops, Faculty Development Programs, higher education, enabling staff members to pursue advanced degrees and certifications.

Additionally, our institution facilitates participation in various training programs and encourages attendance at national and international seminars, symposiums, conferences, and workshops.

Each department is equipped with desktop computer systems to facilitate teaching and administrative tasks.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

**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:** 60.94

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
145	130	101	97	78



File Description	Document
Relevant Budget extract/ expenditure statement	<a href="#">View Document</a>
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	<a href="#">View Document</a>
Office order of financial support	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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: 22.4**

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
37	27	21	15	12

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>

**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:** 58.76

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
137	112	99	111	70

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>

### 6.3.5

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

**Response:**

Response:

**Objective Setting:**

At the beginning of each appraisal period, clear and achievable objectives are set for teaching and non-teaching staff in alignment with the college's goals and individual roles.

**Regular Feedback:**

Continuous feedback is provided throughout the appraisal period, allowing staff members to track their progress, identify areas for improvement, and address any concerns in a timely manner.

**Evaluation Criteria:**

Both teaching and non-teaching staff are evaluated based on predefined criteria relevant to their respective roles, including teaching effectiveness, research contributions, administrative duties, interpersonal skills, and adherence to institutional policies and procedures.

**Self-Assessment:**

Staff members are encouraged to conduct self-assessments, reflecting on their achievements, challenges, and professional development goals. This self-reflection process provides valuable insights for both employees and evaluators.

### **360-Degree Feedback:**

A multi-rater feedback mechanism is employed, where feedback is collected from peers, students, supervisors, and other relevant stakeholders. This comprehensive feedback approach offers a well-rounded perspective on the staff member's performance.

### **Performance Review Meetings:**

Formal performance review meetings are conducted periodically between the staff member and their supervisor or evaluator. These meetings serve as opportunities to discuss progress, address any concerns or obstacles, and collaboratively plan for future development.

### **Professional Development Plans:**

Based on the appraisal outcomes, individualized professional development plans are created to support staff members in enhancing their skills, knowledge, and competencies. This may include opportunities for further education, training programs, mentoring, or job enrichment initiatives.

### **Recognition and Rewards:**

Outstanding performance and achievements are acknowledged and rewarded through various means, such as commendations, awards, salary increments, promotions, or additional responsibilities.

### **Fairness and Transparency:**

The performance appraisal process is conducted with utmost fairness, transparency, and objectivity. Clear evaluation criteria, standardized procedures, and impartial assessments ensure the integrity of the appraisal system.

### **Continuous Improvement:**

The performance appraisal system is periodically reviewed and refined to address evolving needs, feedback from stakeholders, and emerging best practices in performance management. This commitment to continuous improvement ensures the effectiveness and relevance of the appraisal process over time.

By implementing a robust performance appraisal system, Mallareddy Medical College for Women aims to foster a culture of excellence, accountability, and professional growth among its teaching and non-teaching staff members.

File Description	Document
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

##### **Response:**

Response:

#### **Resource Mobilization Policy and Procedures for Optimal Utilization**

Institutional success heavily relies on the strategic mobilization of funds and the judicious utilization of resources. The resource mobilization policy and associated procedures play a pivotal role in achieving this delicate balance, ensuring the institution not only secures the necessary financial support but also maximizes the impact of available resources.

##### **Resource Mobilization Policy:**

The institution's resource mobilization policy is rooted in a comprehensive approach that encompasses both internal and external sources. Externally, the institution actively engages in partnerships with governmental bodies, non-profit organizations, and private sector entities to diversify funding streams. This includes grant applications, collaborations, and fundraising events that align with the institution's mission and values.

Internally, a robust donor engagement strategy is employed to foster long-term relationships. This involves transparent communication about the institution's goals, achievements, and financial needs. The policy emphasizes the cultivation of a culture of giving among internal stakeholders, including staff, students, and alumni, through targeted campaigns and appeals.

##### **Procedures for Optimal Utilization of Resources:**

##### **Strategic Planning:**

A fundamental aspect of resource optimization is strategic planning. The institution develops comprehensive plans that align with its mission and objectives. This includes short-term and long-term goals, each with associated budgets and resource requirements. Regular reviews and updates ensure alignment with changing circumstances.

##### **Financial Management:**

A stringent financial management system is implemented to track income, expenses, and investments.

This involves the use of advanced financial tools and software to ensure real-time visibility into the institution's financial health. Budgetary controls, expenditure tracking, and regular financial audits contribute to maintaining financial discipline.

#### **Performance Measurement:**

Key performance indicators (KPIs) are established to measure the impact of resource utilization. These KPIs span academic achievements, research output, student success rates, and community engagement. Regular assessments against these indicators guide decision-making processes, allowing the institution to recalibrate strategies for optimal outcomes.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

#### **6.4.2**

#### **Institution conducts internal and external financial audits regularly**

##### **Response:**

Response:

Malla Reddy Medical College for Women (MRMCW) conducts regular financial audits by a certified & recognized CA, through the Chandramma Educational Society. Internal audits are also performed by the Management/ Principal /IQAC. The institute ensures that financial audits are done on all the aspects of the financial functioning of the institute in a systematic procedure, following the financial policies. Final audit reports are approved and ratified by the institution's Governing Body. The Finance committee headed by the Principal conducts a periodic internal finance audit for the verification and validation of payments, receipts, cash books, and ledgers for compliance. The institute engages a reputed firm/agency for conducting an external audit, usually once in a financial year. The audits are duly approved by authorized officials. This way the audits ensure that all the functions are carried out in the strict interest of the institute and are directed towards the prosperity of the institute. Finance Committee meets 2 times a year and reviews the incomeexpenditure statements and suggests a further action plan. Management through Governing Council looks into income and expenditure patterns and pragmatic recommendations are given. An effective financial management system is in place and helps the institution's in overall development.

**Internal Audit:** - The internal audit activity helps the organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes. In MRMCW internal audit is done by two members nominated by IQAC on

yearly basis. With the help of internal audit we are able to assess the conformity of internal processes and systems. Internal audit helps us to understand whether the process and systems are properly working. Internal audit is also done for various departments such as stores, purchase.

