



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANTHIRAM MEDICAL COLLEGE

NH 40, UDUMALAPURAM (V)
518501

www.santhirammedicalcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

With the immaculate practices in the field of education since four decades, Dr.M.Santhiramudu, the President of SHAFI EDUCATIONAL SOCIETY, is an educationalist and philanthropist who is dedicated to the noble pursuit of knowledge and is a beacon of inspiration in shaping the minds of future generations and succeeded in establishing Medical college thus by providing medical education and health care in Nandyal, located in the backward region of Rayalaseema. A great profound thought of producing qualified MBBS Doctors from this rural area resulted in the establishment of Santhiram Medical College and General hospital in the year 2004 sponsored by SHAFI EDUCATIONAL SOCIETY under the Chairmanship of Dr.M.Santhiramudu.

Santhiram Medical College with a noble motto of “EDUCATION FOR SERVICE” started its teaching hospital in the year 2004 with 300 beds. The Topography of Santhiram Medical College spreads on the lush green and sprawling 48 acres Campus with more than built-up area of 15,00,000 Sft comprising buildings of Medical College, Teaching Hospital and all hostels along with required Staff Quarters.

Currently, the teaching hospital has transformed into 1050 bedded hospital with more than 30 Multi and Super Specialty functioning under one roof .The hospital is functioning with state of the art equipment like CT Scan, 1.5 TESLA MRI, Modular Operation Theaters, Sophisticated Clinical labs for Pathology, Biochemistry, Microbiology etc. with more than 50 ventilators, Heart Lung Machine, Cath Lab , LASIK Machine ,150 ICU beds like Critical Care Medicine , Cardiac ICU, Surgical ICU, Neurology ICU, Pediatric ICU.

The Management of Santhiram Medical College has left no stone unturned in developing this institute for facilitating the best quality medical education and precise health care to this locality with never ending passion and commitment by illuminating the path of learning and intellectual approach by transforming class rooms into vibrant arenas of enlightenment, nurturing not only academic excellence but also the values that shape responsible medical professionals.

The College was permanently recognized by Medical Council of India in the year 2010 and our first batch of Post Graduates commenced in the year 2011 in all departments.

Vision

To impart medical education with Academic excellence and practice medicine ethically in line with global standards. To produce Doctors from Rural India with high morals, ethics and professional standards and enrich their acumen in medical field and inculcate compassionated health care and finally attain this institute as a deemed to be Medical University.

Mission

M1: To impart world class quality health care and medical education

M2: To provide in hand experience to students and train them with knowledge and skills.

M3: To inculcate values and ethics.

M4: To identify hidden talent and provide opportunities to students to realize and utilize their full caliber.

M5: To nurture the students into future leaders, entrepreneurs and good human beings.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A holistic approach and premium infrastructure by Santhiram Medical College and teaching hospital spread in a green environment over 18,00,000 sqft with the biggest tertiary care hospital for the entire Nandyal division and entire region of Rayalaseema functioning with more than 30 multi and super specialty departments under one roof.

Being located in a rural area surrounded by numerous villages, the college is able to improve the clinical competencies of our students by conducting multiple free health camps and cater to both needs like educating our students as well as treating the rural and remote population of India. Santhiram Medical College teaching faculty comprises of experienced Professors, Associate Professors, and Assistant Professors etc. for giving the finest medical education as per the modern world parameters.

Santhiram Medical College has an absolute composed grip over the under graduate curriculum. In the last 15 years, the college has started organizing Inter disciplinary research tools which provides a big platform to the budding UG Graduates and the teachers to show and share their academic achievements and interactive skills.

The Student's well-structured academic council and Medical Educational units established to monitor the all-round performance of our students and special councilor's are appointed to assist the students right from their first day of stepping into the college.

Our 1000 bedded teaching hospital caters to the health needs of needy people with sophisticated hospital equipment towards patient care. Our genuine and non-compromising services have been the big reason for the phenomenal growth of the college and hospital. The fully functioning ART (Anti-Retroviral therapy) center is running successfully with perfect trained staff and necessary infrastructure. With the current ERA of global digitalization in every sector and as it is the need of hour, Santhiram Medical College and teaching hospital is fully digitalized with regard to student data, patient data and other applicable data Management via HIMS.

Institutional Weakness

Being located in a rural area, Santhiram Medical College and hospital is thriving for institute expansion and enhancement of UG and PG. Continuous and relentless efforts are required with more Specialties & Super-specialties, Enhancement of PG seats, attract more funds and grants for Research and further development. Santhiram Medical College and hospital rush to provide the latest medicine in regards to the Global WHO standards to the people of Nandyal. The Potential barriers to attract students from urban places like metropolitan cities and cosmopolitan cities especially when there are competitive destinations which have a more conducive environment. Introducing Artificial Intelligence and Robotics at our facility is quite challenging due to our geographical location. However, Santhiram Medical College and hospital is in

continuous efforts to adapt the best IOT (internet of things), Artificial Intelligence and Robotics in the Medical field.

Institutional Opportunity

We , Santhiram Medical College (SRMC), with a dedicated commitment and having a sole aim of philanthropic approach towards society are striving hard to strengthen the social upliftment through Education as well as Medical needs of the Nandyal rural region. SRMC and hospital is situated in rural area of Nandyal, which has a wonderful opportunity to provide health care services for the poor people of rural regions and remote population. The biggest opportunity to be had to Santhiram Medical College and hospital was nurturing and producing highly skilled medical Doctors from this rural area of Rayalaseema region where the idea of primary health to the needy people was at stake from many years. Being Located in the outskirts of Nandyal , a rural region of Rayalaseema, SRMC and hospital gives scope to many student aspirants to pursue their UG and PG students at our college .As majority of our students hail from the rural back drop and being a witness of scarce health facilities in their locality , it will inspire them to render their services to the rural India. Once the students get graduated from their MBBS and PG courses, they tend to start their private clinics/hospitals in their native places which inturn increase the health care facilities as well as proportionate ratio by reducing the gap between Doctor – Population ratio.To support their services in many complex and timely surgeries ,Santhiram hospital is ready to cater their tertiary medical support of that rural medical clinics.This has become a boon for expanding our services to all the needy patients . This is to encourage the start-up in hospital vertical for our Doctors who are a part of UG and PG Alumini. The Prevailing advantage and breakthrough is ,the students graduating as successful doctors coming from many backward villages are often in frontline to render their services to medically back ward regions to eliminate the social stigma and Medical superstitions which were a major factor for the highest mortality rate in that regions. However , our experienced faculty were successful in educating them for protecting the family health and other major health issues thus reducing labour deaths of pregnant women and neonatal deaths.

Institutional Challenge

As Teaching field being a NOBLE profession in this world , retention of experienced faculty for the college and hospital has become a challenge for any medical college now-a-days due to the commercialization of health care. Motivating students to become compassionate medical practitioners for play pivotal role in catering health care to rural India. **Since Santhiram Medical College and hospital is a private sector unit, it is cumbersome to maintain the free medical camps everyday as we are self financing to fund the facility and thriving hard to protect the health for the people of Rayalaseema region.** We experience a heavy influx of patients in certain departments seeking primary and secondary care, leading to patient overcrowding sometimes is a challenge to our medical team. Santhiram Medical College and Hospital primarily focus on providing the latest equipment like high end CT , MRI/CATHLAB, Lasik machines, Critical care equipement in the hospital with world class standards. Sometimes meeting the expenditure of comprehensive maintenance of these equipments is a never ending challenge to comply. It requires developing new coping and study skills to meet the demands of a fast-paced curriculum. It is common knowledge that medical students suffer from anxiety, depression and other mental health concerns which are addressed in the student forum and later

solved by the Management by giving them professional freedom.

1.3 CRITERIA WISE SUMMARY

Medical Part

Santhiram Medical College encourages its UG students to perform well in their NEET PG entrance exam by conducting special training sessions and classes.

The College is committed in providing all safety measures to during their clinical postings and practical sessions. Proper safety manuals are designed and clinical sessions. The College encourages faculty in upgradation of their clinical competencies and skills and helps them in pursuing additional degrees/fellowships apart from their respective PG degree. The College has introduced several objective methods like OSCE/OSPE to ensure that students attain clinical competencies. The College focuses on student learning and emphasizes on obtaining the learning outcomes of students. SRMC is conducting instructional sessions for students and medical and legal , ethical and social issues involve in organ transplantation. The College will definitely follow all procedures as prescribed by the Govt agencies like JEEVANDAN program. The department of Pediatrics is maintaining and monitoring the functionality of immunization clinic and the immunization clinic is functioning as per WHO guidelines for childhood immunization. All the vaccines are stored in a safe and cool place thus by daily monitoring of the refrigerator temperatures and a register is kept to monitor and log the temperatures on daily basis. SRMC has adapted several measures to define and implement medical graduate attributes with a well set system of evaluation .As the modern medicine is fastly adapting and growing and to cope up with the emerging trends in medical education technology and our MEU (Medical Education unit) is conducting a wide range of faculty development programs and the faculty are financially supported and encouraged in their research work and other innovations. Apart from this , the faculty are financially supported for attending workshops , seminars, CME's .The College provides prophylactic immunization against communicable diseases to students before attending their first clinical postings and awareness programs are given to students on procedures involved in Medico Legal cases and third party insurance mechanisms and indemnity protection. The College has been accredited by

- 1.) NABL accreditation for lab
- 2.) ISO certification
- 3.) Submitted NABH application and is in progress.
- 4.) NAAC accreditation in progress.

Curricular Aspects

As Santhiram Medical College is an affiliated Medical College, it follows the curriculum prescribed by National Medical Commission and Dr YSR University of Health Sciences. Curriculum aspects of Santhiram Medical College encompass the structure, content and delivery of the educational program aimed at preparing students for a career in medicine.

The curriculum followed integrates foundational sciences, clinical knowledge, and practical skills across multiple disciplines. Santhiram Medical College is offering inter – disciplinary/ inter- departmental courses/ training across all programs offered by the college. These programs are integrated with the affiliating University programs.

Students from SRMC are encouraged to enroll in subject related certificate/ Diploma/ Add on courses on a regular basis.

Santhiram Medical College as prescribed by the Dr YSRUHS and NMC, integrates cross cutting issues relevant to gender equality, environment and sustainability, human values, health determinants, right to health and emerging demographic issues and professional ethics in to the curriculum. SRMC has committees for such as Gender equality committee, Environment Cell etc for monitoring these issues.

Santhiram Medical College offers value added courses to the medical students in order to help them in achieving success in their pursuit of medical career. Students of Santhiram Medical College enroll in to these value added courses on a regular basis and enhance their skills in medical practice.

The students of SRMC are always encouraged by the institute in participating in medical internships, research projects and medical seminars. Students of Santhiram Medical College are regularly posted on community postings helping them gain practical knowledge. Students of SRMC are regularly sent on field visits to inculcate practical knowledge in them.

A strong feedback mechanism is established in SRMC where the feedback is received on regular basis from students, teachers, employees, alumni and professionals. This feedback received is thoroughly assessed by the management and necessary actions are taken

SRMC implements a system for ongoing evaluation and assessment of the curriculum, instructional methods, and student learning outcomes. SRMC collects feedback from students, faculty, preceptors, and stakeholders to identify strengths and areas for improvement and make evidence-based decisions to enhance the effectiveness of the educational program.

Teaching-learning and Evaluation

Santhiram Medical College assess the students on a regular basis along with Dr YSRUHS prescribed examinations. Depending on the students performances, the students are provided with the extra support to the slow performers to enhance their learning abilities and do well in the academics. Special programmes are designed and implemented for the advanced learners to achieve academic excellence.

Students intake to all UG and PG courses are followed as per NMC and Dr YSRUHS. The faculty is recruited and maintained according to NMC and Dr YSRUHS. SRMC is always ahead in encouraging students in extra mural activities with its student clubs and cultural societies. Students are facilitated with events to showcase their talents hence by encouraging other students also to practice extra mural activities skills.

To enhance student learning experience, SRMC is using different student centric methods. Students of SRMC get experiential learning, integrated/inter disciplinary learning. The students' learning experience is enhanced with self-directed learning, project based learning and patient centric and evidence based learning.

The skill laboratory of SRMC has advanced skill laboratory facilitating the students to learn medical procedures. SRMC classrooms and lecture halls are equipped with advanced infrastructure for the students to learn the academics and medical practice. Students at SRMC are guided through experienced mentors in their medical knowledge pursuit. The College possess the required number of Ph.D, PG and Diploma holders as faculty as per the NMC and Dr YSRUHS University norms. Many of the faculty of SRMC received gold medals and awards at the University level and National Level.

SRMC adheres to the academic calendar of Dr YSRUHS in conducting examinations to the medical students. The grievances of the students at the time of examinations is addressed by the examination section of SRMC. The graduate attributes and the learning outcomes are communicated to the students through the website and other means on a regular basis. Regular Parent Teacher meetings are organized by the institute which helps to communicate with the parents and help them assess their wards performance. A student satisfaction survey is done every year by SRMC regarding teaching learning process.

Research, Innovations and Extension

Santhiram Medical College is always ahead in encouraging the students and faculty in research work. The eligible faculty are provided with the required assistance in pursuing research work and fellowships etc. many professors from SRMC are awarded with fellowships from reputed universities. SRMC has created an ecosystem for innovations including an incubation center and simulation based learning mechanism for the students to prosper in medical education with the advanced knowledge in medical practices. SRMC has good clinical, laboratory, pharmacy and collection practices. The institutional ethics committee oversees the implementation of the research activities including students project works so that there is no breach in code of ethics. Norms and guidelines of research ethics are followed strictly which is looked upon by the institute. The ethical committee of SRMC ensures the genuineness of the research work done by the students. Many teachers of SRMC are pursuing research and Ph.D, PG and Diploma courses. Numerous number of journals and papers written by the faculty of SRMC are published at both National and International level. SRMC has carried out many extension and outreach activities in collaboration with national and international organizations. SRMC outreach programs are carried out in hand with Government and Non Government organizations. Students of Santhiram Medical College are participating in these outreach programs on regular basis. With the call from the Honorable Prime Minister, on Swachh Bharat, Santhiram Medical College actively participated in Swachh Bharat program and contributed to the society by building toilets in the nearby villages and the students helping the neighborhood in keeping the premises clean and educating them on cleanliness. The staff and students of the college created awareness among the rural people about the importance of cleanliness for a healthy life. Santhiram Medical College in collaboration with other renowned medical organizations is providing the students with faculty exchange, student exchange, industry internship activities is helping the students in research work. Santhiram Medical College has signed MoUs with industry experts for faculty exchange and student exchange programs.

Infrastructure and Learning Resources

Santhiram Medical College has the state of the art infrastructure with adequate facilities for teaching and learning. The College is equipped with digital classrooms and simulator laboratories enabling the students to gain hands on experience of medical education. The institute knowing the importance of physical fitness of the students for their growth in academics and in life, provided the students with adequate facilities for physical activities such as playgrounds for different games, separate gymnasium for boys and girls, yoga center and auditorium for cultural activities etc. College is the second home for any student. Keeping this in mind, SRMC has different state of the art residence facilities for UG boys, UG girls, resident doctors and teaching and non-teaching staff. Recognizing the need of pollution free world, with its green initiative, SRMC has built a 1 mw solar unit for the campus. The college has in campus bank branch. Every year a separate budget is allocated for infrastructure development of the institution. The teaching hospital is a 1050 bedded hospital with more than 30 Multi and Super Specialty functioning under one roof. The hospital is functioning with state of the art equipment like CT Scan, 1.5 TESLA MRI, Modular Operation Theaters, Sophisticated Clinical labs for Pathology, Biochemistry, Microbiology etc. with more than 50 ventilators, Heart Lung Machine, Cath Lab, LASIK Machine, 150 ICU beds like Critical Care Medicine, Cardiac ICU, Surgical ICU, Neurology ICU, Pediatric ICU. SRMC is equipped with state of the art laboratories enabling the students to gain practical knowledge on medical education. The teaching hospital is now a tertiary care hospital catering its services to four districts in the Rayalaseema region. With its health care wings spread to the rural area of this region, SRMC students get hands on training through the Santhiram rural health centers. The library of SRMC is the state of the art 3 story block equipped with latest technology and filled with academics, national and international journals, has e-library with membership of e- journals etc.

Student Support and Progression

Santhiram Medical College started with the noble cause of providing quality medical education to the people of this backward rural area, supports the needy meritorious students with the required financial aid through scholarships, free ships and fee waivers through Government / non-Government agencies. SRMC with its capability enhancement and development schemes is aiding the students in their career development. All the students of SRMC are provided with the required training for the competitive examinations and the students are provided with career counseling. The Institute has an active international student cell to facilitate the students. Keeping this in mind SRMC has developed a transparent mechanism for timely redressal of student grievances. The institute has strict policies against sexual harassment. The institute's anti ragging committee is continuously monitoring to avoid ragging instances and the management takes stringent action against the offenders. With all the hard work and efforts, students of SRMC are continuously prospering in the PG and other qualifying examinations. Many of the doctors passed from SRMC are working in various medical institutes and renowned Hospitals and catering their services to the medical industry and many are practicing medicine on their own. SRMC is proud with their alumni serving the nation in the medical field. Many of the students of SRMC qualified at PG entrance examinations and got admission into renowned medical institutions. SRMC has a student council dedicated to student welfare. The student council represents the students in academic and administrative bodies and committees of the institution. The Alumni association of SRMC is a registered body and holds regular meetings to plan the development activities related to the students with the support of the college. The alumni association of SRMC is always a step ahead and has active participation in contributing to the development of the student community. The alumni association brings together the passed out students and the present students there by creating an environment of togetherness.

Governance, Leadership and Management

The vision of Santhiram Medical College is to impart Medical education with Academic excellence and practice medicine ethically in line with Global Standards, to produce Doctors from Rural India with high morals, ethics and professional standards and enrich their acumen in medical field and inculcate compassionate healthcare. The mission is to serve the society with world class quality health care and medical education. To nurture the students into future leaders, entrepreneurs and good human beings and impart affordable quality health care and medical education by providing in hand experience to students and train them with knowledge and skills and inculcate values and ethics. To identify hidden talent and provide opportunities to students in realizing and utilize their full caliber and shape them into future professionals, entrepreneurs and good human beings. The institution has well defined organizational structure, statutory bodies/committees of the college with relevant rules, norms and guidelines along with strategic plan effectively deployed. The institute is implementing e- Governance in areas of operation such as academic planning and development, administration, finance and accounts, student admission and support and examinations. Any educational institute's growth is dependent on the faculty's performance. The faculty plays a crucial role in shaping the future of the students and the institution. Knowing this, SRMC is implementing effective welfare measures for teaching and non-teaching staff. The institute is providing aid for the faculty to attend conferences/workshops and towards membership fee of professional bodies professional development and training programmes are organized by the institution for teaching and non-teaching staff. Faculty including online programs and are supported to undergo faculty development programmes. SRMC encourages the teaching and non-teaching staff by its performance appraisal system rewarding their contribution to the institutions development. In this pursuit, funding and financing the institute plays a key role. SRMC sponsored by Shafa Educational Society is a self-financing institution.

The institute has a streamlined internal quality assurance mechanism contributing to the development of the institution. A considerable number of faculty attend programs/workshops/seminars to improve their quality. The institute adopts several quality assurance initiatives ensuring the quality of medical education.

Institutional Values and Best Practices

The institute is organizing gender equity sensitization programmes to teach the students gender equity practices. Santhiram Medical College has initiated many measures to promote gender equity such as awareness programs etc. With its environmental consciousness and sustainability initiative Santhiram Medical College has equipped the College with Solar energy, LED bulbs and many more energy conservation processes. The college has different waste management mechanisms as per the norms provided by the pollution control authorities. The college has different water conservation facilities including rain water harvesting to waste water recycling. Santhiram Medical College's green campus initiatives are such as usage of battery powered vehicles for internal commute, landscaping and green plantations. The institution is a divyangan friendly campus with amenities such as ramps and lifts dedicated to them, divyangan friendly washrooms, signage, lights, etc. The institution encourages and maintaining an inclusive environment with tolerance and harmony towards cultural, regional, linguistic, communal socio economic and other diversities. The disciplinary committee of the College has prescribed a code of conduct handbook for the students, teachers and academic and administrative staff including the Dean/Principal/Officials and support staff. Santhiram Medical College celebrates national and international commemorative days thereby instilling the spirit of commemoration among the students. Santhiram Medical College has introduced and implemented many best practices in healthcare. One of the best practices is producing medical professionals with quality and compassion from rural India. The main objective of this practice is to transform this backward area into a global medical education and healthcare hub by producing the best medical practitioners and introducing advanced healthcare facilities. Santhiram Medical College with its unique practices, brought medical education and healthcare to the doorsteps of transformed this rural area thereby providing the rural people with advanced health care and producing doctors from this area.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANTHIRAM MEDICAL COLLEGE
Address	NH 40, UDUMALAPURAM (V)
City	NANDYAL
State	Andhra Pradesh
Pin	518501
Website	www.santhirammedicalcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	VASANT R CHAVAN	08514-222444	9866308444	-	principal_srmenandyal@yahoo.co.in
IQAC / CIQA coordinator	ANJALY MARY VARGHESE	08514-222818	8978373630	-	anjalymv18@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	01-07-2005
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Andhra Pradesh	Dr. N.T.R. University of Health Sciences (Formerly Andhra Pradesh University of Health Sciences)	View Document

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

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NMC	View Document	19-07-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH 40, UDUMALAPURAM (V)	Urban	48	1800000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Mbbs	66	NEET	English,Gujarati	150	150
PG	MD,Anatomy,	36	PG NEET	English	1	0
PG	MD,Microbiology,	36	PG NEET	English	2	1
PG	MD,Biochemistry,	36	PG NEET	English	2	0
PG	MD,Pathology,	36	PG NEET	English	2	2
PG	MD,Community Medicine,	36	PG NEET	English	2	1
PG	MD,Pharmacology,	36	PG NEET	English	1	0
PG	MD,Psychiatry,	36	PG NEET	English	2	2
PG	MD,Paediatrics,	36	PG NEET	English	2	2
PG	MS,Otorhinolaryngology,	36	PG NEET	English	1	1
PG	MD,Anaesthesia,	36	PG NEET	English	3	3
PG	MD,Respiratory	36	PG NEET	English	2	2

	Medicine,					
PG	MD,General Medicine,	36	PG NEET	English	7	7
PG	MS,Obsterics And Gynaecology ,	36	PG NEET	English	3	3
PG	MS,General Surgery,	36	PG NEET	English	4	4
PG	MS,Ophthal mology,	36	PG NEET	English	5	5
PG	MD,Dermato logy Venerology And Leprosy,	36	PG NEET	English	4	4
PG	MD,Radio- diagnosis,	36	PG NEET	English	4	4
PG	MS,Orthopae dics,	36	PG NEET	English	4	4
PG	MD,Physiolo gy,	36	PG NEET	English	2	0

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	48				44				138			
Recruited	35	13	0	48	32	12	0	44	88	50	0	138
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				36				80			
Recruited	0	0	0	0	20	16	0	36	47	33	0	80
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
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				372
Recruited	282	90	0	372
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				416
Recruited	218	198	0	416
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	1	0	0	7	0	0	8
Ph.D.	1	0	0	0	0	0	3	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	34	13	0	31	12	0	78	50	0	218
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	1	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	4	2	0	47	33	0	86
UG	0	0	0	15	14	0	0	0	0	29

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
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
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	58	2	9	0	69
	Female	64	4	13	0	81
	Others	0	0	0	0	0
PG	Male	16	0	4	0	20
	Female	20	1	4	0	25
	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	5	5	6	3
	Female	13	11	4	9
	Others	0	0	0	0
ST	Male	1	6	3	4
	Female	3	4	1	3
	Others	0	0	0	0
OBC	Male	36	36	22	24
	Female	46	41	26	27
	Others	0	0	0	0
General	Male	20	16	13	15
	Female	26	31	25	15
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		150	150	100	100

General Facilities	
Campus Type: NH 40, UDUMALAPURAM (V)	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	2
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	2
* 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	198
* Girls's hostel	1	275
* Overseas students hostel	0	0
* Hostel for interns	2	98
* PG Hostel	2	93

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Incorporating multidisciplinary or interdisciplinary approaches in institutional preparedness for the National Education Policy (NEP) in Santhiram Medical College is committed for fostering holistic learning, problem-solving skills, and innovation. Here's how Santhiram Medical College has integrated multidisciplinary/interdisciplinary elements into its preparedness for NEP: I. Curriculum Design: As Santhiram Medical College is recognized by National Medical Commission (NMC) and is affiliated to Dr YSRUHS ,It follows the curriculum prescribed by NMC and the affiliating University Dr YSRUHS ,However Santhiram Medical College has revised the curriculum to include interdisciplinary courses that integrate concepts from various medical and non-medical disciplines such as public health, social sciences, ethics, and technology. For example, courses on medical ethics, healthcare management, and healthcare informatics can be integrated into the curriculum. II. Interdepartmental Collaboration: Santhiram Medical College encouraged collaboration and exchange of ideas among different departments within the Medical College. SRMC organized interdisciplinary seminars, workshops, and research forums where faculty and students from diverse disciplines can come together to discuss healthcare challenges and solutions. III. Team-Based Learning: Santhiram Medical College implemented team-based</p>
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learning strategies where students from different disciplines work together on problem-solving activities, case studies, and projects. This approach fosters collaboration, communication, and critical thinking skills essential for addressing complex healthcare issues.

IV. Clinical Rotations and Experiential Learning: Santhiram Medical College offered clinical rotations and experiential learning opportunities that expose students to diverse healthcare settings and interdisciplinary teams. This allowed students to gain insights into the roles and perspectives of various healthcare professionals and understand the importance of teamwork in patient care.

V. Research Collaborations: Santhiram Medical College encouraged interdisciplinary research collaborations among faculty members and students. Support research projects that bridge multiple disciplines and address pressing healthcare challenges from a holistic perspective. SRMC provided resources and incentives to facilitate such collaborations.

VI. Professional Development: Santhiram Medical College offered professional development opportunities for faculty members to enhance their interdisciplinary teaching and research skills. SRMC provided training workshops, seminars, and resources on interdisciplinary pedagogy, curriculum development, and research methodologies.

VII. Institutional Policies and Support Structures: Santhiram Medical College developed institutional policies and support structures that promote interdisciplinary collaboration and innovation. Establish interdisciplinary research centers, funding opportunities, and incentives for interdisciplinary initiatives. SRMC ensured that administrative processes facilitate interdisciplinary activities rather than hinder them.

VIII. Community Engagement: Santhiram Medical College engaged with the local community and external stakeholders to address healthcare issues from a multidisciplinary perspective. SRMC collaborated with government agencies, NGOs, and community-based organizations to implement interdisciplinary healthcare projects and initiatives. SRMC is in continues pursuit of extending health care programs by conducting free health camps in all rural villages By embracing multidisciplinary/interdisciplinary approaches in institutional preparedness for NEP, Santhiram Medical College could equip students with the

	<p>knowledge, skills, and mindset needed to navigate the complexities of modern healthcare and contribute meaningfully to improving health outcomes and advancing medical science.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Not Applicable</p>
<p>3. Skill development:</p>	<p>Skill development plays a crucial role in the NEP for Santhiram Medical College, aiming to equip students with a diverse set of competencies beyond traditional medical knowledge. Here's how SRMC integrated skill development program which can be integrated into NEP implementation.</p> <p>I. Communication Skills: SRMC emphasized communication skills training to enable medical students to effectively interact with patients, colleagues, and other healthcare professionals. SRMC Offer courses or workshops on patient-centered communication, empathy, and culturally sensitive communication.</p> <p>II. Critical Thinking and Problem-Solving: SRMC incorporated activities that promote critical thinking and problem-solving skills into the curriculum. SRMC encouraged students to analyze clinical cases, interpret research findings, and develop evidence-based treatment plans and Use case-based learning and simulation exercises to enhance problem-solving abilities.</p> <p>III. Clinical Skills Training: SRMC provided hands-on clinical skills training to ensure that students are proficient in performing essential medical procedures and examinations. SRMC encouraged utilize simulation labs, standardized patients, and real-world clinical experiences to develop clinical competence and confidence.</p> <p>IV. Teamwork and Collaboration: SRMC fostered a collaborative learning environment where students learn to work effectively as part of interdisciplinary healthcare teams. Encourage teamwork through group projects, interprofessional education initiatives, and collaborative clinical rotations.</p> <p>V. Leadership and Management Skills: SRMC integrated leadership and management training into the curriculum to prepare students for leadership roles in healthcare organizations. SRMC offered courses on healthcare management, quality improvement, and leadership skills development. Also provided opportunities for students to participate in healthcare administration and organizational decision-making processes.</p> <p>VI. Ethical and Professional Development: SRMC emphasized ethical principles and professional conduct</p>

throughout the curriculum. SRMC offered training in medical ethics, professionalism, and values-based decision-making. SRMC encouraged reflection on ethical dilemmas and promote a culture of integrity and accountability. VII. Research and Innovation: SRMC promoted research literacy and fostered a culture of inquiry among medical students. SRMC provided opportunities for students to engage in research projects, scholarly activities, and innovation initiatives. SRMC supported mentorship programs and research collaborations with faculty members. VIII. Digital Literacy and Technology Integration: SRMC students with digital literacy skills and familiarize them with healthcare technologies and electronic medical records systems. SRMC integrated technology-enhanced learning tools, virtual patient simulations, and telemedicine platforms into the curriculum to prepare students for the digital healthcare landscape. IX. Lifelong Learning and Self-Reflection: SRMC cultivated a mindset of lifelong learning and self-improvement among medical students. SRMC encourage self-directed learning, reflective practice, and continuous professional development. SRMC provided resources and support for ongoing learning beyond the formal curriculum. X. Assessment and Feedback: SRMC implemented robust assessment strategies to evaluate students' skill development across various domains. SRMC uses a combination of formative and summative assessments, including objective structured clinical examinations (OSCEs), portfolios, and peer evaluations. SRMC provided timely feedback to students to facilitate their growth and development. By prioritizing skill development within the NEP framework, SRMC has prepared Medical Graduates who are not only competent clinicians but also effective communicators, critical thinkers, leaders, and lifelong learners, capable of meeting the evolving needs of healthcare delivery in the 21st Century.

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

Integrating Indian knowledge systems, teaching in Indian languages, and incorporating cultural elements into Santhiram Medical Education can enrich the learning experience and promote inclusivity in a medical college. Here's how these aspects can be appropriately integrated, along with leveraging online courses: 1. Curriculum Development: • SRMC encouraged Integrated teachings on Indian medical

philosophy, ethics, and spirituality into relevant courses, emphasizing holistic healthcare practices. • SRMC developed courses on cultural competency and sensitivity to train students in understanding and respecting diverse cultural beliefs and practices related to health and illness. 2. Cultural Integration: • Santhiram Medical College organized cultural immersion activities, events, and celebrations to promote awareness and appreciation of India's diverse cultural heritage among students and faculty. • SRMC encouraged participation in community outreach programs that address healthcare disparities and incorporate culturally sensitive approaches to healthcare delivery. 3. Online Courses: • SRMC utilizes online resources such as videos, podcasts, and interactive simulations to enhance the online learning experience and facilitate understanding of complex concepts. A Saperate You-tube Channel of SRMC is available for online teaching and All videos on Medical topics and subjects are readily available to access. 4. Faculty Development: • Medical College provided training and resources for faculty members to enhance their knowledge and understanding of Indian knowledge systems, cultural competence, and effective teaching methodologies in Indian languages. • SRMC encouraged faculty to incorporate indigenous perspectives and examples into their teaching materials and instructional methods. 5. Assessment and Evaluation: • Santhiram Medical College helped design assessment methods that evaluate students' understanding and application of Indian knowledge systems, cultural competency, and language proficiency. • SRMC offered opportunities for students to demonstrate their learning through projects, presentations, and case studies that integrate Indian perspectives and cultural considerations. 6. Research and Innovation: • Santhiram Medical College encouraged research initiatives that explore the integration of Indian knowledge systems with modern medical practices, promoting evidence-based approaches to healthcare that draw from both traditional and contemporary sources. • SRMC supported innovation in medical education technology to develop digital learning resources that cater to diverse linguistic and cultural backgrounds.

5. Focus on Outcome based education (OBE):

Implementing Outcome-Based Education (OBE) in SRMC is essential for ensuring that graduates possess

the knowledge, skills, and competencies required for professional practice. Here's how SRMC can focus on OBE: 1. Define Learning Outcomes: SRMC clearly defined the desired learning outcomes for each program and course offered by the medical college. These outcomes should align with the institution's mission, accreditation requirements, and industry standards. Learning outcomes should be specific, measurable, achievable, relevant, and time-bound (SMART). 2. Curriculum Mapping: SRMC mapped the curriculum to the defined learning outcomes to ensure alignment between course content, instructional strategies, and assessment methods. Identify where and how each learning outcome will be addressed within the curriculum and establish a systematic approach for achieving these outcomes. 3. Competency-Based Education: SRMC adopted a competency-based approach to medical education, focusing on the development of core competencies required for medical practice. These competencies may include clinical skills, critical thinking, communication skills, professionalism, ethical reasoning, and cultural competence. 4. Active Learning Strategies: SRMC implemented active learning strategies such as problem-based learning (PBL), case-based learning, team-based learning, and simulation-based education to engage students in meaningful learning experiences. 5. Assessment for Learning: SRMC designed assessments that measure student achievement of the intended learning outcomes. Use a variety of assessment methods, including written exams, practical assessments, clinical evaluations, portfolios, and self-assessments. SRMC provided timely and constructive feedback to students to facilitate their learning and growth. 6. Continuous Quality Improvement: SRMC established processes for continuous quality improvement of the curriculum, instructional methods, and assessment practices. SRMC collected data on student performance, course evaluations, and feedback from stakeholders to identify areas for improvement and make evidence-based decisions to enhance the effectiveness of the educational program. 7. Interprofessional Education (IPE): SRMC integrated interprofessional education initiatives into the curriculum to prepare students for collaborative practice in healthcare teams. SRMC provided opportunities for students to learn with, from, and

about other healthcare professionals, fostering teamwork, communication, and mutual respect. 8. Professionalism and Ethics: SRMC emphasized professionalism, ethics, and social accountability throughout the curriculum. Incorporate teachings on medical ethics, cultural competence, patient-centered care, and social determinants of health to prepare students to address the complex ethical and social issues they may encounter in their practice. 9. Faculty Development(FD): SRMC encouraged faculty to adopt learner-centered approaches, promote active engagement, and utilize innovative teaching methods to enhance student learning outcomes by attending FD programs. 10. Stakeholder Engagement: SRMC engaged stakeholders, including students, faculty, clinicians, employers, accrediting bodies, and the community, in the design, implementation, and evaluation of the OBE framework. The following things will be practiced in more efficient manner I. Simulated Learning Environments II. Continuing Medical Education (CME) III. Remote Clinical Supervision and Mentorship IV. Quality Assurance and Assessment V. Research and Innovation SRMC could enhance accessibility, flexibility, and innovation in medical education, ultimately contributing to the development of a skilled and competent healthcare workforce capable of addressing diverse healthcare challenges in Global health care.

6. Distance education/online education:	Not Applicable
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
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?	No
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	Not Applicable

<p>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.</p>	
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Santhiram Medical College conducts voter awareness programs to the medical students on a regular basis there by encouraging all the eligible students to register themselves in the voters list. Santhiram Medical College organizes voter awareness programs in the campus every year on the National Voters Day. Not only with in the campus but Santhiram Medical College organizes voter awareness programs in the surrounding villages with the participation of the students and faculty creating awareness among the people the significance and importance of the voting process and encourages them to actively participate in the electoral process and fulfill their duty.</p>
<p>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.</p>	<p>Santhiram Medical College encourages the students who have completed 18 years of age to enroll in the national voters list. This is a Continuous process every year.</p>

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
737	658	620	628	626
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
143	136	136	127	108
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
195	194	148	138	137
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
346	295	316	261	227
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
346	295	316	261	227
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
5832.97	6986.77	5128.43	6070.80	5541.10
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The curriculum designing and development for the undergraduate and postgraduate programs offered by Santhiram Medical College & General Hospital are as prescribed by the Dr. YSR University of Health Sciences (YSRUHS), Andhra Pradesh as per guidelines provided by National Medical Commission (NMC) (previously known as Medical Council of India). The institution follows the curriculum laid down by NMC and the guidelines given by affiliated University. Classes are conducted as per the teaching schedule. Timetable, Teaching schedule and academic calendar are prepared by institutional and departmental curriculum committees taking into account the minimum number of hours for each subject as prescribed by NMC and affiliated University. The changes in the curriculum by NMC and YSRUHS are circulated to all departments and displayed on the notice boards.

Classes on spoken English are conducted especially for students who have completed their education in regional language. Hands on training programs about patient safety measures, bio-medical waste management are conducted regularly for the students.

Evaluation of the students for achievement of course and subject specific objectives is done by regular formative and continuous Internal assessments. Internal assessment methods include theory, practical/clinical tests, viva and OSCE/OSPE. Teaching – learning activities are meticulously planned in order to achieve the objectives of under graduate and postgraduate curriculum. Curriculum Implementation Support Program (CISP) and Revised Basic Course Workshop in Medical Education Training are conducted to train the faculty.

Curriculum committee along with curriculum sub-committee members of each department prepares the Specific Learning Objectives (SLO) for the subject specific competencies under NMC curriculum. Dean and Head of the departments are mainly involved in planning and implementation of teaching – learning programs along with other stakeholders. Curriculum related issues are discussed during monthly meeting of HODs. Curriculum committee has been reconstituted in 18th January 2022.

Lesson plans are prepared for each topic of a course by the respective teaching faculty, and displayed on the institutional website. Teaching-learning delivery and transactions include didactics, practical, clinical and field learning experience. Competency-based medical education has been introduced for Phase-I MBBS students from 2019.

Students are taught skills of eliciting clinical history, conducting physical examination of patients, and following up their investigations, treatment and progress. Skills in communication and clinical examination are complemented by skills in performing investigational and surgical procedures,

conducting normal deliveries, counselling and providing emergency care. The Institution has an integrated museum and a clinical skills and simulation laboratory where students practice and fine-tune several skills and surgical techniques on manikins and models. Some of the specialised efforts in teaching-learning include computer-assisted learning modules for anatomy, skill-based learning, problem-based learning, simulation-based learning, small group interactive sessions, integrated teaching, clinico-pathological conferences, clinical meetings, medical audits, and tumour board meetings.