**External Audit:** - The external audit is done by a chartered accountant firm on a yearly basis. External auditor examines the financial records and issues an opinion regarding the financial statements of the MRMCW. The external audit uses the specific formats to give their opinion. Income and expenditure and balance sheet is properly scrutinized by the external auditor according to various laws and various Acts such as Income tax, TDS, etc

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

**Institution has a streamlined Internal Quality Assurance Mechanism**

**Response:**

**Response:**

**Internal Quality Assurance Cell (IQAC)**

The IQAC at Malla Reddy Medical College for Women (MRMCW) is pivotal to the institution's quality assurance strategies, significantly advancing academic and research endeavors over the past five years.

**Research & Development (R&D) Center:** The establishment of the R&D Center is a noteworthy achievement, promoting high-quality research among faculty and students. By providing seed money grants, the IQAC has stimulated research activities, resulting in an increase in both the quantity and quality of research papers published.

**MRMCW Incubation Hub:** Established in 2019, the Incubation Hub supports students with entrepreneurial aspirations, helping them transform innovative ideas into viable projects and startups. The IQAC actively monitors these startups, providing essential support and guidance.

**Specialized Centers under the Centre of Excellence:** These centers aim to bridge the gap between student skills and clinical environment requirements. The Intellectual Property Rights Cell encourages faculty to file patents, fostering a culture of innovation. The Overseas Education Cell assists students in pursuing higher education abroad, and the Career Guidance Cell helps students explore diverse career paths.

**Training & Placement Cell:** This cell organizes various capacity-building programs, offering certifications in areas such as basic life support, research methodology, and advanced medical procedures, enhancing student employability.

**Monitoring and Evaluation:** The IQAC diligently monitors and evaluates the effectiveness of these initiatives through digital evaluations and CCTV installations. As a result, MRMCW has seen improvements in placement rates, PhDs awarded, patents filed, and publications produced.

## Quality Assurance Mechanism

MRMCW has a streamlined internal quality assurance mechanism and a well-defined organizational structure. The College Council, which includes the Internal Quality Assurance Cell, is chaired by the Dean and supported by the IQAC Coordinator, HODs, senior faculty, and administration. Various committees with staff and student representation have been formed to ensure decentralized and participative management.

### Quality Strategies and Processes:

- **Curricular Enhancement:** Value-added courses, enrichment programs, and life skill programs.
- **Feedback System:** Regular collection, review, and analysis of feedback from stakeholders.
- **Continuous Improvement:** Focus on admission processes, student diversity, quality of teachers, teaching-learning processes, and outcome-based education.
- **Student Support:** Special emphasis on slow learners and a robust student mentorship program.

**Infrastructural Enhancements:** Continuous improvements in physical education facilities and library integration with ICT.

**Student Support System:** Strengthened with management scholarships, women empowerment initiatives, and a grievance redressal cell.

**Student Council Activities:** Supported and encouraged, including sports and cultural activities.

**Career Support:** Activities to encourage and monitor placements, competitive examinations, and higher education.

**Faculty Development:** Ongoing faculty development programs and extension activities.

**Research Collaboration:** Pursuing new collaborations for research and extension activities.

**Staff Training:** Promoting need-based training and workshops for faculty, administrative, and supportive staff. Encouraging attendance at CME programs, workshops, and conferences at national and international levels.

**Staff Welfare:** A robust appraisal system for teaching and non-teaching staff, with continuous monitoring and upgrading of welfare measures.

**Environmental Sustainability:** Regular campus environmental assessments and implementation of ecological practices in water and energy conservation and waste management. The entire campus is a no-smoking zone, promoting a green and clean environment.

In summary, the IQAC at MRMCW plays an indispensable role in driving continuous improvement and excellence across the institution, enhancing its academic and research standing.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 6.5.2

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

**Response:** 96.74

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
230	210	160	161	117



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

### 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:** A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	<a href="#">View Document</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
AQAR submitted to NAAC and other applicable certification from accreditation bodies	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>

## 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
5	5	4	5	4

File Description	Document
Report gender equity sensitization programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the events	<a href="#">View Document</a>
Extract of Annual report	<a href="#">View Document</a>
Copy of circular/brochure/ Report of the program	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

Response:

Malla Reddy Medical College for Women has a befitting environment for gender - equity appropriately reflected in the composition of students, faculty and other staff. The institution provides a conducive work environment and culture for its students and employees. To maintain gender equity the Institution framed its principles, recruitment & administrative policies, academic, extracurricular activities and administrative policies accordingly.

**CURRICULAR ACTIVITIES:** Regular gender equity sensitization programs are conducted as a part of the curriculum to cultivate noble virtues, especially among women students coming from different backgrounds.

**CO-CURRICULAR ACTIVITIES:** Gender equity sensitization activities are conducted every year which include seminars, guest lectures, online seminars debates, poster-making, role plays etc which are always concluded with question & answer sessions to make them lively & interactive. We have conducted certain special programs for the promotion of gender equality in Beti Bachao Beti Padao. To create awareness about self-defense we have organized the She Teams awareness program.

There is a women empowerment & anti-sexual harassment cell, SC&ST cell, and Discipline committee for students and faculty. International Women's Day and Bathukamma Sambaralu are celebrated every year by involving students and faculty wherein the communities come together to celebrate the festival with enthusiasm and joy. It promotes a sense of unity and showcases the rich cultural heritage of Telangana.

#### FACILITIES FOR WOMEN IN CAMPUS:

1. **Safety and security:** Being a women's medical college safety & security have to be assured both for parents & students. The campus of MRMCW is known for its well-defined, secured campus with boundary walls. It is well protected and monitored by security guards round the clock and CCTV cameras at strategic locations including hostels. Internal corridors are well-lit. Prevention of sexual harassment, anti-ragging, grievances & redressal committees are constituted which work relentlessly, keeping in view the welfare, safety, and security of the staff and students. Secured hostels exist for girls and with full-time wardens. Security personnel are deployed at hostels. All gates are well demarcated and security guards are stationed at designated points to check the movement of individuals.
2. **Counselling:** An effective mentorship program is in place in the women's medical college. Mentors exhibit a holistic approach and act as guardians, friends, and guides to counsel the students. The mentors meet the mentees regularly and enquire about the student's problems & their struggles in their studies if any. Counseling sessions are also made available to the necessary students who are slow learners. Expert lectures and debates on Gender sensitization, and Self-defense training programs in karate are regularly conducted which enable them in self-defense. Committee for prevention of sexual harassment specifically addresses relevant issues of female students and women in the workplace if any.
3. **Common rooms:** There are common rooms for students, which are well-ventilated, equipped with lockers, drinking water facilities and hygienic washrooms. Separate well-equipped fitness centres are provided in the hostels. MRMCW has always believed in holistic growth for its students.
4. **Day care center for young children:** The daycare center and Nursing Room are made available to cater to the needs of the staff members.

File Description	Document
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

MRMCW is constantly striving to provide an Eco-friendly environment on the premises. While rendering services to a large population, a large amount of waste material is generated. Proper collection, segregation, and disposal are required to keep the environment neat and clean. This is needed for both appearance and health point of view and to minimize injuries. The Institution employs huge manpower assigning various responsibilities like collection of waste material to lawn maintenance and tree plantation. The waste material can be sub-divided into:

#### **Solid waste disposal:**

For the collection of solid wastes, the college authorities arranged wet and dry bins to collect separately. The collected material from dust bins the staff of sanitation kept safely in store rooms of wastes. It made an agreement with Municipal Corporation of Hyderabad to collect and dispose general wastes in corporation vehicles to the dump site to make manure from solid wastes. Our institution gives importance to minimizing paper and cardboard usage encouraging paperless environment and promoting electronic devices like computers.

#### **Liquid waste disposal:**

The Institution established underground drainage system. All the septic tanks and washroom connections are given to underground drains. Clogged material in drains is removed periodically both manually and mechanically for smooth flow of sewage and to prevent odour. Water drained from washrooms is filtered and treated. This treated water is used for lawns and gardening. An agreement was made with the corporation of Hyderabad.

#### **E-waste disposal:**

The practice of paper usage was reduced by introducing electronic devices and the quantum of these increased substantially. Every year lot of waste material accumulates. To reduce the E-waste, the Institution is making its efforts to clear this junk through technicians. The outdated junk is disposed of through Renavart recyclers India Pvt. Ltd.

#### **Biomedical waste disposal:**

The primary objective of the organization is to provide medical and paramedical education to the students from UG to PG and also to train nursing staff. Both preventive and curative services are provided to the patients. In this process, they are generating huge waste material which should be dealt separately. By using colored dustbins, at resource, they are segregating bio-medical wastes.

#### **Water recycling system:**

For optimum utilization of water, the Institution established a system of water recycling of used water. The recycled water is used for the lawns and gardening to make the surroundings clean and green.

#### **Chemical and radioactive waste disposal:**

Discharging chemical and radioactive waste materials into the environment causes lot of threats to the survival of both humans and greenery. Hence, it should be made non-noxious before releasing. Various departments use radio-active substances both for diagnostic and cancer treatment which should

be released into the environment carefully otherwise they may harm the individual and pose environmental threat as they have long half-life. The hospital is having MoU with ELECTA Agency. This agency is supplying required radio- active substances to institutes as per the norms provided by BARC.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>

### 7.1.5

#### Water conservation facilities available in the Institution:

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

**Response:** Any Three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

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

**Response:** B. Any four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

MRMCW advocates principles of equality & empathy to render noble services to all sections of society with compassion the institute has a strong vision to train and produce quality medical professionals with competent skills and knowledge. MRMCW has multicultural, multilingual students and faculty from different socioeconomic backgrounds. The institute has built a culture wherein students from diverse traditions can flourish. MRMCW exuberates tolerance and harmony by fostering unity in diversity.

**Initiatives for an inclusive environment for students/staff include:**

**ACADEMIC SUPPORT:** The Institute provides academic support to ensure all students have equal opportunity to participate in various academic activities (practical aspects). Students with different linguistic backgrounds are offered classes on regional language (Telugu) enabling them to converse with the patients. To provide healthy psychosocial, environmental, and emotional support, the mentorship program is carried out to provide for the betterment of students.

**ANNUAL FESTS AND GATHERINGS:** Students of different communities and backgrounds come together for these activities. Various cultures are represented during the fests which depict the sense of integrity. These activities also provide opportunities for the ease of psychosocial & emotional tension

**CULTURAL & SPORTS ACTIVITIES:** Cultural and Religious festivals such as Bathukamma Sambaralu, Christmas, Ramzan etc., are celebrated equally with great zeal. Occasions such as Teacher's Day, International Women's day, and Doctors day give the scope to work as a team forgetting their differences. Patriotic days include Republic Day and Independence Day celebrations to nurture national integrity. Sports activities at the college level and beyond are encouraged with the motto to create a sense of belongingness and tolerance in the students. It also helps them to handle defeat when they lose a match.

The National Service Scheme (NSS) unit is established to inculcate a sense of service, empathy and charity. The activities expose the students to problems of socio-economically deprived populations and serve as a bridge between Institution and community.

**COMMITTEES:** Anti ragging and Gender harassment cells, Grievance & ST/SC Cell act as key factors in maintaining tolerance and harmony among students. For the last one decade, there is no incidence of any such complaints on and off campus which shows the efficient working of the cells

**ELIMINATION OF SOCIOECONOMIC DISPARITIES:** The College adopts a uniform dress code for the students in the institution which serves to instill a sense of equity among all the students.

**EXTRA-CURRICULAR ACTIVITIES:** To infuse communal harmony within the minds of the students, various events such as Campaigns, Essay writing, Logo design and e-posters on communal harmony, national integration, and religious/racial tolerance are conducted.

**LEVERAGING LOCATION AS AN ADVANTAGE:** The institute being in the apt location regarding proximity to many villages/industries, making its services accessible to them. Management also takes care of transport of patients free of cost. It also has better connectivity in terms of its vicinity to the bus station, and availability of both public and private means of transport from time to time. Good number of community and village Health camps are conducted on regular basis to cater to different strata of the society and needful camp patients are provided treatment at subsidized rates, while few services are provided free of cost.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>

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

MRMCW organizes national and international commemorative days, events and festivals to motivate the students with inspiring contributions. Organizing various events develops organizational skills, teamwork skills, communication skills, etc among the students. Celebration of festivals helps the students understand the land's customs and culture leading to tolerance, harmony, and gender equity.

National festivals i.e., Republic day, Independence day and Gandhi Jayanthi are celebrated every year on Jan 26, Aug 15 and Oct 2. Further special days like National youth day (Jan 12), World Environment day (Jun 5), International Day of Yoga (Jun 21), Doctors' day (Jul 1), Teachers' day (Sep 5), World Students' day (Oct 15) are celebrated every year.