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

Other Upload Files

1	View Document
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1.1.2

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

Response: 0.89

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
4	4	2	0	3

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

1.2 Academic Flexibility

1.2.1

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

Response: 78.35

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

Response: 380

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

Response: 485

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2

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

Response: 84.28

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
585	631	558	474	505

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Medical education plays a pivotal role in shaping healthcare professionals who are not only competent in clinical skills but also well-versed in addressing complex challenges in the society. The issues such as gender, environment, sustainability, human values, health determinants, right to health, emerging demographic issues, and professional ethics and addressing these issues are integrated into the curriculum of Santhiram Medical College as prescribed by the NMC and Dr YSR University of Health Sciences.

Gender Sensitivity:

At Santhiram Medical College, every student is trained to practice the rules and regulations prescribed by the Government bodies regarding gender equality. Santhiram Medical College doctors and students not only practice Gender sensitive protocol but also plays a pivotal role in creating awareness regarding gender sensitive issues among the people in surrounding region.

The SPM department of Santhiram Medical College contributes to the comprehensive education of medical students, preparing them to not only diagnose and treat individual patients but also to advocate for public health policies and initiatives that promote the well-being of entire communities.

Environment and Sustainability:

Santhiram Medical College promotes environmental sustainability through initiatives such as waste management, energy conservation, and promoting eco-friendly practices in healthcare facilities. Integrating environmental health into the curriculum ensures that future physicians are cognizant of the impact of environmental factors on health and are equipped to advocate for sustainable healthcare practices.

Santhiram Medical College not only teaches the environment friendly practices but also stands an example by practicing them. Santhiram Medical College in its eco friendly initiative has established 1mw

solar power plant in the campus leading to an eco-friendly self sustaining power generation and also is equipped with STP and ETP plants contributing to recycling of used water.

The College in its initiative to green energy has implemented using battery driven vehicles in the campus on pilot process.

Health Determinants and Right to Health:

Understanding the social determinants of health is essential for addressing health inequities and ensuring the right to health for all. Santhiram Medical College incorporates public health and social medicine modules that explore the social, economic, and environmental factors influencing health outcomes.

Emerging Demographic Issues:

In this remote area of Rayalaseema region, with maximum rural population, the students of Santhiram Medical College are continuously trained in addressing the demographic issues in the area such as lack of medical awareness, increasing geriatric population, malnutrition issues etc. All the medical students of Santhiram Medical College integrate rural health, digital health modules etc in addressing the healthcare needs of diverse populations. By staying abreast of emerging demographic trends, Santhiram Medical College ensures that the medical graduates are equipped to provide comprehensive and culturally competent care.

Professional Ethics:

Ethical conduct is fundamental to the practice of medicine, and medical colleges play a vital role in instilling ethical principles in future physicians. Santhiram Medical College integrates ethics education throughout the curriculum and encourages critical reflection on ethical dilemmas and fosters a sense of responsibility towards patients, colleagues, and society.

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

1.3.2

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

Response: 15

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

Response: 15

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

1.3.3

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

Response: 68.44

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
566	658	509	518	499

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

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: 92.8

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

Response: 683

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

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

1.4.2

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

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

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

Other Upload Files

1	View Document
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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: 100

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
74	74	59	57	57

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
74	74	59	57	57

File Description	Document
Institutional data in prescribed form	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Link for Any other relevant informatio	View Document

2.1.2

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

Response: 95.09

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
195	194	148	138	137

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
203	203	153	147	147

File Description

Document

The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.3

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

Response: 4.01

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
12	9	4	4	5

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Link for any relevant information	View Document

2.2.2

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

Response: 2.13

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

2.2.3

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

Response:

SRMC supports extramural activities and encourages the students to take part in such activities. Also, provides all facilities to the students who represent the institution in extracurricular activities. SRMC has introduced student clubs & SPORTS in order to encourage students in beyond the classroom activities. Following Student clubs with well-defined Standard Operating Procedure (SOP) are present. Organization and conduction of activities is done by the students who are the members of the club to stimulate leadership qualities. Members meet regularly as per the SOP to discuss about club activities.

The clubs and committees available for beyond the classroom experience for students are

Sports club

Various teams like cricket, basketball, volleyball exist as a part of the sports club. The students are encouraged to participate in all the possible intercollegiate Sports meet conducted in the state. Throughout the year, the sports committee ensures active participation of all students in festivals and tournaments all over India.

Cultural club

The SRMC celebrates college day during the month of February/ March every year. The cultural committee organizes the cultural extravaganza with events ranging from music, dance, ethnic dress code, dramatics, fashion show, art and craft, photography, and gaming.

The Students of SRMC with ability to perform classical, western, and folk dance are all members of the club and they give performance in the Fresher’s day, College day and graduation day.

Yoga club

As per the directives of the National Medical Commission, SRMC conducted the training of the Common Yoga Protocol for MBBS students for 10 days spread across May and June, culminating with performance of the Common Yoga Protocol on the 21st June 2023

Bioethics committee

The bioethics committee of SRMC formally designated to review and approve the initiation of a clinical research study involving human participants and to provide continuing review of the research study. The committee ensures that the AETCOM is conducted at regular basis and celebrates the World bioethics day.

File Description	Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

With the current paradigm being student-centred learning, The Institution is prioritises a student-centred approach to its Teaching-Learning activities in ways which promote self-directed learning, participatory learning and life-long learning. All new faculties undergo a Faculty Development Programmes where in, they are introduced to Medical Education Technology and the methods of delivering student-centred Teaching-Learning activities. Student seminars, journal clubs, tutorials, case-based and problem based learning sessions, case discussions, simulations and collaborative teaching.

At SRMC, we use several student-centric methods to enhance the learning experience. The following methods are used:

Experiential Learning/ Learning in Community:

All the students interact with patients during their clinical rotations, as well as during internship enabling

them to experience at first hand a variety of clinical problems. Emergency rooms, operation theatres, laboratory postings and community-based experiences and health camps have also contributed to experiential learning.

Social Service Camp:

Students actively participate in Social Service Camp collecting socio-demographic, dietary and health appraisals in families in the rural area of Nandyal. Following the health appraisals performed at household level, each student prepares individual diagnosis for each family member and family diagnosis for each family allotted to him/her. Information for all families in the village is compiled to prepare community diagnosis. This Community–Academic partnership offers unique opportunities of great importance for learning viz. the social and cultural determinants of health, health promotion etc.

Integrated Learning

SRMC followed integrated teaching for both UG and PG programs. The new curriculum has early clinical exposure as well as an aligned integration incorporated into it. The entire course is divided into vertical and horizontal integration.

Participatory Learning

Group discussions and tutorials are used for all students. The Advanced Learning Centre with its state-of-the-art simulation models supports the students in clinical examination and difficult interventional procedures. Cadaver-based surgical workshops allow postgraduates to improve their surgical skills. Laparoscopic and endoscopic skills are practiced on mannequins as also procedures like CPR and endotracheal intubation.

Self-Directed Learning:

Regular student seminars were conducted in all the pre, para and clinical departments. With the introduction of CBME, SDL has become a mandatory part of teaching learning process of SRMC with allotted hours of SDL sessions.

Patient-Centric Learning:

As a part of CBME the students are required to undergo a special sort of training called as “Student as Doctor” program. In this students tag along with one patient and are required to document the progress of the patient till they get discharged.

Problem Solving Methodologies:

Active learning methods including problem-based learning, case-based learning and team-based learning are essential for developing higher cognitive skills

Questioning, buzz groups, group discussions, quizzes, brainstorming etc.

Self-Directed Learning:

SDL has been introduced as part of CBME curriculum.

Patient-Centric and Evidence-Based Learning:

Clinical case discussions are the bedrock of patientcentric learning, into which evidence-based learning is built. Case Presentations, CMEs, CPCs add to this experience.

Project-based learning:

Student projects are encouraged, many being regularly selected by ICMR every year. Dissertations are mandatory for postgraduates.

Role plays: Role play simulates real scenarios enabling students to apply their skills and knowledge into practice in real time. The students actively participate in Role play during AETCOM sessions.

File Description	Document
Link for learning environment facilities with geotagging	View Document

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

Response:

All teachers of Santhiram Medical College are computer literate. To further enhance their computer and ICT knowledge, ICT training is been carried out in our institute. The college provides access to information through latest enabled tools for effective teaching, learning and storage of information. The teachers help in enhancing the analytical skills, creativity and innovation among students by organizing a variety of activities such as clinical presentations, dissertation preparation, and seminars by using different softwares.

The institute has computers installed with all the necessary hardware and softwares in each department, lecture galleries and library. The lecture galleries are well supported with the projector, audio system and Wi-fi connectivity to enhance the teaching skills of the staff which enhances the quality of digital learning to the students.

The Library has Koha software which helps in easy access and locating the books or journals. Library provides the online search engine Id and passwords for various digitalised library network like Shodhganga, Pubmed, Springer etc. The faculty uses the library facility for accessing learning resources and creating interactive teaching learning platforms. The lectures of the teachers have been recorded. The college has you tube channel, where these recorded lectures are available for the students to watch at their convenience time. These videos are also available in the college website. Flip class mode of teaching is also followed. During lockdown period due to Covid-19, faculties have used Microsoft Teams as a virtual platform for delivering curriculum as well as conducting CME. All the faculties were trained for delivery of E-content and about how use of virtual classroom.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 5.34

2.3.4.1 Total number of mentors in the preceding academic year

Response: 138

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document

2.3.5

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

Response:

The teaching-learning process in SRMC is designed not only to impart foundational knowledge and technical skills but also to nurture creativity, analytical thinking, and innovation among students. SRMC recognizes the importance of developing well-rounded and critical-thinking professionals who can adapt to evolving healthcare challenges. Here's how the teaching-learning process in a SRMC contributes to fostering creativity, analytical skills, and innovation:

BLS TRAINING SESSIONS:

Basic Life Support (BLS) is the foundational course for healthcare professionals and trained first

responders who provide care to patients in a wide variety of in-facility and prehospital settings. BLS is the cornerstone program for healthcare professionals. An Institute-structured BLS program based on American Heart Association (AHA) BLS protocols trained by AHA-certified Instructors.

TARGET GROUP:

Students, Nurses, Registrars, Doctors and support staff.

TRAINING MODE:

Training programs (8 hours) starts with pre-assessment, Instructor LED- video based training, Hands-on training and post-assessment to ensure quality training. Training sessions are conducted to ensure continuous learning and to update skills to all target groups. Trained target group that is medical professionals are involved in Code Blue teams to attend cardiac arrest patients.

BLS training is monitored and conducted by Training Committee.

Training Committee includes:

1. Emergency Doctors Team
2. Nursing Supervisor
3. BLS instructors
4. Students Educator

Problem-Based Learning (PBL):

PBL is often used in SRMC to present students with real-world clinical cases. SRMC helped students analyze and solve problems, encouraging critical thinking and application of knowledge to practical scenarios.

Clinical Reasoning and Decision-Making:

SRMC emphasized on clinical reasoning helps students develop analytical skills in diagnosing and treating patients. SRMC gives regular exposure to diverse clinical cases challenges students to think critically and apply evidence-based practices.

Inquiry-Based Learning:

SRMC encouraged students to ask questions, explore topics independently, and seek answers through research. SRMC Fostered a sense of curiosity and initiative, key elements of creativity and innovation.

Research Opportunities:

SRMC often provided research opportunities for students to engage in scientific inquiry. SRMC involved in research projects stimulates creativity, problem-solving, and the pursuit of innovative solutions.

Interdisciplinary Learning:

SRMC collaborated learning experiences with students from other healthcare disciplines. SRMC helped exposure to different perspectives enhances creativity and fosters interdisciplinary collaboration.

Clinical Skills Training:

SRMC provided hands-on clinical skills training to emphasize the application of theoretical knowledge in practical settings. SRMC arranged simulated scenarios and patient interactions provided opportunities for innovative problem-solving.

Team-Based Learning (TBL):

SRMC TBL wing encouraged collaborative learning and decision-making in a team setting. SRMC Students worked together to analyze cases, discuss solutions, and apply their collective knowledge.

Innovative Teaching Methods:

SRMC used the concept of Use of modern teaching methods, such as flipped classrooms, case-based learning, and multimedia resources. SRMC engaging and varied instructional approaches stimulate creativity and cater to diverse learning styles.

Clinical Exposure and Rotations:

SRMC Clinical rotations exposed students to a variety of patient cases and medical challenges. SRMC Direct patient care experienced and promoted critical thinking, adaptability, and innovative problem-solving.

File Description	Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality**2.4.1**

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

Response: 100

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

2.4.2

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

Response: 24.67

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
92	77	75	57	57

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

2.4.3

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

Response: 5.55

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

Response: 1921.5

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the institution	View Document
Any additional information	View Document

2.4.4

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

Response: 57.11

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
195	198	121	215	94

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

2.4.5

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

Response: 3.96

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
24	10	19	9	2

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The duty of any educational institution is to declare the mission, vision, and strategy to all the key stakeholders. For this purpose, SRMC, prepares and make the academic calendar available for the faculty, students, and parents. Every academic year one Professor and Head of pre, para and clinical department are selected as the Convenor. He/she initiates the preparation of teaching schedule for the academic year incorporating all teaching learning activities along with the tentative dates for internal assessment theory and practical. The Academic calendar is prepared and finalised by the VP/Academic coordinator of the institution. With the Dean's approval the academic calendar is posted on the website of the college.

Details of the academic calendar:

1. Commencement dates of the course
2. Internal assessment theory /practical dates
3. Earmarked with government declared holidays and vacation
4. Days to be commemorated
5. Major UG and PG activities in the institution
6. Tentative dates of sports and cultural activities
7. Tentative dates of university theory and practical examination

SRMC follows guidelines for internal assessment as mandated by DR.YSRUHS

Attendance records and marks of internal assessment are submitted online to the university. Internal assessment in the traditional curriculum includes theory, practical and viva voce. With the advent of CBME, Dates of internal assessment are decided by the curricular committees of each professional and announced in the calendar and through circulars. The internal assessment also comprises evaluation of student's performance in small group discussions, Self-directed learning, AETCOM, early clinical exposure, assignment, and integrated sessions.

The performance of the students is discussed with them after completion and evaluation of the internal assessment Records of internal assessment is monitored by University officials by regular on-site visits. Students are expected to see their evaluated answer booklets and sign after seeing them. These records are verified and maintained regularly. The slow and advanced learners are identified based on their performance and remedial measures are done.

In addition to the internal assessments fixed by the University, monthly tests, end posting tests, and betterment tests are also conducted. Internal assessment consists of theory, practical and viva voce. Students are assessed also by OSPE/ OSCE and MCQ. In addition to the internal assessments, students are also assessed by short tests, assignments, and viva voce, discussion during postings and OSPE / OSCE.

In the institute, an observer is appointed by the University for Overall Supervision of examination. He/ She ensures the smooth conduct of examinations as well as the Central Assessment Programme according to DR.YSRUHS guidelines. An Internal Vigilance Squad has also been constituted who is assisted by a Senior Supervisor. This entire team facilitates proper conduct of examinations and paper evaluation. In addition, a strong Room has been set up in the examination hall which is fully equipped with a 24 hrs CCTV surveillance facility as per the norms of the University. The examination hall also has jammers, which have been installed to create strong interference and block cell phone signals and call transmission.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document

2.5.2

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

Response:

Exam related grievance is one of the important aspects of the educational process. The Academic and Examination Calendar given by the affiliating university (Dr. YSR University of Health Sciences) for each year is followed.

Continuous Internal Evaluation (CIE) is used not only as an evaluating process to grade the student but

also to provide feedback to students to enhance their learning. The calendar and methodology of CIE are as per the regulatory provisions and is robust, transparent and uniform in its application. The examination cell(EC) of the college, comprises of faculty members from different specialties, which oversees the University examination processes as well as ensuring standardized and fair internal assessments. Theory internal assessments are conducted in the Central examination hall, a well-lit, airy space with CCTV monitoring. Practical/Clinical examinations are conducted in the respective departments and overseen by faculty from the concerned department.

MBBS:

Theory Assessment: The College conducts three internal assessments in each subject during the course, which involves theory and practical/clinical examinations and average of the best two examination marks are considered for calculation for weightage given in the summative examination, a minimum of 35% to be eligible to appear for the summative examination. The timetables for the examinations are displayed on the departmental notice board at least two weeks in advance. All internal theory question papers are formulated on time tested scientific principles and assessed for the expected learning outcomes with the participation of different levels of well oriented faculty members, trained through various Faculty Development Programs. It is ensured that the question papers remain confidential. The written answer books are accessible to the students for any grievance resolution at the departmental level, if not satisfied can further approach the College grievance committee. After each internal examination, mentor mentee interaction and feedback sessions are conducted to further guide the students with the scope of further improvement in performance.

Practicals/Clinical Assessment: These are conducted at departmental level according to the required regulatory requirements (Dr YSR University regulations and NMC norms).

MD/MS:

Theory and practical/clinical assessments are to facilitate learning and ensure better preparation for the summative exams; marks obtained are not given weightage in the university examination. These assessments are conducted by each department with the scheme and type of examination varying as decided by the curriculum committee. Postgraduate performance appraisal is also ensured by maintenance of log books and periodic scrutiny by departmental faculty.

Errors in totalling of marks or certain answers not evaluated, shall be discussed with the concerned faculty and need not be documented. The student's dissatisfaction regarding the allotted marks may be discussed with faculty/HOD of the concerned department. Student still not satisfied with allotted marks, the grievance can be reported either in-person or through e-mail to the Vice principal/ Academic coordinator. Based on the genuineness of grievance, necessary action is taken with the approval of Dean.

For university examination:

For re-evaluation, guidelines of the affiliating Dr YSR University of Health Sciences, Vijayawada is followed. RETOTALLING is allowed by paying the requisite fee online within the stipulated time period decided by the university. The result is communicated to the Principal's office via email.

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

2.5.3

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

Response:

Santhiram Medical College (SRMC) Follows the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system

University theory and practical examination:

- 1.Registration: 3 months before the first year MBBS university theory examinations, the students are registered in the university through online portal and the student's registration number is created, which is intimated to the students through the notice boards.
- 2.The theory and practical schedule of university examinations are published online.
- 3.10 – 15 days before the commencement of theory examinations, the university online galley for internal marks statement is submitted.
- 4.The examination fees are paid through online by students after which the hall tickets are issued.
- 5.The question paper is downloaded and required prints are made.
- 6.Reporting of attendance and seating arrangement of students is submitted online everyday
- 7.The answer scripts are sent by post to the university as soon as the examinations are over.
- 8.There are 8 CCTV cameras that are placed inside the examination halls and are connected to the university portal online. The DVD recording is sent through post on the last day of the examinations.
- 9.The university collects the list of eligible evaluators from the heads of institutions.
- 10.The paper evaluation is done online by the evaluators.
- 11.The practical and viva voce marks are entered everyday by the examiners online
- 12.The results are published online which the students will be able to access through their registration number.
- 13.Retotaling of marks has however been permitted on payment of a certain fee to the university. Students also get to see a photocopy of their answer books on payment of a stipulated fee to the University.