Being a Medical College, the institute celebrates Medicine specific days like World Leprosy Day (Jan 30), World Tuberculosis day (March 24), World Health Day (April 7), World No Tobacco Day (May 31), World Blood Donation Day (Jun 14), World Hepatitis Day (Jul 28), World Breast Feeding Week (Aug 1 - 7), World Mental Health Day (Oct 10), World Diabetes Day (Nov 14) and World AIDS Day (Dec 1) to bring awareness among the students about those different diseases.

Further to bring awareness among the staff and students about the customs and traditions of the land, festivals like Sankranti, Krishnashtami, Bathukamma Samburulu, Christmas, etc are organized in the institute.

The students learn communication skills, organization skills, budget planning and efficient utilization of available funds by participating in such events as mentioned above. Also, it brings about a sense of unity

in diversity, religious harmony, sympathy towards the patients among the students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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

**Title: Providing holistic care for the students**

#### Objectives:

Our college ensures the safety and well-being of students, distinguishing itself as the premier institution in the state of Telangana. Our faculty is committed to the holistic growth of its students by focusing on the following objectives:

- 1. Support Mental Health**
- 2. Look After Physical Health**
- 3. Implement Anti-Harassment Policies**
- 4. Promote Work-Life Balance**
- 5. Facilitate Peer Support Programs**

#### Context:

Medical studies can be intense, leading to significant stress. Our faculty provides access to counseling services to help students manage their mental health effectively, reducing burnout and improving overall well-being. We have a dedicated health system that promotes preventive care and ensures that students have easy access to medical assistance when needed, supporting their physical well-being throughout their studies. MRMCW is committed to creating a safe and respectful psychological environment, which is fundamental to student growth. Our college has clear policies and procedures to protect students from harassment and discrimination, fostering a supportive atmosphere for learning.

**Practices:**

**-Balancing Academics and Recreation:** Encouraging a balance between academics and recreation helps prevent student burnout. We promote breaks and self-care, support mental health, and allow students to recharge, ultimately enhancing their academic performance.

**Health Services:** All students receive free medical care, including outpatient services, diagnostic services, inpatient services (medical and surgical care), provision of paying rooms free of cost, and COVID-19 & HBV immunization free of cost. Emergency health services with an ambulance facility are provided free of cost. Routine health checkups are offered for physical and mental fitness.

**Peer Support Networks:** Peer support networks offer invaluable guidance and mentorship, helping students navigate challenges unique to medical education and fostering a sense of community.

**Inclusivity and Diversity:** Our medical college celebrates diversity, admitting students from different strata and states. Celebrating diversity enriches the learning environment and ensures that all students feel respected and valued, contributing to a more cohesive and supportive community. Equal access to educational resources ensures that all students have the tools they need to succeed academically, promoting fairness and inclusivity.

**Communication and Feedback:** We keep communication channels open to build trust and enable timely resolution of issues. Feedback mechanisms are in place to empower students and faculty to address concerns promptly.

Workshops on stress management and study skills equip students with essential tools for academic success and personal well-being, reinforcing their resilience. Career guidance counselors help alleviate anxiety about post-graduation plans, helping students make informed decisions and transition smoothly into their professional lives.

**Evidence of Success:**

By implementing these practices comprehensively, we have cultivated an environment where students not only excel academically but also thrive personally, ensuring their holistic development and well-being.

**Problems Encountered & Resources Required:**

All the above-mentioned activities undoubtedly help the holistic growth of the students. However, the challenge lies in effectively accommodating these activities in the demanding academic calendar. The College academic committee, consisting of the Principal/Dean, Heads of various departments, and senior Professors, carefully reviews the academic calendar and meticulously plans the co-curricular and extra-curricular activities that alleviate academic stress and provide students with opportunities to exhibit their latent talents.

## **BEST PRACTICE - 2**

**Title of the Practice: Providing quality treatment at free /subsidized cost for the weaker sections of the society**

### **Objectives:**

The objectives of this practice are to adopt patients from weaker sections of society & to provide quality health care at free/subsidized rates. Especially

1. For Pregnant women
2. Child care including immunization
3. Malla Reddy kit & Monetary benefit of Rs 5000/- on the birth of the girl child

### **Context:**

Care in the hospital has been considered an expensive affair by the general public from the beginning. Thus, most of the deliveries are being attended by traditional birth attendants in the initial stages, which could later become more complicated. To overcome these issues, our institution has been trying to provide antenatal care to people from socio-economically backward classes, are provided at minimal or no cost.

### **Practice:**

Poor patients are provided transport from their homes to our hospital & back to their places in our college vehicles. The antenatal are being provided with free lunch & snacks. To provide them with world-class medical care, most of the tests and treatments are done at free of cost. All the pregnant ladies receive free antenatal check-ups, free hospital delivery, a kit for the baby, a monetary benefit to the girl baby in the form of Rs 5000/-, free immunization born to the baby after delivery.

**Evidence of Success:**

Many deliveries occur daily. Our services gained wide popularity in both local and regional media . This shows that our campaigns are valued and unique. Our serving style is quite successful.

**Problems Encountered and Resources Required:**

Although the popularity was good, some parents and caretakers of elderly patients were skeptical about the quality of the treatment, as they were misguided by some outsiders as it is provided free of cost.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for best practices page in the Institutional web site	<a href="#">View Document</a>

**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:**

Malla Reddy Medical College for Women (MRMCW), is an unique and specialized institution dedicated to fostering gender equity, advancing healthcare for women, and nurturing female leadership in the medical field. Our institution embodies these principles through its exclusive focus on educating and empowering women in medicine.

**Empowering Women in Medicine**

MRMCW, plays a crucial role in empowering women to pursue careers in Medicine, by offering 100% admissions to women in MBBS. Our college provides a supportive environment where female students can thrive academically and professionally without the gender biases often present in coeducational institutions. This focused approach not only addresses the under representation of women in medicine but also encourages them to excel and assume leadership roles within healthcare.

### **Specialized Focus on Women's Health**

Apart from providing comprehensive health care to all patients, MRMCW emphasizes on understanding and addressing gender-specific health issues which prioritizes research, education, and clinical practice that cater specifically to the healthcare needs of women. From reproductive health to menopause management, from breast cancer to mental health, women's medical colleges contribute to advancing knowledge and improving outcomes in areas that disproportionately affect women. This specialized expertise ensures that healthcare professionals from our college, who are well-equipped to provide sensitive, effective, and culturally appropriate care to female patients.

### **Cultural Sensitivity and Patient-Centered Care**

In many cultures, women may feel more comfortable discussing health issues with female healthcare providers. Our college recognize and respect these cultural preferences, thereby enhancing patient trust and compliance with medical advice. By training a diverse cadre of female physicians, our institution, contribute to closing healthcare access gaps and improving health outcomes among women from diverse backgrounds.

### **Role Models and Mentorship**

Female students in medicine often face unique challenges and barriers, including stereotypes and work-life balance issues. Our college addresses these challenges by providing strong female role models and mentors who have navigated similar paths. Mentorship programs in our college, support the personal and professional development of aspiring female healthcare professionals, fostering resilience, leadership skills, and career advancement.

### **Advocacy and Community Impact**

Beyond education and clinical practice, MRMCW play an active role in advocacy for women's health rights and policies that promote gender equality in healthcare. We contribute to shaping public health agendas, advocating for reproductive rights, combating gender-based violence, and addressing disparities in healthcare access. Through community outreach programs, they also engage in health promotion and disease prevention initiatives that benefit women and families in underserved communities.

### **Leadership in Healthcare**

By exclusively focusing on women in medicine, MRMCW delivers future female leaders in health care who can drive innovation, research, and policy changes in healthcare. These leaders contribute to a more diverse and inclusive healthcare workforce, bringing unique perspectives and insights that enrich medical practice and improve patient care.

In conclusion, the distinctiveness of MRMCW, lies in its commitment to empowering women in medicine, advancing women's health research and practice, promoting cultural sensitivity in healthcare delivery, providing mentorship and role modeling for future female healthcare leaders, advocating for women's health rights, and fostering a diverse and inclusive healthcare environment. Institutions like Malla Reddy Medical College for Women exemplify these principles, contributing significantly to the advancement of healthcare and the empowerment of women worldwide.



File Description	Document
Link for appropriate web page in the institutional website	<a href="#">View Document</a>

## 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:** 87.35

8.1.1.1 Institutional mean NEET percentile score

Response: 87.35

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	<a href="#">View Document</a>
Upload for list of students enrolled for the MBBS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:**

Globally, a significant portion of hospitalized patients—ranging from 5% to 10%—contract infections during their stay. It's imperative to integrate infection control knowledge into the curriculum of medical undergraduate programs to mitigate these rates. Such educational efforts not only safeguard patients but also protect healthcare workers (HCWs) and the hospital environment.

Adherence to Standard Operating Protocols (SOPs) by HCWs, including medical students, is pivotal in thwarting Hospital Acquired Infections (HAIs). The implementation of these protocols has proven to be an effective preventive measure.

At Malla Reddy Medical College for Women and its attached Hospital, undergraduate students undergo comprehensive training in patient care quality, safety procedures, and infection prevention strategies. These educational initiatives are seamlessly integrated into Microbiology, Surgery, Medicine, and related

lectures. Additionally, students gain hands-on experience through clinical rotations spanning various medical disciplines.

Throughout their training, students are instructed on universal precautions such as proper hand hygiene, utilization of personal protective equipment, surface disinfection protocols, safe disposal of sharp instruments, and maintaining professional immunization. Furthermore, internship and postgraduate orientation programs include sessions on post-exposure prophylaxis and subject-specific guidelines for infection control.

In response to the COVID-19 pandemic, specialized training sessions were initiated for junior residents, interns, and nursing staff across all departments, both physically and online. These sessions, conducted via platforms like Zoom, covered a spectrum of topics including epidemiology, laboratory diagnosis, clinical manifestations, and management strategies. Practical demonstrations on oxygen therapy and proper donning and doffing of personal protective equipment were also provided, adhering strictly to physical distancing norms.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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:** 3.58

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
20	7	5	5	17

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	<a href="#">View Document</a>
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 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 implementation of Competency-Based Medical Education (CBME) began with the 2019 MBBS batch, following the clear definition of competencies outlined by the Medical Council of India (MCI) curriculum. This rollout has been phased, starting from 2019 and progressing through subsequent years.

In the inaugural year for the 2019 batch, the institute's curriculum committee adopted a competency-based approach, with well-defined objectives and assessment methods to gauge competencies. Each clinical department has developed Standard Operating Protocols for managing common diseases, ensuring that faculty members are equipped to impart these essential skills to students.

To support CBME, various tools have been introduced, including logbooks for reflection and assessment in foundational courses, Attitude Ethics and Communication (AETCOM), early clinical exposure, and self-directed learning. Additionally, staff at Malla Reddy Medical College for Women & Malla Reddy Narayana Multispeciality Hospital have undergone Curricular Implementation Support Program (CISP) training in line with MCI guidelines.

While the university's assessment methods do not currently include Objective Structured Clinical Examination (OSCE) or Objective Structured Practical Examination (OSPE) in summative exams, some departments have adopted these techniques for formative assessments and teaching purposes. Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) examinations follow OSCE patterns.

At the postgraduate level, departments have identified key competencies that students must master, with some, such as Physiology, Biochemistry, Pathology, Anatomy, Pediatrics, Ophthalmology, and Medicine, regularly employing OSCE/OSPE as teaching methodologies.

Exit examination was conducted for interns to assess their clinical knowledge in medicine. For MBBS students, practical training is integrated into the curriculum, with skills labs for Basic Life Support and hands-on workshops in areas like suturing techniques. Similarly, postgraduate students receive training in Advanced Life Support in Obstetrics (ALSO), Basic Life Support in Obstetrics (BLSO), and ACLS,

ensuring proficiency in critical areas.

Clinical competencies are assessed through feedback from external examiners, employers, and patients, with distinctions reflecting the level of competency attainment.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 8.1.5

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

**Response:**

The Transplantation of Human Organ Act (THO) was enacted in India in 1994 to regulate organ donation, including the procedures for removal, storage, and transplantation of human organs for therapeutic purposes while prohibiting commercial dealings in organs. A crucial amendment to this legislation was passed by Parliament in 2011, with the corresponding rules being notified in 2014. While these regulations are automatically adopted by certain states and union territories, others require a resolution for adoption.

At Malla Reddy Medical College for Women & Malla Reddy Narayana Multispecialty Hospital, the provisions of THO are covered within the Forensic Medicine and Toxicology (FMT) syllabus during the second year of the MBBS curriculum. Specific mention is made of initiatives like the green corridor for organ transportation, particularly in cities like Hyderabad. These topics are deemed essential for medical students to grasp, ensuring awareness of organ transplantation processes, benefits, and challenges.