Continuous internal assessment system Undergraduates:

Continuous internal assessment as per the recommendations of **DR.YSRUHS** is conducted in all the

departments at regular intervals as per the annual calendar.

- 1.Theory, Practical and Viva voce
- 2.Academic record and assessment record equivalent to Logbook
- 3.Performance in integrated teaching, self-directed learning, assignments, AETCOM sessions, small group discussions etc are also documented.

In the academic year 2019 – 20 and 2020 – 21, due to the COVID pandemic when students were unable to attend regular classes and assessments, the exams and assignments were conducted through online mode using google forms, google classrooms, WhatsApp video call, G Meet, Zoom etc.

Postgraduates/Workplace-Based Assessment:

The assessment for PG students is mainly work based. The performance of postgraduate students is recorded based on regular theory and practical internal assessment, seminars, journal club, case discussions, logbook and 360-degree feedback.

Competency-Based Assessment

With the introduction of Competency based medical education in the academic year 2019 – 2020, the assessment of individual certifiable competencies which is incorporated in the logbook of students is being practiced.

OSCE/OSPE:

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

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

2.5.4

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

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

The medical curriculum for the entire nation has turned over a new page since the academic year 2019. So SRMC currently has students belonging to both traditional and Competency based medical education. As the institution is affiliated, both National Medical council and The Dr YSR Medical University are regulatory bodies. Since the institution is an affiliated institution, academic programs/ activities are conducted to meet the course outcomes prescribed by the University and the respective statutory regulatory authority, National Medical Commission.

Under the guidance of the curriculum and syllabus provided by the regulatory bodies, the program and course outcomes for all the phases of medical education are developed by the respective departments. Link for Course outcomes of the courses offered by the institution are uploaded in the institutional website. Students are made aware of the course outcomes during their orientation program. All the teachers are expected to be familiar with the student's learning objectives of their respective subject. Faculty are communicated about the availability of link in the institutional website through which they can access the Course outcomes by the Dean. Time table of 1st MBBS as per the new curriculum has been uploaded in the institutional website. Accordingly, the schedule of Foundation course which has been introduced for the first time for MBBS students is also uploaded for the reference of the stakeholders. The academic calendar along with the teaching schedule for all phases of medical education and postgraduates are posted on the website for the reference of the stakeholders.

Competencies:

Beginning from the academic year 2019-20, the Medical Council of India had implemented a new competency-based curriculum for all medical colleges, which has been actively followed in all its aspects by the SRMC.

Graduate attributes:

For the MBBS programme, the graduate attributes have been defined by the Medical Council of India and endorsed by RGUHS and by the college, wherein the expected outcomes are clearly articulated. The new MBBS competency based curriculum also defines these attributes.

Learning outcomes:

The learning outcomes for each course and programme are specified by the university and are available on the college website. Departments have developed their individual learning outcomes which are specific for their subject and takes feedback from students who have passed the university examinations in those specialties.

These learning outcomes and graduate attributes define clearly what is the expected result at the end of each course and programme so that Teaching-Learning-Assessment methodologies are tailored accordingly. Graduate attributes are posted on the college website and Learning outcomes for each course are put up on departmental and college notice boards.

Methods for assessment:

Learning outcomes for individual courses specific to the subject are detailed in Dr.YSRUHS curriculum booklets for pre-, para- and clinical courses and for each postgraduate course learning outcomes for each department have been formulated and learning outcome feedback is taken from students by each department separately. This feedback is analyzed and lacunae detected are bridged. A feedback on the overall course is also given by students at the end of their MBBS and MD programme.

The overall assessment is both formative and summative, with the former being administered by departments concerned, covering both theory and practical/clinical aspects. Summative assessments are overseen by the university.

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

2.6.2

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

Response: 81.78

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
138	131	130	125	101

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
147	147	143	145	134

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

2.6.3

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

Response:

Santhiram Medical College being affiliated to Dr YSR University of Health Sciences and accredited by the National Medical Council. Hence the program and course outcomes are derived from the syllabus and curriculum stipulated by the apex bodies. The Medical education unit along with the IQAC has conducted faculty development programs to train the faculty of SRMC in various types of teaching learning methods and the aligned assessment methods for all the topics/competencies to be taught to students.

Teaching-Learning and Assessment processes have always been aligned to achieve the learning outcomes, both generic and specific. The graduate attributes as required for the MBBS programme mentions that at the end of the programme a holistic physician should emerge who should be well-versed in preventive, diagnostic and therapeutic & rehabilitation modalities, who should be professional and ethical, a team player and also a team leader.

Undergraduates: Based on the topic/ competency to be allocated with, the appropriate teaching learning method is employed like lecture, small group teaching, bedside teaching, skill lab/ simulation lab training, Demonstrate, observe, assist and perform (DOAP), peer teaching etc. The attainment of the program and course outcomes is assessed with regular internal assessments having both theory and practical parts, as prescribed by the university guidelines.

As per the institution standard operating procedures, the slow learners are guided to show improvement with extra classes and assignments. The practical records and logbooks help the student maintain log of their hands-on training. The records/ logbooks are scrutinised by the allotted faculty of the department who award marks for the performance of the students. Interns: The interns are evaluated based on their work-based performance and the feedback obtained. The observations are recorded in the certificate of satisfactory completion of posting and a copy of the same is submitted to the university and the dean's office. The interns are given completion certificates based on their performance in all 12 departments.

Postgraduate: The teaching for the postgraduate does not limit itself to the lecture, small group discussions but extends to the clinic pathological correlation meeting, mortality audit, physicians conference, Transfusion committee meet, Pharmacovigilance meet, HAIC / BMWM meet, Clinical Society meeting and integrated teaching. The PG student's appraisal is done every quarterly by their respective guides. The students are assessed based on their performance Journal based / recent advances learning, Patient based /Laboratory or Skill based learning, Self-directed learning and teaching, Departmental and interdepartmental learning activity, External and Outreach Activities / CMEs , Thesis / Research work, Log Book Maintenance and publications.

Ultimately, alignment ensures that the end product is a holistic physician who is sufficiently well-versed in cognitive, psychomotor and affective domains.

File Description	Document
Link for any other relevant information	View Document
Link for programme-specific learning outcomes	View Document

2.6.4

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

Response:

The parents teachers meeting is conducted once every academic year around the middle of the course in fostering effective communication and collaboration between parents, teachers, and the institute itself. The internal assessment marks scored by their wards are intimated to the Parents along with the details of the date, time and venue of the parents' teachers meeting to be conducted. These meetings serve as a platform for discussing students' progress, addressing concerns, and implementing remedial measures to ensure their overall well-being. The parents of the slow learners should compulsorily attend the meeting and the periodicity of parent-teacher meetings, along with the remedial measures undertaken and outcome analysis, contribute significantly to the institute's success in providing quality education.

The other parents are encouraged to attend at their convenience. Parents who are unable to attend the parent's teachers meeting are advised to contact the faculty over phone or online meeting. During the meeting, the parents are encouraged to meet the faculty and the professor and heads of all the departments of that academic year. The performance of the student is discussed and the appropriate course of action is advised to the parents. Grievances of students, if any, are also heard during these meetings. Signatures are obtained both from the parents and the students. Feasible & useful suggestions and feedbacks are discussed in the college council and the concerned departments or persons are directed to take action where ever necessary. The problems discussed are noted down and discussed during the next departmental meeting and the remedial measures are done. These meetings contribute to the overall well-being and academic success of students in the institute through fostering effective communication, addressing concerns, and evaluating outcomes.

At SRMC the integration of PTMs helped the institute to build a strong and profound mechanism for continuous development of medical education. The valuable feedback and suggestions from the parents are always made a part of the institutes programs of development which made the institute to stand tall today where it stands at.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.78

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: 25.12

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
92	79	77	58	57

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

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: 10.58

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
35	38	19	29	29

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the award letters of the teachers	View Document
Link for Additional Information	View Document

3.1.3

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

Response: 208

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
44	44	46	38	36

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document
Link for Additional Information	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

Research plays a fundamental role in advancing medical knowledge, improving patient care, and brings innovation in healthcare. At Santhiram Medical College, Research Board plays a pivotal role in orchestrating, overseeing, and promoting research endeavours. Research board has multifaceted responsibilities and lot of significance in shaping the research landscape within our college.

Responsibilities of our Research Board:

Research Oversight and Ethical Considerations: Ensure adherence to ethical guidelines and standards for all research conducted within the institution. Review and approve research proposals to guarantee the welfare and rights of human subjects involved in studies.

Promoting a Research Culture: Cultivate a research-friendly environment by encouraging faculty and students to actively engage in research activities. Facilitate the creation of research groups and interdisciplinary collaborations to address complex healthcare challenges.

Grant Acquisition and Funding: Identify and pursue funding opportunities for medical research projects from governmental bodies, private organizations, and international agencies. Assist researchers in preparing competitive grant proposals and navigating the funding application process.

Research Capacity Building: Facilitate workshops, training programs, and seminars to enhance the research skills of faculty and students. Encourage the establishment of research methodologies courses and provide resources for advanced research training.

Publication and Dissemination: Santhiram Medical College has a culture of scholarly publishing by supporting faculty and students in submitting research findings to reputable journals. Santhiram Medical College Facilitates the dissemination of research outcomes through conferences, symposiums, and other knowledge-sharing platforms.

Collaborations and Networking: Santhiram Medical College is in continuous process of having collaborations with other research institutions, both nationally and internationally, to promote knowledge exchange and collaborative research projects. We Encourage faculty and students to participate in conferences and seminars to showcase their research findings and build professional networks.

Quality Assurance in Research: Our Research Board Develop and implement mechanisms for monitoring the quality of research conducted within the institution and establish research review committees to assess on-going projects and ensure compliance with ethical and methodological standards.

Innovation and Technology Transfer: Support initiatives that translate research findings into innovative healthcare solutions. Facilitate the transfer of technology and knowledge from the academic setting to practical applications in the healthcare industry.

The Research Board in Santhiram Medical College is an essential driving force for advancing research, fostering innovation, and elevating the overall academic standing of institutions. By fulfilling a range of responsibilities and promoting a culture of inquiry and this board play a crucial role in shaping the future of healthcare in India and contributing to global advancements in medical science. Their impact extends beyond the confines of academic institutions, influencing healthcare policies, practices, and outcomes for the benefit of society at large. With the zeal of fostering innovative and creative thinking in medical students and professionals, SRMC has created a conducive environment of research and innovations in medical field. The establishment of a robust innovation ecosystem within Santhiram Medical College in collaboration with industry expert's s guiding the medical students in their research activities. Through incubation centres, collaborative research efforts, technology transfer mechanisms, and skill development initiatives, SRMC students are excelling not only in academics but also in research work there by contributing to the development of healthcare sector in the country.

File Description	Document
Link for details of the facilities and innovations made	View Document

3.2.2

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

Response: 54

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
15	9	10	10	10

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

3.3 Research Publications and Awards

3.3.1

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

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

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

Response: 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	View Document
Institutional data in prescribed forma	View Document

3.3.2

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

Response: 1.6

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: 208

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

Response: 130

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

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: 0.19

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Link for Additional Information	View Document

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: 0.02

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	View Document
Institutional data in prescribed format	View Document

3.4 Extension Activities

3.4.1

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

Response: 334

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
86	84	37	51	76

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

3.4.2

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

Response: 67.21

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
568	576	240	360	472

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

3.4.3

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

Response:

Santhiram Medical College (SRMC) with a motto 'Education for Service' created a competent and socially responsible health care system by strengthening and sustaining medical knowledge, altruistic service and progressive research. To create highly competitive and skilled medical professionals, treatment is provided to all for a healthy lifestyle. SRMC believes and practices its philosophy and objectives. The faculty and students of the Medical college maintain the tradition of 'holistic approach' to patient care. SRMC is highly renowned for providing the community with healthcare services. Emphasis is given to community healthcare while dealing with academic work. Our extension activities are based upon the basic human values to help individuals/families and the community as a whole to lead a successful life in changing our neighbourhood society. SRMC has received various recognitions from different associations for its extension and outreach activities.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for e-copies of the award letters	View Document

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:

SRMC along with providing the best Medical Education for UG and PG students has designed a blue print for serving the local and remote places of all districts of RAYALASEEMA region by its extension and outreach programs. Outreach programs organized by SRMC play a crucial role in promoting public health, preventing diseases, and providing healthcare education and awareness to the community. These camps typically involve various healthcare professionals, including UG and PG medical students, faculty, Nursing and Para Medical Staff and PRO's are deputed to reach out to individuals who may have limited access to healthcare services and less awareness towards health and hygiene. Here's an overview of how health awareness camps in the form of outreach programs are commonly organized by SRMC. These Medical Health Camps are classified as follows

Free Health Awareness Camps (First aid and Wellness of family health); Free MEGA Medical Camps; Free Focus Camps by specific departments;

Free Cardiac/ECG Camps; Free OBG Camps; Free Ophthalmology Camps. Santhiram Medical College organizes 6 camps everyday in six different villages contributing to more than 1000 Medical Camps per year totaling to 5000+ camps in the last 5 years (fiscal years 2018 -2023) in various Medical Departments such as General Medicine, Ophthalmology, Cardiology, OBG, Dermatology, ENT, Chest

and Pulmonology, Psychiatry and General Surgery etc. Santhiram Medical College achieved in providing the best health care series via Health awareness camps in the form of outreach programs to contribute significantly in community health, preventive care, and healthcare education. These Outreach Programs provide valuable experiential and practical learning knowledge for Medical (UG and PG) students while addressing the healthcare needs of underserved populations especially in Rural and Remote regions.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1

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

Response: 13.8

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
15	15	13	13	13

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

3.5.2

Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for

academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 16

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: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

SRMC has facilities for teaching-learning as specified by the NMC and the Dr. Y.S.R University of Health Sciences. All lecture halls and classrooms at SRMC have LAN access and facilities for LCD projection. We have 4 lecture halls with seating capacity of 250, well lighted, air conditioned and four LCD projections portable mics and audio systems for small group discussions. Each department has their own labs and demonstration rooms with a blackboard and LCD projection for small group discussions. We have a dissection hall with 5 cadavers and museums in pathology, anatomy, microbiology and forensic medicine. SRMC has an examination hall with a seating capacity of 300 with CCTV surveillance installed as per university during the examination. SRMC set up a centralized skill laboratory. Sessions in the skill labs are scheduled into the main timetable. It carries out research activities supported by individual department labs. Teaching is also done in operation theatre, labor rooms, ICU 's, antenatal and the postnatal wards etc. This institute has several laboratories (48, including special laboratories) and well-equipped museums. Each department in the college and the hospital has their own library museum. Teaching is done in individual departments where students are taught essential skills which range from cardiopulmonary resuscitation to giving injections. The rooms in the departments have seating space, blackboard, and LCD projector to conduct classes in small groups. The arrangement in the form of cubicles also allows students to get exposed to the sessions in objective structured clinical examinations (OSCE). We have simulators and mannequins in the demonstration room in the operation theater which provides students opportunities to develop their skills in basic and advanced life support in both children and adults. Students can also learn and practice procedures such as suturing, catheterization, blood sample collection.

Library has 10,949 books, journals, digital library, remote access facility through e-consortium of Dr. Y.S.R University of Health Sciences and e- learning resources. There are 3 reading rooms for students and staff reading room in the ground floor has a seating capacity of 200. In the first floor, there is a reading room with the seating capacity of 200. In addition, there are PG reading rooms in the second floor for both girls and boys with a total seating capacity of 90. There is also a reading room for staff with seating capacity of 35. Library is also equipped with a journal room, a digital library with 50 computers for accessing the e-resources.

The journal room has a seating capacity of 40. It includes 94 Indian journals, 28 foreign journals. We have 5460 e-journals and 9263 e-books.

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

4.1.2

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

Response:

All students have access to sports and gymnasium facilities provided in hostels and college campus for their physical fitness. Students of Santhiram Medical College regularly participate in regional and state-level medical quiz competitions, sports, literary and cultural events. They are encouraged to bring laurels to the institute. Students who require sports training are provided facilities by the Sports Section.

Sport fields: Ample space has been provided in the campus for outdoor sports. Playing grounds/courts are available for badminton, cricket, football, athletics and basketball etc.,

The Institute also has the facilities for cultural activities. The college has air-conditioned auditorium with a seating capacity of 500 seats which can be used for the cultural activities and also for hosting seminars, workshops etc.

In the campus, playgrounds are accessible to all the students and faculty. Main playground is located behind Medical College measuring about 4.93 hectares at a of distance of 100 meters from hostel in which games like Cricket, Football, Hockey, Volleyball, Athletics, Kho kho are available. Another Playground is present inside Under Graduate boys’ hostel measuring about 140 Square meters at a distance of 10 meters from hostel in which following courts of Basketball, Throw ball, Volleyball are present. There is a spacious Ground in front side of Girls Hostel of measurement 150 Square meters located 50 meters from hostel with Badminton, Volleyball, Throw ball, tennis courts. Ground inside post graduate boys hostel of 280 square meters at a distance of 10 meters from hostel with badminton {2 courts}, Basketball, Throw ball, Volleyball are present. Indoor facilities in Boys hostel and Girls Hostel include Recreation hall where Table Tennis, Carrom, Chess, Television, News paper daily & Magazines updated on daily basis are available. Well equipped and spacious gymnasium facilities and arrangement present in Boys hostel next to dining hall with an area of 130 square meters with facilities of Exercising Unit for health and well being of students.

The facilities available in Boys hostel are as follows:

Exercise Cycles-1, Situp Board (Abdominal Conditioner)-1, High Pulleys, Cable Cross, Yoga Mats-5,

Functional Trainer-1, Ab Crunch Machine-1, Exercise Bench-3, Wrist Machine-1, Shoulder Press Machine-1, Legs Press Machine-1, Dumb Bells-20 Pairs, Dumbbell Racks-2, Dumbbell Plates- 15 Pairs, Weight Lifting

Rods-8, Skipping Rops-4, Functional Trainer-1. And also AB Crunch Machine-1, Rower Machine-2, Vibrator Gym Machine-1, Exercise Bench-2, Wrist Machine-1, Shoulder press Machine (Butterfly)-1, Leg press Machine-1, Dumb bells 23pairs, Dumb bell Rack, Plates-25pairs, Weight Lifting Rods -15, Skipping Ropes. The above equipment is made accessible for all the students to maintain a daily routine.

In the spacious Girls hostel following facilities and equipment are available for fitness and well being

Exercise Cycles-2, Treadmill Jogger-22, Situp Board (Abdominal Conditioner)-2, Motorized Tread mill-2, Exercise Bike-2, AB Crunch Machine-1, Rower Machine-1, Stepper Machine-1, Vibrator Gym Machine-1, Exercise Bench-1, Massage Roller-1, Skipping Ropes, Aerobic Hula Hoop ,Exercise Gym Ball. Fitness being important for both males and females all of the above equipment is available.