Within various clinical departments at Malla Reddy Medical College for Women & Malla Reddy Narayana Multispecialty Hospital, lectures highlight the significance of organ transplantation for patients in need, alongside discussions on the legal, ethical, and social dimensions of this medical practice. The Department of Medicine delves into renal and liver transplants, while the Pathology Department addresses bone marrow transplantation and blood donation. Ophthalmology actively engages in eye donation initiatives and educates undergraduate students on corneal transplantation.

The Bioethics unit, recognized by UNESCO, directs all departments to allocate lecture time toward sensitizing students to bioethical issues relevant to their respective fields, with a particular focus on organ transplantation. Additionally, the Anatomy Department hosts guest lectures on organ donation, highlighting various organs suitable for transplantation.

In the 8th Semester of the KNRUHS syllabus, the Department of Surgery includes basics of organ transplantation. The syllabus also incorporates topics such as "Introduction of brain death and organ donation" across disciplines like Physiology, Community Medicine, Psychiatry, Medicine, and Surgery.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	<a href="#">View Document</a>
Link for National/State level policies on organ transplantation as adopted by the Institution	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:**

The Immunization Clinic at Malla Reddy Narayana Multispecialty Hospital, the teaching hospital of Malla Reddy Medical College for Women, strictly adheres to all guidelines outlined by the World Health Organization (WHO). Situated within the Department of Pediatrics and located in the Pediatric Outpatient Department (OPD), it operates from 9:00 AM to 4:00 PM on all working days.

Spanning approximately 370 square feet, the clinic comprises of three dedicated components: an Ice Line Refrigerator (ILR), a well-equipped resuscitation corner with Oxygen and AMBU bag, and a comprehensive range of medications for addressing adverse reactions such as Anaphylaxis, convulsions, and fever. Trained Nurses and Doctors manage its operations, with the Nurse-in-charge well-versed in emergency resuscitation procedures and management of Adverse Drug Reactions (ADRs).

The clinic offers both routine and optional vaccines as per the Universal Immunization Program (UIP) and the schedule recommended by the Indian Academy of Pediatrics. Vaccines listed under the UIP schedule are provided free of charge, while optional vaccines are available at concessional rates.

A detailed immunization schedule, along with information on adverse events following vaccination, is prominently displayed in the clinic. After vaccination, each infant is required to remain under observation for a minimum of thirty minutes, particularly following DPT immunization.

An immunization register is meticulously maintained, assigning a unique index number to each baby along with their birth details, anthropometry, developmental status, and immunization records. Interns undergo ten-day rotations, receiving comprehensive training in vaccination techniques, including hands-on practice for intramuscular, subcutaneous, and intradermal administration, alongside theoretical insights into each vaccine.

The clinic extends its services to administer TT vaccinations to pregnant mothers, with temperature monitoring of the ILR conducted daily and duly documented by the Immunization Clinic's staff.

Strict protocols are in place for documenting and reporting adverse drug reactions to the institutional committee. Additionally, postgraduate students of the Pediatric Department and interns from the Community Medicine department undertake rotational postings in the Immunization Clinic on their respective OPD days.

Vaccines listed under the UIP schedule are sourced from the Peripheral Health Centre linked to the hospital, while optional vaccines are procured from authorized dealers, ensuring the maintenance of a robust cold chain from procurement to administration.

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

### 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:**

Malla Reddy Medical College for Women is affiliated with KNR University of Health Sciences, Telangana, with oversight from the apex council, the National Medical Commission/Medical Council of India, New Delhi.

The undergraduate medical education program in India is tailored to cultivate Indian Medical Graduates

(IMGs) equipped with the necessary knowledge, skills, attitudes, values, and responsiveness to serve as frontline community physicians while maintaining global relevance.

The Graduate Medical Regulation outlines five key roles that IMG graduates must fulfill to meet the objectives of the undergraduate medical education program. Malla Reddy Medical College for Women & Malla Reddy Narayana Multispecialty Hospital incorporates these attributes into its Vision & Mission statement, prominently displayed on the college website and throughout the campus.

These five roles include:

1. Clinician - Capable of providing preventive, promotive, curative, and palliative healthcare.
2. Leader & member of the healthcare team - Students engage in community visits and observe healthcare professionals in leadership roles.
3. Communicator - Communication skills workshops are conducted for MBBS students to enhance their ability to interact sensitively and effectively with patients and their families. The institute also houses a dedicated communication skill laboratory.
4. Lifelong learner - Emphasis is placed on research to instill the importance of ongoing learning and professional development among undergraduate students.
5. Professional - Ethical and legal issues are addressed through discussions in subjects like Forensic Medicine & Toxicology, supplemented by insights from industry experts.

Assessment of these attributes occurs through conventional theory and practical/clinical examinations, augmented by Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) to evaluate communication, professionalism, and higher-order skills in the psychomotor and affective domains.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Medical graduate attributes as described in the website of the College	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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### 8.1.8

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

**Response:**

**Malla Reddy Medical College for Women: Enhancing Faculty Teaching Competence**



The Medical Education Unit (MEU) at Malla Reddy Medical College for Women plays a pivotal role in elevating the teaching proficiency of its faculty members. Through a wide array of programs, the unit aims to equip educators with the necessary tools and methodologies for effective knowledge dissemination.

#### **Faculty Development Programs:**

**Microteaching Workshops:** These workshops introduce faculty members and postgraduates to microteaching, a technique wherein educators evaluate recorded teaching sessions to receive constructive feedback from peers. Covering core principles, methods, and advantages of microteaching, these workshops empower participants to refine their teaching approaches.

**Basic Course Workshops and Revised Basic Course Workshops:** Tailored to meet faculty requirements, these workshops provide comprehensive knowledge and skills essential for delivering core medical curriculum content. External observers may monitor these sessions to ensure adherence to rigorous standards.

**Curriculum Implementation Support Program (CISP):** Collaborating with the curriculum committee, the MEU organizes CISP programs for all faculty across preclinical, paraclinical, and clinical domains. This program highlights the importance of foundation courses, electives, early clinical exposure, and well-equipped skills labs. Additionally, it emphasizes Attitude, Ethics, and Communication (AETCOM) in Medical Education.

#### **Postgraduate Development Programs:**

**Research Methodology Workshops:** Conducted in partnership with the Department of Community Medicine, these workshops provide postgraduate students with essential research skills. Covering topics such as the significance of research in medicine, study designs, sampling techniques, data analysis and presentation, research protocol preparation, and thesis writing, these workshops also address animal ethics and adherence to CPCSEA guidelines for animal research. Participants also gain insights into literature reviews, effective paper writing techniques, and the peer review process in scientific publication.