File Description	Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document
Link for list of available sports and cultural facilities	View Document

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Campus is spread over an area of more than 55 acres which is a sprawling self-reliant campus providing complete amenities to the students and staff. Hostel facility is available within the campus for students. There are separate hostels each for boys and girls. Hostels have sufficient rooms to accommodate the students admitted. CCTVs are installed in all the hostels to monitor the movement of the wards and the visitors too. Free Wi-Fi facility is also provided to the students. The girl's hostel is guarded by female security guards. Hostel wardens supervise day to day management. Generator facility is made for uninterrupted power supply solar panels are installed for hot water supply. Residential facilities are provided to the faculty as well as non-teaching staff. Multistorey apartment which has all modern amenities for comfortable stay. SRMC&GH is located within campus and serves students, staff, and dependents of staff at concessional, concession in laboratory investigation and treatment. Institution canteen serves scrumptious and hygienic food at reasonable prices. SRMC has an in-campus branch of Bank of India to extend banking services to students and staff members. Campus has dedicated lanes for vehicles and pedestrian movement with signboards at main places. Campus bus is available for students and staff for inside campus travel. The campus has Green landscaping, with varied species of plants, trees, herbs and shrubs. Plastic-free campus is promoted among all the stakeholders in the campus. Campus is Tobacco free and use of tobacco in any form is prohibited. Alternate source of energy: Energy

conservation is promoted by the use of solar water heating panels. Sewage Treatment Plant: SRMC has sewage treatment plant (STP) in which wastewater is recycled and used for multipurpose like gardening and in toilets. Ramp, lift facility, wheel chair are available in the campus. Photocopy machine and printers: SRMC has photocopy machines in the library in colour and black & white printing. Cafeteria is also available inside the campus. Potable drinking water facility is made available in libraries, college buildings, hostels and hospitals.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

4.1.4

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

Response: 25.74

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
866.91	1102.23	1279.13	951.32	3184.15

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated

by the respective Regulatory Bodies

Response:

Teaching hospital of SRMC has modern facilities for patient care as well as sufficient clinical learning materials. SRMC Hospital is equipped with 1200 beds. The hospital is certified by ISO. The NABL has accredited molecular biology and biochemistry clinical laboratories of the Hospital. The hospital is equipped with state-of-the-art equipment in operation theaters like steel OT, laparoscopy, Cath lab, laser equipment, super speciality theaters etc. All intensive care units have been upgraded and expanded. The laboratory is also fully automated with most recent equipments. Microbiology laboratory is equipped with modern facilities such as RT PCR , Trunat and pathology lab with 6 part analyzer etc. Teaching hospital has equipment, clinical teaching learning, simulation labs and other laboratory facilities as per the guidelines of Regulatory body.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document

4.2.2

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

Response: 609672

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
694884	631025	318710	516889	670521

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
52003	51484	26780	35444	50620

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

4.2.3

Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.

Response: 1216

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
1006	843	871	820	852

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
379	383	325	301	300

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Library is automated using KOHA Integrated (Library Management System software).

The software contains the following modules

1. **Catalogue/Accession:** This system provides cataloguing and complete stock details of all the books, reference books, gift books, SC/ST Books, Manuals, Project reports, CD ROMS, Video cassettes, Journals, serials etc
2. **Membership:** Record member data with Photograph. Manage member profiles and groups.
3. **Circulation:** Circulation is one of the major purposes in Library operations, it deals with charging and discharging & Renewals of books (Issue and return). This system keeps a track of book issued/received details.
4. **Periodicals:** Handling of periodicals through Easylib for receiving journals , delivery tracking and automatic generation of receivables.
5. **Digital Library:** Digital Library is a mechanism for storing information in digital form and giving easy access to the material.

Koha is a full-featured integrated library system that will automate our work and provide the tools we need for every task. It is fast, web-based, and easy to use. Koha has most of the features that would be expected in an ILMS. There are different modules integrated within the Koha ILMS.

Central Library holdings also include dissertations, doctoral thesis and project reports on various subjects. Besides these, the Library is also equipped with the latest e-journals by the Dr.Y.S.R MEDNET Digital Library Consortium, accessible through campus-wide LAN. The library remains open from morning 10.00 AM to 9.00 PM whereas for the PG, it remains open for althrough the day. The library also provides access to Internet as well as CD/DVD based electronic resources. The library has adequate number of terminals to facilitate searching/accessing e-resources, web browsing and for other academic work. Provision has also been made to allow downloading/printing of material from these resources. It has excellent ICT infrastructure with adequate bandwidth for fast and seamless access to Internet. Initiatives taken by Santhiram Medical College are the following:

1. Free WI-FI, internet access, download and printout facility have been provided.
2. Reprographic facilities.
3. Organization of Book Exhibitions/Display of new books.
4. Proper system of feedback from users to improve library services.
5. System of recommendation for purchase of books through Departments.

File Description	Document
Link for geotagged photographs of library facilities	View Document

4.3.2

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

Response:

The Santhiram Medical College library plays a vital role in the collection, development and dissemination of medical, scientific and technical information to meet the present and future needs of the departments of the Institute. The aim of the library is to become an instrument of information and an integral part of teaching program. Its basic function is to assist and adequately serve the information needs and requirements of faculty, research scholars, postgraduates and undergraduates.

The library has subscribed to 105 print journals of which 30 international and 75 national print journals, 7824 online journals and 7417 international and 407 national online free journals as well as 25118 books out of that 10968 are textbooks and 4273 are reference books, 9370 full text e-books and 507 donated books.

Library provides e-material to registered users by KOHA software. In addition, the library has subscribed to digital resources like YSR MEDNET library consortium & 2074 e-resources of the digital library of Santhiram Medical College, Nandyal. In e-resource option: e-books, dictionaries, e-Newspaper directory facility are given.

Question papers of previous years are arranged subject-wise and year-wise. Users log-in with their individual e-mail IDs to see their circulation history and outstanding loan. Photo-gallery shows the library events and new arrivals section of books with their cover page. Users find all about the library information and have digital remote access to library.

The Santhiram medical college Library provides a comprehensive collection of resources in print versions as well as in the form of e-repository. The library has a collection of books that include 10968 textbooks and 4273 reference books. In the last 5 years, 1250 new books and 4088 reference books have been acquired.

The theses/ dissertations of PG/PhD are curated regularly. Currently 272 numbers are available, of which 128 have been added over the last 5 years.

To enable literature search for researches, the library consists of 4862 titles of national and 3138 of International Journals that are peer-reviewed and indexed in reputed databases. The hardbound back volumes are properly catalogued for easy retrieval. A total of 407 back volumes journals are available.

File Description	Document
Link for geotagged photographs of library ambiance	View Document

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: A. All of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document

4.3.4

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

Response: 10.59

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
8.95	2.95	28.33486	8.27198	4.43922

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

4.3.5

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

Response:

Santhiram Medical College Library is an epitome of modernity and technological integration, providing an optimal environment for academic pursuits. This sophisticated facility, fully air-conditioned for the comfort of its patrons, goes beyond conventional offerings by delivering free Wi-Fi connectivity through the Hospital Information System (HIS). The library has embraced ILMS Koha, Open Source Integrated Library Management System (ILMS) software, to streamline its operations and enhance user experience.

A hallmark feature of the library's commitment to accessibility is the web link provision of the YSR MEDNET system, extending its reach to all undergraduates, postgraduates, and faculty through the HIS system. This strategic integration opens up a realm of possibilities for library users. Catalog searching becomes a breeze, with options to explore resources by author, title, subject, or ISBN number, ensuring a user-friendly experience that caters to diverse research needs.

The library's dedication to digital resources is evident in its extensive offerings. E-journals, thoughtfully organized by subject with accompanying web links, grant users easy access to a wealth of scholarly articles. Online databases, featuring platforms like Uptodate, Pubmed, and the YSRUHS Digital Library, position the library at the forefront of cutting-edge medical literature and research.

Delving deeper into the digital repository, the e-resource option unveils a treasure trove, including e-books, dictionaries, and an e-newspaper directory, catering to the multifaceted learning requirements of the medical community. To aid in academic preparation, meticulously arranged question papers for undergraduates and postgraduates, categorized by subject and year, serve as invaluable study materials.

The library's commitment to transparency and information dissemination is not only a testament to its dedication but also a cornerstone of its mission to foster a comprehensive academic environment. This commitment is prominently showcased on the YSRUHS home page, where users are granted seamless access to a wealth of educational resources. In addition to providing the YSRUHS syllabus, publications,

and Annual Reports, the library.

ensures a holistic academic experience by empowering users with a personalized touch. Through individual login credentials, patrons can effortlessly navigate their circulation history and monitor outstanding loans, creating a user-centric approach that enhances their overall academic journey. This user-friendly interface not only facilitates easy management of resources but also reinforces the library's role as a dynamic hub for academic engagement and support.

Complementing this, the New Arrivals section plays a pivotal role in keeping library enthusiasts well-informed and connected to the ever-evolving world of literature. Adorned with enticing cover pages of recently acquired books, this section serves as a beacon of literary exploration, inviting users to discover the latest additions to the collection. By showcasing a diverse range of titles and subjects, the New Arrivals section stimulates intellectual curiosity and ensures that patrons stay abreast of the cutting-edge resources available to them. In essence, both the Photo Gallery and New Arrivals section contribute significantly to the library's ethos of fostering a dynamic, engaging, and intellectually stimulating environment.

The YSRUHS MEDNET home page emerges as a pivotal hub, consolidating diverse resources under a single link. This centralized approach ensures that users have swift and convenient digital remote access to the library, promoting an interconnected and technologically enriched academic community at Santhiram Medical College Library.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document

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 Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document
Links to additional information	View Document

4.4 IT Infrastructure

4.4.1

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

Response: 94.2

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

Response: 65

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

Response: 69

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

4.4.2

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

Response:

- The Institution has 267 computers with 12 laptops, 37 projectors and 98 printers.
- Scanners are also provided to the departments.
- The entire campus is Wi-Fi enabled with more than 19 wireless access points.
- Students and faculty can access e-learning resources like e- journals, e – books etc through the login id and password.

- The Internet access is provided through LAN and Wi-Fi with internet speed of 600 MBPS.
- Facility for digital valuation of answer scripts with 15 computers was done during the time of COVID for e-valuation of University Examination answer scripts.
- The Hospital Information System (HIS) was introduced in 2016. HIS is used for hospital works pertaining to patient care like registration, admission, investigation, discharge etc.
- The Institution has moved a step ahead with regard to attendance of students during class by

introducing Biometric attendance.

- All the classrooms, demonstration rooms and seminar halls have LCD projector, Computer and LAN/ WiFi accessibility.
- In addition, we have lecture halls with an Interactive Smart board setup.
- We have added PACS in the radio-diagnosis department for storing the entire radio-diagnosis images and reporting. It has been extended to the wards for betterment.
- Reporting system in laboratory
- ICT facility for live relay of surgical procedures in the operations theatres are available for the students which facilitates them to view the minute structures in detail.
- Outpatient and Inpatient records have been scanned and installed in DMS (Document management systems). Physicians use the patient details stored in the DMS during follow up examination of the patients.

The institution continuously upgrades, computers, projectors, printers, switches, Wi-fi modems, CCTV cameras. The institution maintains, power backup facilities, biometric readers for students and faculty attendance.

Institute has various software needed for academic purposes and hospital, accounts purpose which includes KOHA, MEDNET (e-Consortium), Pharmacology Lab, SPM, HIMS, TALLY, Saral TDS (which are renewed every year)

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document

4.4.3

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

Response: 500 MBPS - 1 GBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 93.27

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
6232.97	7186.77	4926.71	6224.64	3214.64

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	View Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

4.5.2

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

Response:

Santhiram medical college owns, operates and maintains a very extensive infrastructure to cater the needs of the students in learning, teaching and research. The Institution has a SOP to suffice the need of the

hour in accordance with the institutional policies to improve and continuously monitor the quality highlighting the management framework and allocation of responsibilities to ensure an effective implementation of maintenance of available infrastructure. The physical facilities are maintained by the Institution's Engineering Section, comprising Civil Engineers and Electrical Engineers. The services of Plumbers, Electricians, and Computer Analysts are available round the clock in the Campus. Electrical Engineers are responsible for the uninterrupted power supply and maintenance of equipment like generator sets, general lighting, power distribution system, solar panels etc. Maintenance of Water Plumbing Plants, Sewage and Drainage is undertaken by support staff. In the campus, the Electrical and the Civil complaints are handled by the Maintenance Cell which is under the supervision of the Manager and Maintenance Staff. The Project Manager with a team of members shall monitor the maintenance and Cleanliness of the buildings, classrooms, labs, furniture, campus ground, sports facilities, staff lounge, students amenity areas, cafeteria and hostel buildings. Housekeeping services shall be outsourced on an annual contract basis and be made available during day time on all days. Transport facilities are monitored and maintained by the Transport manager and the support staff. Annual maintenance of all vehicles is done promptly at the end of each academic year. The process of maintenance begins with the complaint written in the complaint books available at the strategic areas like the boys' hostel, girls hostel, college and teaching hospital premises. The complaint may be lodged either through a phone call or written in the complaint book. The concern department takes up the work and after completion shall close the complaint by entering in the complaint book that the work has been completed in due time. Emergency services like the electrical, plumbing works and related are addressed althrough the day (24X7). Major works are given sufficient time and the work is completed as agreed upon by the concern in charge and final report is submitted to the higher authorities. Intentional damage done to the college property by the staff or student will not tolerated and the charges on the damages will be recovered from the person who is responsible for the same.

File Description	Document
Link for log book or other records regarding maintenance works	View Document

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: 85.89

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
642	586	544	521	517

File Description

Document

List of students who received scholarships/ freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

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: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link for additional information	View Document

5.1.3

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

Response: 84.16

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
614	623	614	598	304

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Link for additional information	View Document

5.1.4

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

Response:

- The international student cell of Santhiram Medical College Nandyal will provide necessary guidance and support for admission in medical courses at our institute for the interested Non Resident Indians (NRIs) and foreign national students.
- We offer admission in under graduation course like MBBS and post graduation courses like M.D/M.S in various specialties.
- The committee is headed by the Principal and all the communication pertaining to International student's admission should be addressed to the office of International Students cell of the institute (Principal's office).

Criteria for Applying under NRI quota:

- **Foreign Students:**

- Any student possessing passport issued by any foreign country or those individuals who are People of Indian Origin (PIO) who have obtained citizenship of foreign countries are allowed to take admission in undergraduate medical course.

- **Non Resident Indians (NRI):**

- Non resident Indians students who have cleared the qualifying examinations (12th standard/NEET- National Eligibility cum Entrance Test) from schools or colleges situated in foreign countries are eligible for admission into MBBS course. Dependents of NRI's will not be considered as NRI students.

- **NRI Sponsored Students:**

- Students who are Indian citizens whose immediate family members like parents, grandparents or siblings are also considered eligible to apply as an NRI. Student admitted under this category cannot be given change of status during the study period if the status of the sponsor is changed.

Qualification Criteria

- A candidate should have completed 17 years of age on or before 31st December.
- Candidates seeking admissions to medical program must have studied the subjects of Physics, Chemistry, Biology and English in 11th and 12th class.
- Under this category **only** students who have studied and passed the qualifying examination from a school located in a foreign country shall be considered. This includes the students studying in a school and/or college situated in a foreign country, even if the concerned school/ college is affiliated to any board of secondary education or a University in India.
- In case of any school that follows the American system of education, the candidate must have studied Physics, Chemistry and Biology at "Advanced Placement" level and must have minimum C grade in these subjects.
- The candidate should get equivalence certificate from the association of Indian University (AIU), New Delhi.

Cell Members

- The international students cell consists of the following members for its smooth functioning:

- This committee shall sensitize the newly enrolled international students on the existence, functioning and role of the cell and also share with them the mode of contact in case of grievance.
- It will co-ordinate the International Student's participation in the various college activities and ensure cordial student-student and student-teacher relationship.
- ISC will guide in registration with Foreigners Regional Registration Office (FRRO) of the local police which must be done within a week of arrival in India.
- ISC convene two to three meeting in an academic year in the presence of the student representatives to cater to their grievances related to academics, accommodation, admission, evaluation or any other issues during their stay.

File Description	Document
Link for international student cell	View Document
Link for Any other relevant information	View Document

5.1.5

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Any additional information	View Document

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: 80

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
7	12	20	0	14

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
7	12	20	0	14

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

5.2.2

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

Response: 64.55

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
106	72	87	65	87

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.2.3

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

Response: 4.9

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	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 40

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
7	2	2	7	22

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

5.3.2

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

Response:

Every year the Student Council is constituted by following the guidelines laid down by the SRMC-

- One Faculty nominated by the Principal is the staff coordinator of the Student Council.
- The Students Council of Santhiram Medical College has the following composition represented as follows:
 - President
 - Vice President
 - General Secretary
 - Joint Secretary
 - Secretary & Joint Secretary- Finance
 - Secretary & Joint Secretary - Culturals
 - Secretary & Joint Secretary - Sports
 - Secretary & Joint Secretary - Literary Club

Key Points of the SRMC Student Council:

- Representing student's perspective to the management.
- Providing Leadership and leadership training to all the student activities.
- Organizing, coordinating College day, Graduation Day, Farewell party, Fresher's Day, Hostel day, Quiz Programs, Medical Seminars, literary competitions, sports, games and cultural events, thus enhancing the managerial and organizational skills in the students
- Bringing out college magazine.
- Keeping Faculty- Student bond alive by celebrating Doctor's Day, Teacher's day.
- Participating in NSS Special Camps and regular activities
- The SRMC Student's Council is typically composed of elected student representatives who work collaboratively to address various aspects of student life. The activities and roles of a Student

Council at Santhiram Medical College mentioned below:

Student Representation in Academic Committees:

Curriculum Committees: SRMC Student's Council has representatives who participate in discussions regarding the planning and execution of the teaching curriculum, ensuring that it aligns with the need for shaping the competent and entrustable Indian Medical Graduate.

Student Representation in Administrative Bodies:

Feedback Mechanisms: The SRMC Students' Council continuously acts as a bridge between students and the administration, providing feedback on various issues and proposing solutions.

Welfare Activities:

Health and Well-being: SRMC Students' Council often organizes health awareness campaigns, mental health workshops, and initiatives to promote overall well-being of medical students.

Social Events: SRMC Students Council is very active in social gatherings, and recreational events, activities to foster a sense of community and bust the stress among college students.

Addressing Grievances:

Grievance Redressal: The Student Council of SRMC is an open platform given for students to express their grievances, concerns and work with the administration to resolve issues raised by students.

Professional Development:

Guest Lectures and Workshops: SRMC Students' Council involves in organizing regular guest lectures, workshops, and seminars by expert professionals in the field to enhance students' knowledge and skills beyond the regular teaching curriculum.

Community Outreach:

Medical Camps: SRMC Students' Council render helping hand in medical camps and community outreach programs to engage students in practical experiences and serve the local community with humanity.

File Description	Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

5.3.3

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

Response: 5.6

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
9	6	1	6	6

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

5.4 Alumni Engagement

5.4.1

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

Response:

For any upcoming professional, guidance from the seniors in the medical will be helpful in pursuing their career. We at SRMC, with the goal of providing a healthy and useful network for our outgoing medical professionals, have established a strong alumni support network.

Alumni Associations:

SRMC has established an alumni association and built it with strong network of medical professionals. Our alumni association, since its inception has played a key role in establishing a bridge between the passed out senior medical professionals and the present budding medicos. The alumni of SRMC comprises of many leading medical practitioners who are highly successful and serving the people. SRMC is very proud of the success stories of our passed out doctors.

Alumni Database and Networking:

SRMC alumni association is embedded in the database and website of the institute providing the present and the passed out students to keep updated with the Alma matter. SRMC has built a strong alumni network by bringing together the passed out students and the present students. This network is helping

the Alma matter to be in contact and to help each other in achieving the newer heights of their career.

Events:

SRMC organizes regular alumni meets, keeping the alumni active, interactive and engaged. SRMC heartily provides the alumni association with all the required support in organizing the alumni events.

Mentorship Programs:

With the strong alumni network, SRMC is able to organize mentorships programs for the upcoming medical professionals. Through these mentorship programs, our students are getting a good exposure to the medical experts and latest technologies in healthcare and advancements in modern medicine. These mentorship programs help them take up new research programs and other innovation work.

Alumni Success Stories:

Success stories are a great inspiration for upcoming medical professionals. SRMC alumni association help to share their alumni success stories through the website and the journals further inspiring our medical students. The continuous interaction programs of our alumni create a platform for the students to meet the old students and know about the practical knowledge acquired by them. SRMC is always proud of our alma mater for their heights of success inspiring and encouraging us to strive harder for excellence.

Continuing Education Opportunities:

The alumnus of SRMC is continuously supported by the institute in pursuing their higher education. By regularly conducting workshops, webinars and offering short courses, SRMC is providing the alumni with continuous support in their ever learning process.

Career Services:

SRMC is always ahead in providing our students with proper guidance and necessary support in pursuing their career .SRMC alumni association is always helping the outgoing medical students in advancing their medical career . SRMC boosts our medical student's career with practical knowledge and hands on experience through the internship programs.

Alumni Awards and Recognition:

All the present and passed out students from SRMC are rewarded periodically for their achievements encouraging them to achieve excellence in their career. SRMC celebrates the alumni accomplishments during special events and ceremonies.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document

5.4.2

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

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: B. Any four of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Santhiram Medical College (SRMC) was established in the year 2005. It is recognized by Medical Council of India (MCI) and affiliated to Dr.NTR University of Health Sciences. The college is currently accommodating MBBS students and also has medical center with 90 beds along with post graduate courses. The college has highly qualified and dedicated team of medical staff. It is the dedicated commitment and the efforts of our chairman, “Vidyarathna” Dr.M.Santhiramudu a Philanthropist, who started the institution with a motto “EDUCATION FOR SERVICE”.

VISION

To impart medical education with Academic excellence and practice medicine ethically in line with global standards. To produce Doctors from Rural India with high morals, ethics and professional standards and enrich their acumen in medical field and inculcate compassionated health care and finally attain this institute as a deemed to be Medical University.

Mission

M1: To impart world class quality health care and medical education

M2: To provide in hand experience to students and train them with knowledge and skills.

M3: To inculcate values and ethics.

M4: To identify hidden talent and provide opportunities to students to realize and utilize their full caliber.

M5: To nurture the students into future leaders, entrepreneurs and good human beings.

The Santhiram Medical College, Nandyal is committed for providing excellence in health care by continuously improving on its services.

Towards this, SRMC&GC shall endeavour to

1. Treat all patients ethically with empathy and dignity.
2. Develop, promote and maintain professional competence and leadership in patient care through continuous training.
3. Ensure safety of patients, students, staff and other stake holders.
4. Promote, innovate and adopt new and appropriate cost effective processes/technology.
5. Furnish state of the art diagnostic, therapeutic and infrastructural facilities.

6. Encourage programmes of education, research, patient care and outreach activities.
7. Comply with all relevant regulatory and statutory requirements.
8. Shall meet all enquiries of the stake holders with courtesy and accountability.
9. Ensure that all staff are familiar with the relevant accreditation standards and committed to implement them.

Describing vision and mission statement of the institution

The vision of the institute focuses on imparting medical education with Academic excellence. Ethics is given highest priority while practicing medicine. The infrastructure and human resources are to be maintained at par with global standards. The institute shoulders the responsibility of producing Doctors from Rural India with professional standards and enriches their acumen in medical field and inculcates compassionated health care.

Finally, attain this institute as a deemed to be Medical University with the opportunity to serve the rural people in uplifting their health standards.

The mission of the institute is to impart world class quality health care and medical education by continuously updating the facilities/protocols needed by the graduates and post graduates students, so that they are well prepared to take up any unforeseen challenges after their successful completion of their programs. The knowledge and skills along with the fundamentals required in treating the patients are bountiful as the number of in-patients and out-patients availability are very large. Inculcating moral values along with ethics contribute to the performance of the institute. College makes maximum efforts to identify hidden talent and provide opportunities to students to realize and utilize their full caliber. The other important objective is to nurture the students into future leaders, entrepreneurs and upon all as good human beings.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document

6.1.2

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

Response:

Participative management provides planning and implementation of all the activities in the institution uniformly and as a team. The institution involves all the stakeholders in decision making process for framing guidelines and rules & regulations to ensure smooth and systematic functioning of the institute. The institution has decentralized and transparent mechanism in management, administration, financial and academic affairs. This mechanism is delegating appropriate responsibilities from the top level management to low level and allows the top management to focus on policy making and major decisions. The Governing Body is the highest decision-making body which formulates/ amends rules and

regulations, delegates powers and responsibilities to various Committees, Principal, Heads of the Departments (HoDs), Heads of the Sections. The constitution of statutory committees like Governing body, Medical Education unit, College Academic Committee, Finance Committee are systematically carried out with specified functions and responsibilities as per the requirements to the statutory bodies. These committees play a major role in policy making of governance, academics, finance, research and teaching learning

There are more than 20 non-statutory committees working continuously to identify possibilities, planning, organizing, implementing and monitoring all the activities of the institution. The decentralized mechanism exists at the department levels. Decisions at department levels are taken by well-structured committees. All the academic activities are decentralized and decisions are taken based on discussion and deliberations in the committee with Dean and HODs meetings with Principal. All Stakeholders of the institution have participative roles in various decision-making committees. Faculty, Students, Alumni also represent in most of the committees as members. The committee members also include members from Management. HoD's are invited for the College Development Committee meeting and the Governing body members and management interact to develop a road map for the development of the departments and the institution. The head of the department has been bestowed with the authority of deciding the activities and delegating the responsibilities to the staff members. The department decides on teaching schedules, organizing conferences, symposia, guest lectures and workshops and recommends necessary field visits, community & clinical postings, internships and MoUs. The Management has brought out a Faculty handbook to ensure transparency and guide the staff to discharge their responsibilities with efficiency. The book provides policies, procedures, rules, benefits and welfare and service matters. This shows that the institution has decentralization of administration through committees and has participative management. A democratic approach is setup in the decision-making process, by which all the stakeholders of the institution could participate in the managerial decisions.

File Description	Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

SRMC & GH Organogram, it emerges as a transformed institution, shaped by innovative governance, academic prowess, and a commitment to societal well-being. The Structured Organogram not only ensures the university's resilience, adaptability, and global relevance but also an unwavering dedication to shaping the future of medical education and healthcare with SRMC & GH rigid framework and highly ethical structured administration. The rules and norms of a medical college are established to govern various aspects of the institution, including academic standards, ethical conduct, research practices, and administrative operations. The specific rules and norms can vary between institutions, and they are often

formulated to align with national or regional regulations and guidelines. Here are common categories of rules and norms found in medical colleges:

1. Academic Regulations:

- Admission criteria for medical students.
- Curriculum requirements and structure.
- Examination and assessment policies.
- Grading systems and criteria for progression.

2. Code of Conduct and Ethics:

- Professional conduct for faculty, staff, and students.
- Ethical guidelines for clinical practice, research, and interactions with patients.

3. Clinical Practice Guidelines:

- Standards for patient care and clinical procedures.
- Protocols for managing medical emergencies.
- Policies for maintaining patient confidentiality.

4. Research Policies:

- Guidelines for ethical research conduct.
- Procedures for obtaining informed consent from research participants.
- Standards for data collection, analysis, and reporting.

5. Faculty Appointment and Promotion Criteria:

- Criteria for hiring faculty members.
- Procedures for faculty evaluations and promotions.
- Guidelines for professional development and continuing education.

6. Student Conduct and Discipline:

- Behavioral expectations for students.
- Procedures for handling academic misconduct and disciplinary actions.

7. Anti-Discrimination and Harassment Policies:

- Policies addressing discrimination, harassment, and bullying.
- Procedures for reporting and addressing complaints.

8. Attendance and Leave Policies:

- Requirements for student attendance in classes and clinical rotations.
- Policies for medical leave, vacations, and other absences.

9. Health and Safety Regulations:

- Guidelines for maintaining a safe and healthy learning and working environment.
- Protocols for infection control and occupational health.

10. Library and Information Services Policies:

- Rules for accessing and using library resources.
- Guidelines for responsible use of information technology and databases.

11. Financial Regulations:

- Budgetary guidelines and financial management policies.
- Procurement procedures for equipment and supplies.

12. Accreditation Standards:

- Compliance with national or regional accreditation standards.
- Documentation and reporting requirements for accreditation bodies.

Community Engagement and Service Policies:

- Requirements for community service and outreach initiatives.

- Guidelines for collaboration with local healthcare providers and organizations.

Institutional Review Board (IRB) Policies:

Procedures for ethical review of research involving human subjects. Compliance with national and international ethical standards for research.

Anti-Plagiarism and Intellectual Property Policies:

Guidelines for avoiding plagiarism in academic work. Policies related to intellectual property rights for faculty and students. Medical colleges often have dedicated committees, such as academic councils, ethics committees, and disciplinary committees, responsible for overseeing and enforcing these rules and norms. These policies contribute to maintaining the integrity, quality, and ethical standards of the medical college. It is essential for all stakeholders, including faculty, staff, and students, to be aware of and adhere to these rules and norms for the effective functioning of the institution.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

At SRMC, we value and prioritize the well-being of our employees as a fundamental aspect of our institutional culture. Apart from the pay slips they receive for their work, the institute's comprehensive employee welfare programs are designed to ensure a supportive and enriching environment, fostering professional growth and personal well-being. SRMC values them with welfare policies ranging from their children's education to their family health.

Health and Wellness Initiative:

Every staff of SRMC and their family members can avail a discount of 25 to 50 % discount on hospital services such as medical, surgical procedures and diagnostics at Santhiram General and Super specialty Hospital and free treatment procedures.

Regular and periodic medical checkups and screening with nominal prices is carried out for both teaching and non-teaching staff at SRMC.

Wellness workshops such as sessions on stress management, mental health awareness, and healthy lifestyle choices for the staff are conducted regularly helping them in carrying a healthy lifestyle.

Fitness facilities such as Gym, yoga and sports facilities are provided for the staff of SRMC to maintain their physical and mental fitness.

Financial assistance and support:

Group insurance is provided to the teaching and non-teaching staff

Santhiram Medical College and General Hospital has come up with a unique way of financial assistance to its teaching and non teaching staff members where their children can avail 50 to 75 % concession in other educational institutions run by Santhiram group. Majority of kids of our staff members are pursuing education in the following institutions run by Santhiram group.

Apart from the group of institutions, SRMC is providing financial aid to the children of the institute's staff willing to pursue higher education overseas.

The institute financial wing aids the staff of SRMC in availing personal loans, housing loans, etc from the Bank of India branch established in the campus.

SRMC is providing financial and moral help to the mourning families in their sad moments of losing a family member.

Free and concessional facilities in daily routine:

SRMC is offering free commute to all the staff members to attend their duties. SRMC staff can avail free and discounted meal plan at hospital and college canteen reducing the physical and financial load on them.

Professional Aid to the students and medical professionals:

SRMC is offering sponsorship to the medicos to attend seminars, workshops etc to enhance their knowledge. SRMC staff can avail financial help from the institution to carry on their research work. Educational tours are conducted occasionally to provide students with exposure to external knowledge.

File Description	Document
Link for list of beneficiaries of welfare measures	View Document
Link for policy document on the welfare measures	View Document

6.3.2

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

Response: 49.52

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
178	112	62	142	191

File Description	Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3.3

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

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

Response: 38.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	41	40	34	38

File Description	Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Any additional information	View Document
Link for Additional Information	View Document

6.3.4

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

Response: 22.99

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
75	69	31	89	59

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

6.3.5

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

Response:

An organization's growth and development is achieved by its working force's contribution and dedication. The staff of SRMC including teaching and non-teaching are always rewarded appropriately for their contribution to the institution's growth. SRMC has a well designed performance appraisal system for the staff in gratitude to their contribution. At SRMC performance of teaching and non teaching staff are assessed periodically and rewarded accordingly thereby encouraging them in their academic excellence. Performance of teaching and non teaching staff are assessed on a yearly basis and rewarded based on the success of their respective students. At SRMC the teaching staff's performance is evaluated and valued according to their contribution to the college with respect to academic performance, publications, patents, students feedback and contributions made for the students' knowledge enhancement etc. The promotions and increments of the staff are decided based on the appraisal form which is submitted by the staff. It is scrutinized by the admin department and the principal. The principal recommends the names of those staff for the necessary action to be taken by the management.

The staff of SRMC be it teaching or non teaching are respected and rewarded duely for their contribution towards student excellence .SRMC has a well defined performance appraisal system for the staff which includes the following criteria to be fulfilled by the staff to receive the rewards

- Details of professional experience with related documents
- Academic contribution details including result analysis, lab record assessment, course file completion, updating and record maintenance and finally additional achievement like fellowships, research work, knowledge enhancement programs , etc.
- Administrative contributions details, including administrative responsibilities of the institution.
- Professional achievements include research publications, paper presentations, book publications, etc
- Participation in Research and Development activities
- Best practices implemented in teaching learning methodology
- Future plans in terms of goals and strategy for their achievements and contributions.

Key Components of Academic Performance Appraisal followed by SRMC:

Teaching Effectiveness:

SRMC evaluates faculty members based on their teaching methodologies, including curriculum development, classroom management, and student engagement. The institute considers student feedback, peer evaluations, and innovative teaching practices.

Research and Publications:

SRMC Assess faculty members contributions to medical research through publications, grants, and participation in research projects. Emphasis shall be placed on the impact factor and relevance of publications made on advancing medical procedures and practices.

Continuing Medical Education (CME) Participation

SRMC recognize faculty involvement in CME activities, workshops, conferences, and training programs. This component assesses a faculty member's commitment to staying updated with the latest advancements in medical field.

Clinical Practice and Patient Care

For medical faculty, the evaluation of clinical skills, patient care, and contribution to healthcare delivery is crucial. At SRMC assessments shall be considered on clinical outcomes, patient satisfaction, and contributions to healthcare improvement.

Professionalism and Ethics:

SRMC evaluates faculty members adherence to professional ethics, including punctuality, commitment to diversity and inclusion, and effective communication with students, colleagues, and patients.

Performance Metrics and Evaluation Criteria

SRMC established clear and measurable performance metrics aligned with each component of the appraisal system and developed a balanced scorecard that includes both quantitative and qualitative indicators to ensure a comprehensive assessment.

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

The motive of Santhiram Medical College is to provide quality medical education and produce the best medical professionals who are competent in serving the future medical needs of the country population. In this pursuit, funding and financing the institute plays a key role. The funding for Santhiram Medical College is provided by Shafa Educational society. The procurement of funds by the society is mainly from students' tuition fees and generated from the medical services in the Hospital.

Procurement of funds:

Santhiram Medical College sponsored by Shafa Educational Society is a private and self-financing institution. The major income sources are as below

1. Tuition fees collected from the students.
2. Hospital Charges.
3. Pharmacy of the Hospital.
4. Transportation.
5. Research and Development.

Budgeting: At Santhiram Medical College, the budget allocations are usually allocated on the basis of student intake, faculty and staff requirements, hospital lab consumables, library material procurement, infrastructural needs, institutional development works, hospital maintenance etc., The institute follows a budgeting process in managing the finances. Every financial year, a budget meeting is organized under the leadership of the Chairman of the Society. The heads of all the departments submit the requirements for their respective departments for all routine and regular as well as new requirement which are further discussed and analyzed in the budget meeting under the leadership of the Chairman and the Board of Directors approve and allocate the funds accordingly.

Utilization of funds: A strategic plan is designed to utilize the funds based on the existing running academic programs, new capital requirements, civil works, medical equipment, library and laboratory requirements, academic and administrative requirements, research expenditure and maintenance etc.

Approval: The recommended budget is then discussed by the Board of Directors and the necessary approvals and amendments are made and the financial plan is decided.

Optimizing the Expenses: The finance department of the organization at all levels is continuously monitoring the expenses and minimizing the expenditure by controlling the wastage of resources and optimal utilization of funds. Maximum transactions are computerized and made online to increase transparency in monetary transactions.

Financial controls: Santhiram Medical College and Hospital implements robust financial controls to ensure transparency, accountability and compliance in finance management. The institute is using Uni Campus software to collect and monitor fees from the students. The institute is using accounting software such as Tally to ensure transparency in accounting and auditing the institute's finances.

Financial aid and scholarships: Santhiram Medical College with the help of trust offers scholarship to the eligible poor students in pursuing their education.

Compliance and Reporting: Santhiram Medical College follows all the government rules and regulations regarding financial management. Santhiram medical College ensures compliance with the State and Central Government Organizations regarding finances and accounts.

Risk Management: Santhiram Medical College continuously monitors the financial risks involved and proper measures are taken time to time. The infrastructure, equipment of Santhiram Medical College is insured to cover the unexpected risks involved.

Continuous Improvement: Santhiram Medical College Management and finance and accounts team is working round the clock in improving the revenue resources and optimizing the utilization of funds to enhance the medical education quality of the institution as well as patient care.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

SRMC has an internal audit mechanism, an ongoing continuous process in addition to its external audits. Qualified internal Auditors from external resources are permanently appointed. A team of staff under them do a thorough check and verifications of all vouchers, supporting documents, records and books, e-statements of the transactions that are carried out in each financial year including budget estimations, utilizations, cash transactions, bank reconciliation statements, test cheque and verification of the events happened in the area of financial managements. Mechanism of Internal audit and settlement of objections implemented in the institutions is as follows: Examining the statutory payments to different bodies like EPF,PT, TDS, Income Tax Examining the Bank pass book & reconciliation statement. Examining Grants, scholarships, deposits, payments – relating to vendor payment of SRMC done by Head office & controlled by Internal Audit, salary and remuneration payment for all staff, Doctors & consultants taken care by Head office and each and every month monitored by Internal Audit. Interdepartmental stock checking reports. Internal Audit is carried out regularly. The institution is maintaining accounting standards of accrual basis accounting concepts, which enables efficiency of control and monitoring of budget allocated funds and utilization not overridden within the limit.

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

6.4.3

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

Response: 9617.75

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
2645.77553	2263.33898	1326.49954	2219.39196	1162.74792

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Santhiram Medical College believes “**Quality is a Continuous Journey for perfection of work**”

A streamlined internal quality assurance mechanism in SRMC holds crucial for ensuring the delivery of high-quality education, research, and healthcare services. Such a mechanism helps to assess and monitor the college's performance, identify areas for improvement, and uphold standards of excellence.

Below mentioned are the features and benefits a streamlined internal quality assurance mechanism in SRMC imparts:

1. **Framework Development:** The SRMC IQAC mechanism consists of a well-defined framework that outlines the objectives, policies, and procedures for quality assurance in all aspects of the medical college's operations. This Rugged and Robust Quality framework will encompass academic programs, research activities, clinical services, infrastructure, and administrative processes.
2. **Continuous Monitoring and Evaluation:** SRMC IQAC mechanism involves an ongoing process of monitoring and evaluation to assess the effectiveness and efficiency of various components within the institution. This includes regular audits, reviews, and assessments conducted by internal teams or external experts to identify areas of strength and areas that need improvement.
3. **Quality Enhancement Initiatives:** SRMC IQAC mechanism promotes a culture of continual

improvement by providing mechanisms for feedback, innovation, and professional development. It encourages faculty, staff, and students to contribute to quality enhancement through suggestions, research projects, and participation in training programs.

4. **Data Collection and Analysis:** SRMC IQAC streamlined internal quality assurance mechanism utilizes robust data collection and analysis methods to track performance indicators, benchmark against best practices, and identify performance gaps. This data-driven approach enables evidence-based decision-making and targeted interventions for improvement.
5. **Stakeholder Engagement:** The SRMC IQAC mechanism involves the active engagement of various stakeholders, including faculty, students, and community representatives. Their inputs are gathered through surveys, focus groups, and regular communication channels to ensure that different perspectives are considered in the quality assurance process.
6. **Documentation and Reporting:** The SRMC IQAC mechanism requires comprehensive documentation and reporting of quality assurance activities and outcomes. This includes the development of reports, dashboards, and scorecards that provide a clear view of the institution's performance to internal and external stakeholders.
7. **Compliance with Accreditation and Regulatory Standards:** The SRMC streamlined internal quality assurance mechanism ensures that the Santhiram Medical College meets applicable accreditation and regulatory standards. It aligns the SRMC institution's policies, practices, and documentation with the requirements set by relevant accrediting bodies and regulatory agencies. With effective functioning of IQAC, Santhiram Medical College had obtained NABL accreditation for LAB and ISO Certification for the College and NABH first phase application was submitted and is in progress and NAAC first cycle where preparation for documentation NAAC first cycle is in progress .

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document

6.5.2

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

Response: 82.72

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
333	260	155	215	222

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC)**
- 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements**
- 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.**
- 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

Response: E. None of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 38

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
8	10	5	8	7

File Description

Document

Report gender equity sensitization programmes

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Extract of Annual report

[View Document](#)

Link for additional information

[View Document](#)

7.1.2

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

Response:

Gender equity is the process of allocating resources, programs and decision-making fairly to both male and female gender without any discrimination. Various curricular and co-curricular activities are held on campus to ensure gender equity and raise awareness on gender sensitivity. The staff constantly interact with all the students and enquire about their wellbeing. They advise them on the subject of acceptable attire, personal safety, precautions to be taken on social media platforms, etc. The Management on its part has ensured that there is parity of salary for both genders. Women are provided equal opportunities and cooperation has always been extended to them. The Student Mentorship Committee ensures that the mentor handles his/her allotted mentees. This ensures that sensitive issues that arise especially pertaining to girls are identified in the initial stage itself and addressed satisfactorily through the appropriate authority. The Women empowerment Committee constituted under the aegis of IQAC has senior female faculty members along with student members who ensure that women's rights are protected. The purpose of this committee is to provide protection against sexual harassment of women at workplace and the prevention and redressal of complaints of sexual harassment and matters related to it. The committee

has conducted several co-curricular activities to raise awareness among women as well as men. Regular meetings are held by the committee to make sure even minor issues, if any are dealt with satisfactorily. All the members are readily available to address any complaints and a robust redressal process has been devised to ensure speedy resolution of any problem(s). However, a significant fact one must note is that no issue of harassment has been reported on our campus till date. This has been made possible by the regular conduct of gender sensitization programmes which has increased the awareness and the strict monitoring system in place. Security personnel and CCTV cameras have been installed at critical places to ensure 24/7 monitoring. The Women's hostel is monitored diligently by the warden and security staff to ensure the safety and protection of students. A movement register is maintained to keep track of students. Students who need to go out of campus overnight need to submit a request letter via mail to the Principal and get it certified prior to leaving. A separate Common Room has been provided for women to store their belongings as well give them the required privacy. A daycare center to cater to the needs of young kids of faculty and staff members so that children can spend time safely during the work hours. The institution also has alliances with counselors, so that they can address issues that arise concerning them. All these measures have ensured the establishment of gender equity in our institution.

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

7.1.3

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

- 1. Solar energy**
- 2. Wheeling to the Grid**
- 3. Sensor based energy conservation**
- 4. Biogas plant**
- 5. Use of LED bulbs/ power efficient equipment**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Link for additional information	View Document

7.1.4

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Solid Waste Management:

Biodegradable solid wastes and food remaining from mess and canteens are processed for biogas production which is used for cooking practices in the canteen. Non degradable general waste generated on the campus is being collected, segregated and disposed of with the Municipal Corporation.

Liquid Waste Management:

An aerobic sewage treatment plant is set up in the institute. Liquid waste is treated and the treated water is used for gardening and toilet flushing which will meet the inland water standards. The sludge produced is disposed off.

Biomedical Waste Management:

Biohazard bags which are heavy duty bins are located in every department and the biomedical waste generated is disposed accordingly. Periodical training is arranged and given to students, CRRI, staff to ensure safe disposal and segregation of the biomedical waste generated. Sharps like needles, syringes,

blades are placed in puncture proof containers and handed over for disposal. Body fluid contaminated waste like sample collection tubes are rinsed in the 1% sodium hypochlorite solution prior to discarding. Biomedical waste are segregated by the authorized attenders in color coded and barcode labeled bags/containers at source of generation, which is transported by Intra-mural transportation to the central storage area, where it is temporarily stored. All health care workers involved in transport of Biomedical Waste were given proper in house training along with provision of PPE like masks, gloves, and aprons. Treatment and Disposal of biomedical waste through Common Biomedical Waste Treatment Facility (CBWTF) is done by M/s Medical waste solutions, incorporated under the companies act 1952 who is having its facility at chatlamallapuram, Kallur mandalam, Kurnool district.

E Waste Management:

E Waste generated like non working computers, monitors and printers are stored in specific designated area. The accumulated e waste is sold/given to the local buyers of E waste who ensures disposal off e-waste lifted from institute in an environmental friendly manner as per the guidelines of Pollution Control Board. On the other hand, out dated systems & equipment are exchanged for latest ones which ensure lower pricing through buy back if possible. If however, some components of systems to be discarded are found to be useful and in good condition, they are stored for use in other systems.

Hazardous Chemicals and Radioactive Waste Management:

Hazardous waste like unused laboratory chemicals, mercury, culture media used in microbiology, and medical gasses will be handled with utmost precautions. The flow of these hazardous materials is controlled by the person in charge. Hazardous waste generated is separated as flammable & non flammable as per MSDS and proper disposal is ensured. No Radioactive waste is generated in the institute.

File Description	Document
Any additional information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5

Water conservation facilities available in the Institution:

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**
- 4. Waste water recycling**

5.Maintenance of water bodies and distribution system in the campus

Response: All of the above

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

7.1.6

Green campus initiatives of the Institution include

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Response: A. All of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.8

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

Response:

Santhiram Medical College (SRMC), Nandyal has admissions draws of students and faculty from all states of India and proves oneness among the Indians. Thus, indicating the diversity of culture among the students & faculties. The institution has been successfully maintaining harmony and peace, thus, creating an atmosphere of home away from home which is vital for nurturing a harmonious academic improvement. The institution celebrates festivals like Pongal, Diwali, Christmas, Onam and Ganesh Chaturthi are celebrated. Festivals often serve to fulfill specific communal purposes, especially in regard to commemoration or thanksgiving. The festival celebrations normally, begin with the significance of celebrating it, having a troupe perform the traditional dance, some games followed by the traditional lunch. These celebrations help the staff and students better understand the culture of other regions while also encouraging communal tolerance and harmony.

The Management constantly encourages such endeavors and the staff and students actively and enthusiastically participate in the same. Furthermore, cultural festivals like Fiesta celebrate various aspects of our cultural heritage like dance, music and food. Conversing in the patient's preferred language of communication also helps in establishing a good doctor patient relationship. We identify students with language issues (Telugu and English) during the foundation course itself, which enables the faculty to provide assistance for these students and schedule communication classes for those students.

The institution is providing opportunity towards better health care utilization for people from middle and low socio-economic class by providing free consultation in all clinical departments of the hospital and free nutritious food to all in-patients. The Department of Community Medicine organizes a house to house survey and field visits to rural and urban communities involving the students which stress the importance of prevention better than cure. SRMC aims in promoting the affordable health care service to the rural, semi urban areas at par to the urban population and strives hard in achieving the same.

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Link for additional information	View Document
Web link of the code of conduct	View Document

7.1.10

The Institution celebrates / organizes national and international commemorative days, events and festivals

Response:

Festival celebrations offer a sense of belonging for religious, social or geographical groups contributing to group cohesiveness. They serve to help other members of the community better understand their culture and tradition. Various festivals such as Republic day, Independence Day, Vinayaka Chaturthi, Dussehra, Pongal, Christmas are celebrated with great pomp and gaiety in SRMC. As with festivals, important days of national and international importance such as Teacher's Day, Doctor's Day, World Health Day, World AIDS Day, World No Tobacco Day, Women's Day have their own significance which are celebrated to commemorate their importance. Teacher's Day is celebrated in commemoration of the birthday of Dr Sarvepalli Radhakrishnan. It helps the students and parents realize the crucial role of teachers in society. The students observe this day by conducting a programme and thanking the entire faculty for contributing to their overall development. National Doctor's Day is celebrated in memory of Dr Bidhan Chandra Roy, this day is taken as an opportunity to recognise the contribution of doctors to individual lives and communities. World Health Day is a global health awareness day with a theme to be followed every year whereas World AIDS Day is an international day dedicated to raising awareness of the AIDS pandemic. Various programs to raise awareness and sensitization according to theme are organized on these days by inviting distinguished speakers to address the staff and students. World No Tobacco Day is observed to highlight the health and other risks associated with tobacco use. An awareness drive is conducted to educate the general public about the ill-effects of tobacco consumption. Women's Day is celebrated to appreciate the remarkable contribution of women to our society and this opportunity is taken for felicitation &/or appreciation of various women achievers working with the college. Apart from these various other national and international health days are celebrated with eager in Santhiram Medical College (SRMC) which is taken as opportunity to enhance the knowledge and recent updates in the respective fields to the staff and students along with a campaign drive to general public to raise awareness and provide necessary health care services.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Other Upload Files

1	View Document
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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: “**TAKING HEALTH CARE TO EVERY DOOR STEP OF RURAL INDIA**” is the title adopted by Santhiram Medical College and General Hospital for providing the best health care practices in Rural and Urban places with respective to the challenging health issues facing now a days.

OBJECTIVES OF THE PRACTICE:

- We at Santhiram Medical College and General Hospital took an Oath to the Society to inject primary health care by periodical checkups and health observations by well qualified practitioners i.e Doctors , Technicians and nursing staff across 300 villages surrounding the Nandyal and other districts in Rayalaseema.
- To provide health education and awareness promotion in all villages.
- To Conduct door to door survey of families for collecting data on health status at all villages including tribal areas.
- To Conduct health camps at all villages, Detection of common and complex health problems providing them with medicine and conducting review camps at the villages.
- Provision of health care facilities for all the pregnant women at Santhiram Medical College & General Hospital for free of cost.
- Through the programme, know your child health , We propose to conduct free health camps at all schools for detection of eye , ear and dental and general problems of school children.
- Conducting awareness and counseling camps through group meetings, posters and hoarding and prevention of child marriages and female foeticides, superstitions and STD ‘s especially HIV AIDS .
- To promote awareness among village population for sanitation and hygiene and vaccinations for prevention of diseases
- To encourage active participation of all villagers to maintain hygiene and village sanitation.
- To serve the unreached back ward villages with no minimum health care and FIRST AID facilities.
- To Create health awareness to the public and make them utilize best health care

THE PRACTICE :

- Santhiram Medical College and General Hospital has been providing health care and hospital services by adopting 300 villages exclusively to provide awareness in family health care and clean and healthy villages since 15 years.
- Santhiram Medical College is providing free transportation daily to all the needy people from several villages to our hospital with a fleet of 20 buses.
- Santhiram Medical College and General Hospital is providing free food thrice a day to all the in-patients and patient attendants.

We at Santhiram Medical College and General Hospital are taking health care of the mother & child under the SCHEME “ **MATHA SISHU SANKSHEMA PATHAKAM** “ where the investigations like Ultrasound scan and TIFFA SCANS and other blood investigations are done free of cost to the pregnant women at the initial stages from the time of conceiving to the successful healthy delivery. We also give a welcome pack for both the mother and the baby for the healthy and hygiene-living post-delivery life. Providing counseling for Mother Health in breast feeding techniques with vaccine chart for child till 10 years age.

TITLE OF THE PRACTICE :

“Producing Medical Professionals with Quality and Compassion from Rural India”

1. OBJECTIVES OF THE PRACTICE :

- To provide the best medical education with adequate infrastructure, state of the art laboratories and highly qualified faculty to attain high clinical competencies.
- To provide apt environment in preparing highly skilled and compassionate medical professionals who can render their health care services towards rural India.
- To motivate and encourage young medicos by awarding appreciations like GOLD MEDALS and CASH PRIZES.
- To encourage our students in participating at the national Level and other conferences, CME's by providing them with thenecessary allowances.
- To provide the best learning environmentwith the sophisticated library equipped with national and international journals, world class publications as well as access to several e-journals.

THE CONTEXT :

Since the inception of this college we had a genuine approach in promoting Medical education and health care services. A place where basic medical facilities were lagging has experienced a new beginning and an era of Medical services started in this area from the year 2004 by starting a Full-fledged Multi specialty teaching Hospital. The most promising and versatile thing yet to happen to this rural area was starting a Medical college here and the first batch of MBBS started from the year 2005. Establishing a Medical college and teaching hospital was nothing but a glorious path, where every step marched forward was to promote medical education and health care to every individual of this downtrodden backward area.

File Description	Document
Any additional information	View Document
Link for best practices page in the Institutional web site	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

We at Santhiram Medical College and General hospital came up with a Noble idea of protecting family health care by providing free “Family Health Privilege cards “to more than 3 lakh families of this entire

Rayalaseema region. People with this family health privilege card can avail various hospital services for free of cost and majority of diagnostic and radiology services can be availed for meager prices. These cards will be issued in the name of the family head where all his/her family members can avail the above mentioned health benefits at Santhiram Hospital. A total of eighteen lakh people will be benefited by the privilege health cards. The families can get their preventive health checkups and periodic health checkups regularly enabling them to monitor their health chart perfectly.

Below are the benefits provided by Family Health privilege Cards:

- Regular health care updates and new facilities available at the hospital will be sent to the card holders and their family members through digital communication.
- Preventive health checkup packages and regular health checkups can be availed for less cost.
- Providing free ambulance services to card holders during emergencies.
- Free Outpatient (OP) consultation for all Multi Specialty services.
- 50 % Concession on all Super Specialty OPD'S.
- Free Blood Investigations, Ultra Sound scan, TIFFA scan for pregnant women from the time of conceiving to till delivery.
- 25% concession on all OP/IP investigations.

Expanding our Emergency and critical care services to rural regions:

Healthcare can be classified in to two aspects namely elective and emergency cases. Even though basic facilities for elective treatment were gradually increasing, there was no advanced and critical care facility to handle emergency cases in this area, forcing people to travel more than 75 km to avail emergency medical services at higher centers. As we are well aware, in emergency situations, time plays a crucial role in saving lives. To address this problem, we started all super specialty departments and critical care units at Nandyal, where quick response. Emergency health teams at Emergency rooms were at the task of saving patients during critical conditions. This initiation from us in no time became a tertiary care center to all the needy people.

Willing not to stop here, we further came up with the idea of extending our emergency services to two tier and three tier towns in our region. Moving forward with this agenda we started our peripheral emergency centers equipped with full time emergency care equipment, emergency care physicians, technical and nursing staff and 24/7 ambulance services where all emergencies can be treated in time without time delay thus preserving the golden hours of treatment.

File Description	Document
Link for appropriate web page in the institutional website	View Document

8. Medical Part

8.1 Medical Indicator

8.1.1

NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.

Response: 88.89

8.1.1.1 Institutional mean NEET percentile score

Response: 88.89

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.2

Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Response:

The combination of didactic, practical, and clinical experiences forms a comprehensive approach to educating healthcare students in quality of care and patient safety measures. Santhiram Medical College strives hard and makes our healthcare educators/ teachers to ensure that students not only gain the necessary knowledge and skills but also develop the right attitudes towards patient safety and quality of care.

Didactic Sessions:

- Classroom-based lectures/ seminars: provide theoretical knowledge essential for understanding patient care and safety.
- Topics covered: Patient rights, infection control, medication safety, patient confidentiality, and error prevention.
- Emphasizing case studies and real-world scenarios in these sessions can bridge the gap between theory and practice.

Practical Sessions:

- Practical sessions (often in simulated environments): To allow students to apply their theoretical knowledge.
- Include: Mock clinical setups where students practice procedures, patient interaction, and emergency response in a controlled environment.
- Feedback from instructors during these sessions is crucial for improving technique and understanding the implications of errors.

Clinical Postings:

- Clinical postings offer real-world experience in a healthcare setting under supervision.
- Students observe and participate in patient care, understanding the workflow and safety protocols in a live environment.
- Direct interaction with patients and healthcare professionals helps in developing communication skills, empathy, and professional conduct.

Integration of Quality of Care & Patient Safety Measures:

- Throughout these educational phases, the integration of quality of care and patient safety measures is practiced.
- Students taught to recognize and report potential safety hazards, understand the importance of patient-centered care, and learn about quality improvement processes.
- Ethical considerations, including informed consent and respecting patient autonomy, are given due importance and students are taught in practical set up.

Assessment and Feedback:

- Regular assessments, both theoretical and practical, are done to ensure that students understand and can apply patient safety principles.
- Constructive feedback, especially during clinical postings, is essential and taken for continuous learning and improvement.

Continual Learning and Professional Development:

- The field of healthcare is always evolving, so it's important that education in patient safety and quality of care is seen as an ongoing process.
- Encouraging students to stay updated with the latest research and guidelines in patient safety and care quality is important and all facilities are provided to update their knowledge.

File Description	Document
Any additional information	View Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document

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: 1.08

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
12	2	0	3	22

File Description	Document
Uploads for List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc during the last 5 years	View Document
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.4

The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India

Response:

Objective assessment of MBBS students, specifically through the use of OSCE (Objective Structured Clinical Examination) and OSPE (Objective Structured Practical Examination), is an integral part of evaluating their clinical competencies.

OSCE (Objective Structured Clinical Examination):

All MBBS students from III semester are practiced in OSCE.

- **Purpose:** The OSCE is designed to assess clinical competency and the application of clinical skills, including communication, clinical examination, medical decision-making, and procedural skills.
- **Format:** It consists of a circuit of stations, each representing a different clinical scenario. Students are required to perform specific tasks or solve clinical problems in a timed setting.
- **Assessment Criteria:** Standardized checklists are used to objectively evaluate student performance. This criteria include history taking, physical examination, patient counseling, clinical reasoning, and procedural skills.
- **Feedback:** Immediate feedback is provided, to know their knowledge, abilities, learning and for further improvement.

OSPE (Objective Structured Practical Examination):

All MBBS students from I year are practiced in OSPE.

- **Purpose:** OSPE is similar to OSCE but is more focused on the practical aspects of medical education. It's used to assess laboratory skills, anatomical knowledge, and other practical competencies.
- **Format:** Students rotate through a series of stations, each requiring them to complete a specific practical task or answer questions based on models, specimens, or laboratory results.
- **Assessment Criteria:** Evaluation is based on the student's ability to perform practical tasks accurately and efficiently, their understanding of the underlying concepts, and their ability to interpret results.

Integration in MBBS Curriculum:

- Both OSCE and OSPE are integrated into the MBBS curriculum as they provide a comprehensive assessment of a student's ability to apply theoretical knowledge in practical and clinical scenarios.
- They are often used at various stages of the medical program to gauge the progression of clinical skills and readiness for clinical practice.

Advantages:

- **Objective Assessment:** Both methods offer a standardized and objective way to assess clinical skills, reducing examiner bias.
- **Real-World Scenarios:** They simulate real-world clinical situations, preparing students for the practical aspects of patient care.
- **Comprehensive Evaluation:** These exams cover a broad range of skills and knowledge areas, providing a holistic view of a student's competencies.

Challenges and Considerations:

- **Resource Intensive:** Setting up OSCE and OSPE can be resource-intensive, requiring careful planning and coordination and the college does effectively.
- **Training of Examiners:** Standardized training for examiners is given to ensure consistency in evaluation.
- **Student Anxiety:** These exams can be stressful for students, so they are prepared adequately

through practice sessions and counselling.

In summary, OSCE and OSPE are critical components in the objective assessment of clinical competencies in MBBS students. They provide a structured and standardized approach to evaluate the practical and clinical skills essential for future medical practitioners. All departments at SRMC take up these exams with proper planning.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document
Any additional information	View Document
Link for Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years	View Document
Link for Additional Information	View Document

8.1.5

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

Response:

Organ transplantation is a life-saving medical procedure that involves the removal of an organ or tissue from one person (the donor) and its transplantation into another (the recipient). This intricate process has revolutionized medicine, providing hope and a new lease on life for individuals suffering from organ failure.

The most common organ transplants include kidneys, liver, heart, lungs, and pancreas, but advancements in medical science continue to expand the possibilities. The success of organ transplantation relies on compatibility between the donor and recipient, often determined by factors such as blood type, tissue match, and immunological compatibility.

Save a live after life – Through organ transplantation, the organ donation can be done while in life or after death, during life one can donate kidney, one lobe of liver to the needy, after brain death one person can donate 8 organs to the needy, they are kidneys, Heart, Liver, Lung, small intestine, pancreas, Heart valves and skin. For organ donation initially check the blood group, organ donation is similar to blood donation O is a universal donor, AB is a universal recipient, Rh typing is not a barrier, now across the blood groups also taking place they are called incompatible transplantation, but requires desensitization prior. Before surgery the recipient and the donor should be evaluated for fitness for surgery in terms of (Cardiac wise, Gastro wise) Medical and surgical teams of respective organ transplantation and

psychiatry fitness. HLA typing, Cross match and DSA(Donor Specific Antibody testing) helps in immuno suppression protocols to be used or to use the alternative donation like swap donation. The drugs used for immuno suppression are divided into Induction and Maintenance phase. During induction Lymphocyte depleting drugs (Anti Thymocyte Globulin) and Non-Lymphocyte depleting drugs (Anti CD 25 – Basiliximab) depending on the Immunological risk between donor and recipient, to induce tolerance and to avoid or minimize immunosuppression use of stem cells is recently advocated.

In Maintenance phase, use of triple immuno suppression consisting of Steroids, Calcineurin inhibitors and antiproliferative agents is entertained and the dose time of initiation depends on related or unrelated donation or compatible and incompatible donation.

Legally, according to the recent HOTA guidelines the donors are divided into two (live and brain-dead) donors among live, related and unrelated donors, under related parents, brothers, sisters, grand parents and spouse. For related donors better to test HLA typing to know the true relation. For unrelated donation taking the committee (A group of people nominated to approve unrelated donation to avoid money transaction) approval is mandatory to avoid monetary transaction between the donor and recipient. The forms to be filled properly prior in all organ donations present in Notto website according to the type of transplantation.

National policy guidelines are in www.notto.nic.in.

State level policy guidelines are in www.jeevandan.ap.gov.in

HOTA guidelines- <https://main.mohfw.gov.in/?q=acts-rules-and-standards-health-sector/acts/transplantation-human-organs-acts-and-rules>

File Description	Document
Link for Additional Information	View Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	View Document

8.1.6

Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

The Immunization Clinic at our institution diligently adheres to the WHO guidelines for childhood immunization, guaranteeing a high level of quality and operational effectiveness. This report describes how the clinic operates, student education programs, and our dedication to maintaining quality in accordance with WHO guidelines.

Functioning of the Immunization Clinic:

To ensure the best possible vaccination services, our Immunization Clinic follows WHO guidelines and follows a systematic approach. Qualified medical professionals with training in vaccination procedures staff the clinic. We prioritize childhood immunization and keep a well-organized immunization schedule. The clinic has all the tools and resources it needs, including cold chain storage to maintain the effectiveness of vaccinations.

Our practices for administering, storing, and disposing of waste are in line with WHO guidelines. We uphold an extensive documentation system, guaranteeing accountability and traceability for every dose that is administered.

Teaching Sessions on Relevance and Operational Features:

We hold frequent teaching sessions to improve students' comprehension of the Immunization Clinic. The importance of childhood vaccinations for public health, the reasoning behind WHO recommendations, and the details of running our clinic are all covered in these sessions.

Our faculty, which includes experienced healthcare professionals, conducts interactive sessions. These activities give students a hands-on experience with the immunization process, including pre-vaccination assessments, administration techniques, and post-vaccination monitoring.

We emphasize the importance of effective communication with patients and their families to address concerns and promote vaccine acceptance. Students and Interns so understand the documentation procedures needed to maintain accurate records and comply with WHO guidelines.

Quality Maintenance Records:

Our careful record-keeping procedures demonstrate our dedication to maintaining high standards. We maintain thorough documentation regarding the handling and storage of vaccines, guaranteeing adherence to the WHO's cold chain regulations. The clinic undergoes routine evaluations to track its compliance with quality standards.

Our records contain information like vaccine lot numbers, expiration dates, and temperature monitoring logs according to WHO guidelines. To maintain the integrity of the immunization process, any deviations or incidents are quickly documented and corrected.

In summary, our immunization clinic strictly adheres to WHO regulations. We make sure that students and Interns understand the importance and functional aspects of the clinic through our educational programs. The strong quality maintenance records demonstrate our dedication to offering childhood vaccination services that are both secure and efficient.

In conclusion, our immunization clinic not only complies fully with WHO guidelines, but also actively incorporates interns and students into the clinic's operational and instructional components. By working together, we can guarantee that academic understanding and real-world experience are seamlessly combined, which will promote an excellent culture of childhood immunization services at our Institution. This report demonstrates our commitment to maintaining the highest standards in immunization protocols at our institution.

File Description	Document
Any additional information	View Document
Link for report on the functioning of the Immunization Clinic	View Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	View Document
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	View Document

8.1.7

The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.

Response:

Defining and implementing medical graduate attributes, along with the evaluation of their attainment, is a complex but essential aspect of medical education. Our college tries to achieve this with sincerity and proper planning.

Defining Medical Graduate Attributes:

- **Clinical Knowledge and Skills:** Graduates should have a strong foundation in medical knowledge, including an understanding of diseases, medical management, and therapeutic procedures.
- **Problem-Solving and Clinical Reasoning:** The ability to apply clinical knowledge in diagnosing and treating patients, using evidence-based practice.
- **Communication Skills:** Effective communication with patients, families, and healthcare teams, including empathy, active listening, and clear explanations.
- **Professionalism and Ethics:** Adherence to ethical principles, professionalism in all interactions, and the ability to navigate complex ethical dilemmas.
- **Lifelong Learning and Adaptability:** Commitment to continuous learning and adaptability to changes in medical science and healthcare environments.
- **Teamwork and Interprofessional Collaboration:** Ability to work effectively in a healthcare team and collaborate across different specialties.

Implementation of Attributes in Curriculum:

- These attributes are integrated into the medical curriculum through lectures, practical sessions, and clinical rotations.
- A variety of teaching methods, including problem-based learning, case studies, simulations, and

clinical experiences, are used to reinforce these attributes.

- Development of soft skills like communication and teamwork are emphasized, alongside clinical and theoretical knowledge.

Evaluation of Attainment:

- **Formative Assessments:** Regular assessments have been carried throughout the course to provide feedback on progress and areas needing improvement.
- **Summative Assessments:** Final examinations, both theoretical and practical (like OSCEs), to evaluate overall competence are conducted.
- **360-Degree Feedback:** Feedback from peers, faculty, and patients to assess communication skills, professionalism, and teamwork are incorporated.
- **Reflective Practice:** Students are encouraged to engage in reflective practice, where they analyze their own experiences to improve their skills and knowledge.
- **Longitudinal Tracking:** Progress over time is monitored to assess the development of competencies throughout the medical program.

Continuous Quality Improvement:

- Curriculum is regularly reviewed and updated to ensure it aligns with current medical practices and healthcare needs.
- All including faculty, students, and healthcare professionals are engaged to gather feedback and make necessary adjustments.

Challenges and Considerations:

- A balance between theoretical knowledge and practical skills is ensured.
- Diverse learning styles are adapted with the pace of individual students.
- Faculty and Students stay up-to-date with advancements in medical science and educational methods.

In conclusion, defining and implementing medical graduate attributes is a dynamic process that requires ongoing evaluation and adaptation.

The goal is to produce well-rounded, competent, and ethical medical professionals who are prepared to meet the challenges of modern healthcare.

Regular assessment and feedback are key to ensuring that graduates possess the necessary skills and attributes to provide high-quality patient care.

Our college tries hard to keep all attributes of Medical Graduate with sincerity and dedication.

File Description	Document
Any additional information	View Document
Links for Medical graduate attributes as described in the website of the College	View Document

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:

Santhiram Medical College (SRMC) has a thriving Medical Education Unit that actively arranges a number of activities to improve faculty development and student education.. Several Faculty Development Programs are held each year, in which all faculty members and students participate enthusiastically. For all medical education teachers, the lockdown period was a significant challenge since it required them to adopt new teaching and learning strategies. Thus, a technology workshop on medical education was held for faculty members and postgraduate students. Every department had a demonstration of an online learning platform. E- learning workshops for faculties helped them to navigate teaching students during this period. Revised Basic Course Workshop on Medical Education is mandated by the National Medical Council for all faculty and the MEU organizes these workshops on a regular basis for all the faculties and postgraduates. These sessions emphasize upon the qualities of an ideal Indian medical graduate, the various teaching learning methods, objective writing, assessment and AETCOM Sessions. Competency-Based Medical Education was introduced by the NMC, and curriculum implementation support programs were carried out with participation from every department. All faculty were primed on CBME by a Faculty Development Programs.

File Description	Document
Any additional information	View Document
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	View Document
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	View Document

8.1.9

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

- 1.NABH Accreditation of the teaching hospital**
- 2.NABL Accreditation of the laboratories**
- 3.ISO Certification of the departments / divisions**
- 4.Other Recognized Accreditation / Certifications**

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for e-copies of Certificate/s of Accreditations	View Document

8.1.10

Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 73.45

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
150	150	100	100	100

8.1.10.2 Number of first year Students admitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
195	194	148	138	137

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

8.1.11

Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

Our institute policies include theoretical sessions and observer ship postings to ensure students have a proper understanding of medico legal practices, laws ðics.

- 1.Regular classes for students on existing medico legal laws and practices by our medical education unit.
 - 2.Educating students regarding proper case documentation /precautions towards medico-legal document maintenance and its importance.
 - 3.Regular sessions regarding patient rights, safety, and quality improvement measures to create awareness among students
 - 4.Sessions to create understanding on third-party insurances, insurance policy benefits, protection to doctors as well as benefits to patients by involving policy /insurance managers and lawyers.
- To have practical knowledge students are posted for observer ship to clinical departments – emergency medicine, General Medicine, obstetrics, and gynecology, etc., on a rotational basis.
- 1.Students posted in Emergency Medicine department –to learn MLC documentation, accident register maintenance, brought death management policies and to gain knowledge about grievous and simple injuries.
 - 2.Students posted to OBG --Documentation of birth certificates and medico-legal issues related to maternal and neonatal mortality will be taught.
 - 3.Students posted to General Medicine -- to have an understanding of how to document patient records and death declaration policy and also gain knowledge on patient safety and quality improvement measures.
- Regular assessment and feedback sessions are conducted to assess student level of understanding

and any pitfalls in the learning approach.

- Based on feedback and assessment, proper measures like increasing teaching sessions, and novel approaches to understanding policies are implemented to enhance student learning.
- Policy headed by the committee to see all steps implemented regularly to ensure proper student awareness and quality.
- The **committee** includes the principal, Dean, Vice-chairman, Medical Education Unit in charge, and concerned department HOD's.

Indemnity insurance protection:

- In the dynamic landscape of healthcare, our team of doctors play a pivotal role in shaping the future of medicine. As they navigate the complexities of patient care, medical education, and research, it becomes imperative for these clinicians to safeguard themselves against unforeseen risks. One crucial aspect of this protection is securing professional indemnity insurance.
- The primary purpose of this indemnity insurance is to provide financial coverage for legal expenses and compensation claims that may arise due to alleged negligence, errors, or omissions during the course of a doctor's professional duties. At Santhiram Medical College, these duties encompass not only direct patient care but also educational activities, clinical training, and participation in research endeavors.
- Moreover, as medical colleges evolve with advancements in technology, changes in healthcare delivery, and increasing societal expectations, the landscape of professional liability also transforms. Doctors need insurance that adapts to these changes, providing up-to-date protection against emerging risks.
- Indemnity insurance for doctors in medical colleges is a vital component of responsible professional practice. It serves as a crucial safeguard against the legal and financial implications of professional liabilities, offering doctors the peace of mind needed to excel in their diverse roles. As the healthcare landscape continues to evolve, staying informed about insurance options and proactively securing robust coverage is essential for doctors committed to delivering quality patient care, imparting knowledge to the next generation of healthcare professionals, and advancing medical research.

File Description	Document
Any additional information	View Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document

5. CONCLUSION

Additional Information :

RECORD COMPLETION OF MORE THAN 150000 CATARACT AND EYE SURGERIES:

With inspiration from the proverb “ Sarvendriyanaam Nayanam Pradhanam”, to eradicate blindness and control several vision related problems the Dept. of Ophthalmology at Santhiram Medical College started conducting free eye camps where screening is done and we could create awareness regarding the early detection of eye related problems. Santhiram Medical College (SRMC) proudly say that we completed more than one lakh fifty thousands cataract and other surgeries related to eyes. We could serve thousands of people and stop them from getting blindness with these service activities taken the Dept. of Ophthalmology. The ophthalmology department is equipped with all advanced equipment and it was the first Hospital in this region to be equipped with advanced Lasik machine To identify and control problems in kids, we are conducting free eye and dental camps at all schools and giving treatment to the needy.

Concluding Remarks :

Santhiram Medical College (SRMC) provides quality medical education and health care. The services of teaching hospital are widespread and reach to all the rural villages by providing free treatment, medicines and necessary investigations.

SRMC is in constant pursuit of below mentioned points:

CIRRICULAR ASPECTS: A well set and strongly defined MEU and College council is formed to look after the curricular aspects and the syllabus related programs & also taught on human values, ethics, compassion etc.

TEACHING LEARNING AND EVALUATION : Well defined and student centric teaching methodology is being implemented to nurture the students. The faculty are also continuously supported with several programs.

RESEARCH INNOVATION AND EXTENSION : SRMC encourages its staff and students for research work and innovations. Entire fraternity of faculty is provided with financial support for attending workshops, seminars, conferences etc.

INFRASTRUCTURE AND LEARNING RESOURCES : The College and teaching faculty is equipped with state of art equipment and advanced medical technology. 1000 bedded hospital is effectively functioning to help students in clinical competencies and practical knowledge. A huge library with 40,000 sft with all journals and e-journals and a required online software is readily available to students.

STUDENT SUPPORT AND PROGRESSION : SRMC is always in frontline to provide support to students. The grievances of students are addressed by committees like Anti ragging, Gender equality, Women empowerment, ICC committees etc. Importance is given to sports and cultural activities to help students to become physically and mentally strong.

GOVERNANCE , LEADERSHIP MANAGEMENT : The SRMC functions with clear and committed vision & mission which reflects in the Academic and Administrative Governance. A well-defined hierarchical

organogram & strategic plan.

INFRASTRUCTURE, VALUES AND BEST PRACTICES: Core Human Values and Ethics are always of highest significance at SRMC. Community health care by SRMC is very radiant and reaches to all localities. The College has setup one Megawatt solar plant as part of alternate source of energy initiative and effective power consumption is of great importance using LED bulbs and power equipment.

All Clinical Doctors are provided with Medical indemnity cover insurance to protect them from legal issues.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 485 Answer after DVV Verification: 380</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 485 Answer after DVV Verification: 485</p> <p>Remark : DVV has made the changes as per shared data template docuemnt by HEI .</p>										
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. Answer before DVV Verification : 31 Answer after DVV Verification: 15</p> <p>Remark : DVV has made the changes as per shared data template document and excluding the duplicates .</p>										
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 : 229 Answer after DVV Verification: 138</p> <p>Remark : DVV has made the changes as per shared data templatden document and excluding the duplicates .</p>										
4.1.4	<p>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</p> <p>4.1.4.1. <i>Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)</i> Answer before DVV Verification:</p> <table border="1"> <tbody> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>866.91</td> <td>1202.23</td> <td>1779.13</td> <td>1451.32</td> <td>3384.15</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	866.91	1202.23	1779.13	1451.32	3384.15
2022-23	2021-22	2020-21	2019-20	2018-19							
866.91	1202.23	1779.13	1451.32	3384.15							

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
866.91	1102.23	1279.13	951.32	3184.15

Remark : DVV has made the changes as per shared supporting document by HEI .

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6632.97	7386.77	5626.71	6924.64	4414.64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6232.97	7186.77	4926.71	6224.64	3214.64

Remark : DVV has made the changes as per shared supporting document by HEI .

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	6	1	6	6

Remark : DVV has made the changes as per shared remove the duplicates and not considered the days .

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

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any four of the above

Remark : DVV has selected the B. Any four of the above as per shared document SL no 1,2 ,3and 4.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
202	133	62	142	192

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
178	112	62	142	191

Remark : DVV has made the changes as per shared data template document and excluding the duplicates .

6.5.3 The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)
2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements
3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.
4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc..)

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

Remark : DVV has selected the E. None of the above not provide a proper document .

8.1.9	<p>Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : DVV has selected the B. Any three of the above as per shared supporting document sl no 1,2 and 4.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="197 869 986 981"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6632.97</td> <td>7386.77</td> <td>6228.43</td> <td>7170.80</td> <td>6741.10</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="197 1061 986 1173"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>5832.97</td> <td>6986.77</td> <td>5128.43</td> <td>6070.80</td> <td>5541.10</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	6632.97	7386.77	6228.43	7170.80	6741.10	2022-23	2021-22	2020-21	2019-20	2018-19	5832.97	6986.77	5128.43	6070.80	5541.10
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