**Design of Experiments in Clinical Research Workshop:** Co-organized with the Department of Community Medicine, this two-day workshop offers participants a comprehensive understanding of clinical trials. Topics include various study designs like randomized controlled trials (RCTs), survival analysis, and ethical considerations in clinical research.

Through these diverse programs, the MEU at Malla Reddy Medical college for Women cultivates a culture of continuous learning and improvement among its faculty and postgraduate students, ultimately enhancing educational experiences for future generations of medical professionals.

File Description	Document
Any additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

#### 8.1.9

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

- 1.NABH Accreditation of the teaching hospital**
- 2.NABL Accreditation of the laboratories**
- 3.ISO Certification of the departments / divisions**
- 4.Other Recognized Accreditation / Certifications**

**Response:** B. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Links for e-copies of Certificate/s of Accreditations	<a href="#">View Document</a>

#### 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:** 71.42

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	275	150	150	0

## 8.1.10.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

Students of Malla Reddy Medical College for Women (MRMCW), are exposed to contemporary legal aspects of practice of medicine during MBBS Phase II under Forensic Medicine subject.

***Following topics are discussed:***

Rights of Registered Medical Practitioner.

Duties of Registered Medical Practitioner.

Patient Rights.

Sections of criminal laws related to medical practice (Indian Penal Code, Criminal Procedure Code and Indian Evidence Act).

Acts pertaining to medical profession like,

- 1.Consumer Protection Act 1986
- 2.Workmen's Compensation Act 1923
- 3.Professional Indemnity Insurance
- 4.Medical Termination of Pregnancy Act
- 5.Preconception and Prenatal Diagnostic Techniques Act
- 6.Transplantation of Human Organs Act etc.

Aspects of Medical negligence including defenses against medical negligence and precautions to avoid medical negligence.

During clinical postings, students are exposed to legal issues associated with treatment of patient like consent, professional secrecy etc.

### **Key Points:**

**Early Integration:** Medico-legal education is integrated into the curriculum at Malla Reddy Medical College for Women (MRMCW) starting from the orientation of first-year MBBS students.

**Curriculum Focus:** Throughout the program, students receive comprehensive training covering informed consent procedures, documentation in medico-legal cases, ethical conduct, and specialty-specific medico-legal aspects.

**Continuous Learning:** Practical application of these principles is emphasized through case discussions, supported by internship training focused on accurately issuing medical certificates.

**Practical Application:** MRMCW emphasizes continuous learning with Continuous Professional Development (CPD) programs, ensuring both students and faculty remain updated on evolving medico-legal practices.

**Professional Development:** The college encourages professional development by actively involving students in relevant associations, aiming to cultivate a strong commitment to responsible and ethical medical practice among future healthcare professionals.

*By incorporating Medico-Legal Education, MRMCW strives to prepare future doctors to navigate the legal and ethical complexities of medical practice, ultimately aiming to produce well-rounded and responsible healthcare professionals*

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	<a href="#">View Document</a>
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

Malla Reddy Medical College for Women (MRMCW) stands poised to exemplify excellence in women's medical education, through a robust framework of academic, infrastructural, and community-focused initiatives.

**Academic Excellence:** MRMCW's curriculum is meticulously crafted aligned with regulatory guidelines from National Medical Commission (NMC) and affiliating university, Kaloji Narayana Rao University of Health Sciences (KNRUHS), integrating Competency-Based Medical Education (CBME) since 2019. This approach ensures that graduates possess well-defined competencies in patient care, communication, professionalism, and lifelong learning. The curriculum includes early clinical exposure, Objective Structured Clinical Examination (OSCE), and Objective Structured Practical Examination (OSPE), fostering comprehensive skill development. Continuous internal assessments and feedback mechanisms enhance student learning outcomes.

**Infrastructure and Facilities:** Spread across a spacious 10.11-acre campus, MRMCW boasts modern infrastructure with air-conditioned lecture halls, well-equipped laboratories, and a state-of-the-art central library housing extensive digital resources and e-learning facilities. The campus includes a simulation lab for practical medical training, complemented by the 1260-bed Malla Reddy Narayana Multi-Specialty Hospital (MRNMH) for clinical exposure. Green initiatives such as solar panels, biogas units, and sewage treatment plants underscore the institution's commitment to environmental sustainability.

**Research and Innovation:** MRMCW fosters a vibrant research culture among faculty and students, supported by the Malla Reddy Foundation for Research and Innovation (MR-FRI). The institution promotes interdisciplinary research collaborations and supports clinical trials and treatment-based studies, ensuring translation of research findings into clinical practice. Initiatives like MedTech Test -Bed facilities (Clinical Validations) under Project TEZ to facilitate innovation in healthcare technologies, furthering MRMCW's reputation as a center for cutting-edge medical research.

**Community Engagement and Social Responsibility:** MRMCW actively engages in community outreach programs, providing free medical camps, health screenings, and health education in underserved communities like Rayilapur, Gundlaponchampalli.

**Governance and Quality Assurance:** MRMCW operates under a decentralized governance structure, ensuring effective administration and decision-making through various councils and committees. The Internal Quality Assurance Cell (IQAC) monitors and enhances academic and administrative quality, facilitating continuous improvement through feedback mechanisms, curriculum audits, and faculty development programs.

### Concluding Remarks :

Malla Reddy Medical College for Women (MRMCW) has established itself as a distinguished institution dedicated to the comprehensive development of its medical students, particularly emphasizing quality patient care, safety, and infection prevention. The curriculum integrates these crucial elements into various disciplines, providing both theoretical knowledge and practical experience through clinical rotations. The college, permitted to intake 200 MBBS students, reflects a high academic standard with a mean NEET percentile of 87.359,

underscoring its commitment to academic excellence.

The introduction of Competency-Based Medical Education (CBME) since 2019, following guidelines from the Medical Council of India (MCI), marks a significant advancement in MRMCW's educational approach. The CBME framework, supported by robust assessment methods like logbooks, OSCE, and OSPE, ensures students achieve well-defined competencies. The curriculum also emphasizes ethics, communication, and early clinical exposure, ensuring graduates are well-prepared for the diverse demands of medical practice.

MRMCW's response to the COVID-19 pandemic demonstrates its adaptability and commitment to safety, offering specialized training sessions on epidemiology, diagnosis, and management strategies for healthcare workers. This proactive approach highlights the institution's dedication to preparing its students and staff for real-world healthcare challenges.

The college's infrastructure, including state-of-the-art laboratories, air-conditioned lecture halls, and extensive library resources, provides an optimal learning environment. The attached Malla Reddy Narayana Multi-Specialty Hospital, with 1260 beds, ensures ample clinical material for practical training. Additionally, the inclusion of gender sensitivity, environmental sustainability, and professional ethics into the curriculum reflects a holistic educational philosophy.

Student clubs at MRMCW play a crucial role in fostering personal growth, leadership skills, and community engagement. These clubs, covering academics, debate, sports, arts, and service, complement the rigorous academic schedule, ensuring well-rounded development. The institution's commitment to research is evident through its robust support for faculty and student research projects, promoting a culture of innovation and inquiry.

MRMCW's governance and administration emphasize decentralized and participatory management, involving faculty and students in decision-making processes. This inclusive approach ensures the institution remains responsive and adaptive to the evolving educational landscape.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>546</td><td>480</td><td>346</td><td>241</td><td>276</td></tr></table> <p>Answer After DVV Verification :</p> <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>501</td><td>441</td><td>325</td><td>220</td><td>251</td></tr></table> <p>Remark : DVV has made changes as per the students enrolled in subject-related Certificate/ Diploma / Add-on course.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	546	480	346	241	276	2022-23	2021-22	2020-21	2019-20	2018-19	501	441	325	220	251
2022-23	2021-22	2020-21	2019-20	2018-19																	
546	480	346	241	276																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
501	441	325	220	251																	
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>Answer before DVV Verification : 31</p> <p>Answer after DVV Verification: 11</p> <p>Remark : DVV has made changes as per the report shared by the HEI</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills</p> <p>Answer before DVV Verification:</p> <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>673</td><td>480</td><td>346</td><td>297</td><td>303</td></tr></table> <p>Answer After DVV Verification :</p> <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>641</td><td>437</td><td>301</td><td>265</td><td>288</td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	673	480	346	297	303	2022-23	2021-22	2020-21	2019-20	2018-19	641	437	301	265	288
2022-23	2021-22	2020-21	2019-20	2018-19																	
673	480	346	297	303																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
641	437	301	265	288																	



	Remark : DVV has made changes as per the students enrolled in value-added courses.																																								
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings</p> <p>Answer before DVV Verification : 826</p> <p>Answer after DVV Verification: 778</p> <p>Remark : DVV has made changes as per the students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings.</p>																																								
1.4.2	<p>Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																																								
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <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>65</td><td>61</td><td>49</td><td>38</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <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>59</td><td>58</td><td>44</td><td>35</td><td>0</td></tr></table> <p>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</p> <p>Answer before DVV Verification:</p> <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>65</td><td>61</td><td>49</td><td>38</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <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></td><td></td><td></td><td></td><td></td></tr></table>	2022-23	2021-22	2020-21	2019-20	2018-19	65	61	49	38	0	2022-23	2021-22	2020-21	2019-20	2018-19	59	58	44	35	0	2022-23	2021-22	2020-21	2019-20	2018-19	65	61	49	38	0	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
65	61	49	38	0																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
59	58	44	35	0																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
65	61	49	38	0																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					

65	61	49	38	0
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Remark : DVV has made changes as per the report shared by HEI.

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

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:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
244	273	189	141	0

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0

Remark : DVV has made changes as per the report shared 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: C. Any two of the above

Remark : DVV has made changes as per the report shared by HEI.

2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 233 Answer after DVV Verification: 221</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.4.2	<p>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.</p> <p>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.</p> <p>Answer before DVV Verification:</p> <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>79</td><td>72</td><td>85</td><td>84</td><td>56</td></tr></table> <p>Answer After DVV Verification :</p> <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>72</td><td>68</td><td>80</td><td>77</td><td>49</td></tr></table> <p>Remark : DVV has made changes as per fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	79	72	85	84	56	2022-23	2021-22	2020-21	2019-20	2018-19	72	68	80	77	49
2022-23	2021-22	2020-21	2019-20	2018-19																	
79	72	85	84	56																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
72	68	80	77	49																	
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <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>164</td><td>164</td><td>129</td><td>127</td><td>94</td></tr></table> <p>Answer After DVV Verification :</p> <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>155</td><td>152</td><td>113</td><td>109</td><td>88</td></tr></table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	164	164	129	127	94	2022-23	2021-22	2020-21	2019-20	2018-19	155	152	113	109	88
2022-23	2021-22	2020-21	2019-20	2018-19																	
164	164	129	127	94																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
155	152	113	109	88																	
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
24	24	11	22	15

Answer After DVV Verification :

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

Remark : DVV has not considered participation certificate

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
27	24	11	22	16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	20	9	17	14

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
861	521	430	240	254

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
841	498	205	212	225

Remark : DVV has made changes as per the report shared 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 : 29

Answer after DVV Verification: 22

Remark : DVV has made changes as per the functional MoUs/linkages with Institutions/ industries in India and abroad.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1424.97	1719.32	2086.33	2939.45	431.39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
878.7	1065.5	1217.8	1541.4	235.0

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 Two of the above

Remark : DVV has made changes as per the report shared by the 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:

2022-23	2021-22	2020-21	2019-20	2018-19
6052.82	5150.12	3458.6	3282.11	1938.33

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1565.82	4676.28	1121.65	910.04	383.49

Remark : DVV has made changes as per the report shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
374	238	198	198	88

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
359	222	175	181	79

Remark : DVV has made changes as per the report shared 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: B. Any five of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
710	491	436	244	286

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
701	485	429	238	281

Remark : DVV has made changes as per the report shared 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 3 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
4	6	4	3	3

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by the 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: C. Any three of the above

Remark : DVV has made changes as per the report shared by HEI.

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

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.

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

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

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



Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40	31	25	17	13

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37	27	21	15	12

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:

2022-23	2021-22	2020-21	2019-20	2018-19
144	123	109	120	79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
137	112	99	111	70

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification : All of the above

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

Remark : DVV has made changes as per the report shared by the HEI

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

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.

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.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
200	275	150	150	0

8.1.10.2. Number of first year Students admitted in last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
247	275	197	150	0

Remark : DVV has made changes as per the report shared by HEI.

## 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations