

NARAYANA MEDICAL COLLEGE

ANNUAL QUALITY REPORT 2023-24

Part A

1. Data of the Institution

Name of the Institution	:	NARAYANA MEDICAL COLLEGE
Name of the Head of the institution	:	Dr.P. Sreenivasulu Reddy, M.D.,
Designation	:	DEAN
Phone No. of the Principal	:	08612317963
Alternate phone No.	:	9392627488
Mobile No. (Principal)	:	9848756474
Registered e-mail ID (Principal)	:	Principal@narvaamedicalcollege.com
Alternate Email ID	:	narayanamedical@yahoo.com
Address	:	Chinthareddypalem
City/Town	:	Nellore
State/UT	:	Andhra Pradesh
Pin Code	:	524003

2. Institutional status

Affiliated / Constitution Colleges	:	Affiliated
Type of Institution	:	Co-education
Location	:	Rural
Financial Status	:	Private
Name of the Affiliating University	:	Dr.NTR University of Health Sciences, Vijayawada
Name of the IQAC Co-ordinator/Director	:	Dr.C.Kumar
Phone No.	:	08612317963
Alternate phone No.	:	-
Mobile No.	:	9849106923
Registered e-mail ID	:	iqac@narayanamedicalcollege.com
Address	:	Chinthareddypalem
City/Town	:	Nellore

State/UT : **Andhra Pradesh**

Pin Code : **524003**

3. Website address : <https://www.narayanamedicalcollege.com>

4. Was the Academic Calendar prepared for that year? : **Yes**

if yes, whether it is uploaded in the Institutional website Web link

: <https://www.narayanamedicalcollege.com/wp-content/uploads/2024/03/Academic-Calendar-2024-08.01.2024.pdf>

5. Accreditation Details

6. Date of Establishment of IQAC

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
-	-	-	-	-
-	-	-	-	-

8. Whether composition of IQAC as per latest NAAC guidelines : **Yes**

9. No. of IQAC meetings held during the year : **02**

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? : **NO**

11. Significant contributions made by IQAC during the current year

The Internal Quality Assurance Cell (IQAC) of Narayana Medical College has played a pivotal role in fostering a culture of continuous quality enhancement and institutional excellence during the current academic year. Functioning as a nodal agency for quality assurance, IQAC has initiated and monitored several academic and administrative improvements aligned with the standards of the **National Medical Commission (NMC)** and affiliated university **Dr. NTR University of Health Sciences**.

Key contributions include:

1. **Curriculum Delivery and Academic Monitoring:**

IQAC worked closely with academic departments to ensure effective implementation of the **Competency-Based Medical Education (CBME)** curriculum. It facilitated the conduct of academic audits, timely coverage of syllabi, and monitored student feedback mechanisms to improve teaching-learning practices.

2. **Faculty Development:**

IQAC coordinated with the Medical Education Unit (MEU) to organize **faculty development programs** on innovative teaching methodologies, OSCE/OSPE training, digital pedagogy, and use of e-learning tools.

3. **Student Support and Engagement:**

IQAC helped streamline **mentor-mentee systems**, organized student induction programs, and conducted awareness drives on **gender sensitization, mental health, and professionalism**. It also promoted student participation in co-curricular and extension activities.

4. **Institutional Best Practices:**

IQAC documented and promoted institutional best practices, including the **Family Adoption Program**, outreach health camps, and community engagement through health education and screening.

5. **Outcome-Based Assessments:**

In collaboration with departments, IQAC supported the mapping of program-specific outcomes and initiated outcome-based assessment strategies, ensuring that learning outcomes were objectively measured and recorded.

6. **Quality in Research and Publications:**

IQAC promoted a research culture by encouraging faculty and students to participate in national conferences, publish in **indexed journals**, and attend workshops on research methodology and ethics.

7. **Green Campus and Sustainability Initiatives:**

IQAC facilitated environmental audits and sustainability practices such as waste segregation, energy conservation awareness, and water recycling projects.

8. **Documentation and AQAR Preparation:**

IQAC ensured timely collection, validation, and digital documentation of data required for **NAAC AQAR**, audits, and NMC inspections.

9. **Stakeholder Feedback Mechanism:**

It institutionalized a structured feedback system from students, alumni, parents, and faculty, using the inputs for continuous institutional improvement.

Through these initiatives, IQAC has significantly contributed to enhancing the academic environment, ensuring compliance with regulatory norms, and advancing the institution's mission of delivering quality medical education and healthcare.

12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
<ol style="list-style-type: none"> 1. To collect the data required for preparation of AQAR, from the departments teachers, Administrators, Accounts, Committees and to check simultaneously the proofs for the collected data. This will be followed by AQAR. 2. To conduct various academic and public health awareness activities on the days of public health importance in coordination with the departments, 3. To conduct faculty development Programme for teaching faculty with coordination of medical Education Unit. 4. To organize sports activity with the coordination with the department of Physical Education. 5. To Conduct sensitization Programme on research methodology for 1st year PGs. 6. To Organize an academic for interns and Post-Graduates on Medical Ethics. 7. To Organize training for interns and Post Graduates on Basic Life Support. 8. To Organized Cultural activity for the students. 9. To Collect feedback from stakeholders from curriculum. 10. To develop value added courses 	<ol style="list-style-type: none"> 1. AQAR prepared 2. Conducted awareness and academic programmes on days of public health importance 3. RBCME and CISP programmes were conducted by MEU 4. Organized university level cricket tournament 5. Conducted tow day sensitization programme on research methodology for 1st year PG students admitted for 2023-20024 academic year 6. Organized workshop on medical ethics for interns and post-graduates 7. A training programme was organized for interns and PGs on Basic Life Support 8. Cultural day was organized for UG students 9. Feedback on curriculum was taken from all the stakeholders 10. Two value added courses were developed (BLS & Research Methodology)

13. Whether the AQAR was placed before statutory body?

14. Does the Institution have Management Information System?

At Narayana Medical College, the **Management Information System (MIS)** serves as a comprehensive and integrated platform that supports efficient academic, administrative, clinical, and financial management. The MIS is designed to ensure **transparency, accountability, and real-time decision-making** across all levels of institutional functioning, in alignment with the mandates of the **National Medical Commission (NMC)** and the affiliating university, **Dr. NTR University of Health Sciences**.

1. Academic Information Management

The academic component of the MIS supports:

- **Curriculum planning and delivery tracking**, including timetables, lesson plans, and competency-based curriculum integration.
- Maintenance of **student academic records**, including attendance, internal assessment marks, exam schedules, and result processing.
- Online **student feedback** collection and analysis on faculty and course content.
- Management of **faculty workload**, teaching logs, and performance metrics.

These features assist the **Dean and Academic Council** in making data-driven decisions for continuous improvement in teaching-learning processes.

2. Administrative Information Flow

The MIS aids the administrative departments in:

- Managing **HR-related information**, including faculty and staff records, recruitment, leave, appraisal, and promotions.
- Digital processing of **notices, circulars, and internal communications**, reducing paper use and improving responsiveness.
- Maintaining an up-to-date **organogram**, departmental responsibilities, and institutional calendar of events.

This streamlines institutional governance through a **centralized and participatory** data flow model.

3. Clinical and Hospital Information System (HIS)

The attached teaching hospital utilizes a fully functional **Hospital Information System (HIS)** integrated with MIS to manage:

- **Patient registration**, billing, outpatient and inpatient records, diagnostics, pharmacy, and discharge summaries.

- Real-time data on **clinical material** (OPD/IPD numbers, lab tests, surgical procedures), which is also used for regulatory reporting and student training analysis.
- **Inventory control** for drugs, equipment, and consumables ensuring cost-effectiveness and availability.

These features help both in **resource optimization** and in meeting clinical teaching requirements as per NMC norms.

4. Financial and Resource Management

The MIS incorporates a robust financial management module that supports:

- **Budget planning, fee collection, expenditure tracking**, and compliance with audit requirements.
- Integration with **banking systems** for seamless payment processing.
- Regular **financial reporting** for internal and external audits, with mechanisms to address audit objections transparently.

5. Library and E-Resources

The **library is automated** using an Integrated Library Management System (ILMS), which is part of the broader MIS framework. It allows:

- Access to e-resources, catalog search, circulation history, and digital archives.
- Monitoring of **student and faculty usage** of library services, aiding planning and procurement.

6. Feedback, Quality Monitoring and Reporting

MIS is extensively used by **IQAC** for:

- Collecting feedback from stakeholders (students, faculty, alumni).
- Generating reports for **NAAC, NMC, Dr. NTRUHS**, and other regulatory bodies.
- Monitoring quality indicators such as pass percentages, publications, and faculty development.

Conclusion

The MIS at Narayana Medical College plays a **central role in institutional planning, quality assurance, and regulatory compliance**. Its integrated modules across academics, administration, finance, and healthcare delivery help the management take **timely, data-driven decisions**, thereby enhancing the institution's performance, transparency, and service delivery.

15. Multidisciplinary / interdisciplinary

Narayana Medical College adopts a multidisciplinary and interdisciplinary approach in its academic and research ecosystem to promote holistic learning and comprehensive healthcare education. In alignment with the guidelines of the **National Medical Commission (NMC)** and the affiliating **Dr. NTR University of Health Sciences**, the institution has integrated various disciplines through innovative curriculum delivery, collaborative teaching, and research initiatives.

The **Competency-Based Medical Education (CBME)** curriculum encourages horizontal and vertical integration among subjects such as Anatomy, Physiology, Biochemistry, Pathology, Pharmacology, Microbiology, and Community Medicine, enabling students to understand the interdependence of basic and clinical sciences. **AETCOM modules** further enhance interdisciplinary understanding by blending ethics, communication, and professionalism into clinical practice.

Interdepartmental seminars, clinical-pathological case discussions, and integrated teaching sessions are regularly conducted involving faculty from multiple departments. For example, clinical case discussions may include experts from Medicine, Radiology, Pathology, and Microbiology, offering a 360-degree learning experience.

The institution also promotes interdisciplinary research in areas like public health, infectious diseases, non-communicable diseases, and health technology. Faculty and postgraduate students collaborate across disciplines for research projects, publications, and conferences.

Moreover, exposure to **AYUSH systems, hospital administration, medical informatics, and legal medicine** provides students with insights beyond conventional medical training. Interdisciplinary linkages with allied health sciences like nursing, physiotherapy, and laboratory technology strengthen the team-based healthcare model.

This structured, collaborative environment prepares students to function effectively in real-world clinical and community settings where a multidisciplinary approach is crucial for optimal patient care and healthcare delivery.

16. Academic bank of credits (ABC):

The **Academic Bank of Credits (ABC)** is a transformative initiative by the **University Grants Commission (UGC)** under the **National Education Policy (NEP) 2020**, aimed at ensuring flexibility and academic mobility for students across higher educational institutions in India. Narayana Medical College, being affiliated to **Dr. NTR University of Health Sciences** and recognized by the **National Medical Commission (NMC)**, has taken proactive steps to align with the ABC framework.

ABC functions as a **digital repository** that allows students to **register, deposit, and redeem academic credits** earned through various courses. Each student is encouraged to create an **ABC ID** on the National Academic Depository portal (abc.gov.in), which links their academic records across institutions throughout their academic journey. The college has initiated **awareness sessions and**

orientation programs for faculty and students on the objectives and operational procedures of ABC.

Although professional programs like MBBS currently follow a structured and regulated curriculum under NMC guidelines, the institution supports **multidisciplinary learning** through **elective postings, interdepartmental teaching, and credit transfer possibilities** in elective subjects as permitted. The integration of ABC allows students to accumulate credits from **online courses (SWAYAM/NPTEL)** and recognized institutions for academic enrichment.

The institution's **examination and academic departments** are in the process of streamlining credit mapping and transcript generation to align with the ABC system, ensuring future adaptability. This facilitates **student mobility, lifelong learning, and recognition of prior learning**, fostering a learner-centric academic environment.

By adopting ABC, Narayana Medical College demonstrates its commitment to creating a **flexible, inclusive, and competency-based educational ecosystem** as envisioned in NEP 2020.

17. Skill development:

Narayana Medical College places a strong emphasis on **skill development** as an integral part of its academic and clinical training, in line with the **Competency-Based Medical Education (CBME)** framework recommended by the **National Medical Commission (NMC)**. The institution aims to ensure that students are not only knowledgeable but are also proficient in performing essential clinical, communication, and professional skills required for effective healthcare delivery.

A dedicated **Medical Skills Lab** is available on campus, equipped with high-fidelity simulators, anatomical models, manikins, and procedural kits. These facilities are used for hands-on training in **basic and advanced clinical procedures**, such as suturing, IV cannulation, CPR, obstetric and surgical skills, in a risk-free, supervised environment.

Skill training is embedded throughout the MBBS program via **early clinical exposure (ECE), case-based learning, OSCE/OSPE, and skill assessment modules**. Students participate in **skill certification programs** under faculty guidance, and performance is objectively assessed to ensure competency attainment.

In addition to clinical skills, the college also focuses on **soft skills**, such as communication, teamwork, ethical decision-making, leadership, and professionalism. These are taught through the **AETCOM modules**, mentor-mentee interactions, role-plays, and simulated patient encounters.

The institution also organizes workshops and training programs in **emerging areas** such as **research methodology, digital health, telemedicine, medical writing, and public health interventions**, which further broaden the students' employability and preparedness for the healthcare ecosystem.

Through these structured initiatives, Narayana Medical College ensures that its graduates are well-rounded professionals with strong technical, cognitive, and interpersonal skills, ready to serve in diverse healthcare settings across India and globally.

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

Narayana Medical College actively supports the integration of the **Indian Knowledge System (IKS)** in line with the vision of the **National Education Policy (NEP) 2020**. Recognizing the richness of India's traditional knowledge, the institution takes a multipronged approach to incorporate **Indian languages, cultural heritage, and health systems** into medical education.

While English remains the medium of instruction for the MBBS curriculum as mandated by the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**, faculty often use **regional languages like Telugu** during bedside teaching and community postings to enhance understanding among patients and students. This practice improves **communication skills and empathy**, especially during **rural health training and family adoption programs**.

The institution also sensitizes students to **Indian systems of medicine (AYUSH)** through invited guest lectures, integrated learning modules, and exposure visits, encouraging a holistic view of health and wellness. Cultural events, **festivals, traditional art, and heritage day celebrations** are regularly organized to instill pride in Indian values and promote cultural sensitivity.

To supplement classroom learning, students are encouraged to enroll in **online IKS-based courses** available on platforms like **SWAYAM** and **IIRS**. These include topics such as Yoga, Ayurveda, Sanskrit for beginners, Indian philosophy, and health practices rooted in Indian traditions. Credits earned from these courses are also mapped under the **Academic Bank of Credits (ABC)** framework wherever applicable.

Through these initiatives, Narayana Medical College aims to create **medically competent, culturally aware, and socially responsible** graduates who are deeply rooted in India's knowledge heritage while being globally competent.

19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):

Narayana Medical College has embraced **Outcome-Based Education (OBE)** as a central academic strategy to ensure that graduates are not only knowledgeable but are also competent to perform in real-life healthcare settings. In alignment with the guidelines of the **National Medical Commission (NMC)** and the **Competency-Based Medical Education (CBME)** framework, the institution has clearly defined **Program Outcomes (POs)**, **Program Specific Outcomes (PSOs)**, and **Course Outcomes (COs)** across the MBBS curriculum.

Each course and subject is mapped to specific learning outcomes in the **cognitive, psychomotor, and affective domains**, ensuring a holistic approach to medical education. The outcomes are communicated to students at the beginning of each phase and are continuously reinforced through integrated teaching, skill labs, clinical postings, and AETCOM modules.

Teaching-learning methods are designed to be **student-centric and aligned with outcomes**, using active learning techniques like **problem-based learning (PBL)**, **case-based discussions**, **simulation**, and **early clinical exposure (ECE)**. Regular **formative assessments**, Objective Structured Clinical Examinations (OSCEs), and skill-based assessments are conducted to monitor progress toward learning outcomes.

The **attainment of outcomes** is periodically evaluated through structured feedback, internal audits, result analysis, and performance in clinical settings. The **Internal Quality Assurance Cell (IQAC)** plays a critical role in reviewing OBE implementation and suggesting quality improvements.

Faculty members are trained in **curriculum mapping and outcome assessment** through Medical Education Unit (MEU) programs, ensuring consistent quality across departments.

By focusing on OBE, Narayana Medical College ensures that its graduates are competent, ethical, and responsive to the healthcare needs of the community, aligning with both national standards and global expectations in medical education.

20. Distance education/online education

Narayana Medical College actively supports **online education** to enhance accessibility, flexibility, and academic enrichment for students and faculty. Although **MBBS is a full-time, in-person professional program** regulated by the **National Medical Commission (NMC)**, the college has integrated **online learning tools and platforms** to complement traditional classroom and clinical teaching.

During the COVID-19 pandemic, the institution successfully transitioned to **hybrid learning models**, utilizing platforms like **Google Meet, Zoom, and Learning Management Systems (LMS)** for delivering lectures, conducting assessments, and engaging students in virtual case discussions. Recorded lectures and e-content were made available to ensure uninterrupted learning. The college encourages students and faculty to enroll in **SWAYAM, NPTEL, and other UGC-approved MOOCs**, especially for electives, research methodology, ethics, and communication skills. Certificates from such courses are recognized and considered under the **Academic Bank of Credits (ABC)** wherever applicable.

Faculty development programs on **digital pedagogy** and **online assessment tools** are regularly conducted through the Medical Education Unit (MEU), ensuring quality delivery in virtual formats. This blended approach promotes **self-directed learning, academic flexibility**, and lifelong learning among students while maintaining the standards mandated by regulatory bodies.

Extended Profile

1. Student

2.1 Total number of students during the year: **1901**

File Description	Documents
Institutional Data in Prescribed Format	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/Extended-Profile/2.1%20&%202.3%20Total%20Students%202024-25.pdf Total Students 2024-25.xlsx

2.2 Number of outgoing / final year students during the year: **368**

File Description	Documents
Institutional Data in Prescribed Format	

2.3 Number of first year students admitted during the year: **396**

File Description	Documents
Institutional Data in Prescribed Format	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/Extended-Profile/2.1%20&%202.3%20Total%20Students%202024-25.pdf Total Students 2024-25.xlsx

2.Intitution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): **6,978.27**

File Description	Documents
Institutional Data in Prescribed Format	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/Extended-Profile/4.1%20Total%20expenditure,%20excluding%20salary,%20during%20the%20year%20.pdf ..\CFO.xlsx

5.1 Number of full-time teachers during the year: **424**

File Description	Documents
Institutional Data in Prescribed Format	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/Extended-Profile/5.1%20Number%20of%20full-time%20teachers%20during%20the%20year.pdf ..\Teaching staff.xlsx

5.2 Number of sanctioned posts for the year: **353**

File Description	Documents
Institutional Data in Prescribed Format	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/Extended-Profile/5.2%20Number%20of%20sanctioned%20posts%20for%20the%20year%202024%20.pdf ..\NO SANCTIONED POSITIONS.xlsx

Part B

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.

Narayana Medical College ensures effective curriculum planning, delivery, and evaluation through a structured and transparent mechanism aligned with the guidelines of the National Medical Commission (NMC) and Dr. NTR University of Health Sciences (NTRUHS), the affiliating university.

Curriculum planning is carried out well in advance through the Academic Calendar and teaching schedules prepared by the Curriculum Committee and Department Heads, in consultation with the Institutional Academic Committee and IQAC. Timetables are designed as per NMC norms and NTRUHS guidelines, with emphasis on Competency-Based Medical Education (CBME) for MBBS and outcome-based objectives for postgraduate programs.

Curriculum delivery is ensured through innovative teaching-learning methods including didactic lectures, small group discussions, early clinical exposure, skills lab training, e-learning modules, and integrated teaching. Faculty members undergo regular training through the Medical Education Unit (MEU) and Regional Centre for Faculty Development to stay updated on modern teaching strategies.

Continuous internal assessments are conducted as per the University pattern. Student performance is evaluated through formative and summative assessments, OSCE/OSPE, practical exams, and viva voce. Feedback is collected from students and stakeholders to evaluate the effectiveness of teaching-learning processes.

The Examination Cell ensures fair and timely conduct of internal and university examinations, with proper record-keeping and analysis. Results are discussed in departmental meetings for remedial actions.

Curriculum revision inputs are regularly communicated to the University through faculty participation in Board of Studies and University workshops. Thus, Narayana Medical College maintains academic quality and regulatory compliance through a well-defined curriculum management system

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.narayanamedicalcollege.com/minutes-of-meeting/
Any other relevant information.	

1.1.2 Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

04

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-I/1.1.2%20BoS%202024.pdf ..\BoS\New folder\BoS 2024.pdf
Scanned copies of the letters supporting the participation of teachers	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-I/1.1.2%20BoS%202024.pdf
Any other relevant information	

1.2 Academic Flexibility

1.2.1 Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	Nil
Minutes of relevant Academic Council/BoS meetings	Nil
Institutional data in prescribed format (Data Template)	Nil
Any other relevant information	NIl

1.2.2 Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

Nil

File Description	Documents
Details of the students enrolled in subject-related	NIl
Certificate/Diploma/Add-on courses	NIl
Any other relevant information	NIl

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

Narayana Medical College integrates cross-cutting and contemporary issues into the curriculum in alignment with the guidelines of the National Medical Commission (NMC) and Dr. NTR University of Health Sciences.

Gender sensitivity is addressed through modules on gender-based violence, social determinants of health, and communication skills in doctor-patient interactions. Students are sensitized to gender equity, respectful maternity care, and reproductive health rights during community medicine postings, clinical rotations, and through the AETCOM module.

Environment and sustainability topics are covered in Community Medicine and Pharmacology, focusing on environmental health hazards, biomedical waste management, climate change, water sanitation, and vector-borne diseases. Students are trained in eco-friendly hospital practices and the importance of sustainable healthcare.

Human values and professional ethics are embedded through the AETCOM (Attitude, Ethics, and Communication) module across the MBBS curriculum. Role-plays, case-based discussions, and reflection-based learning help inculcate ethical decision-making, empathy, and professionalism.

Health determinants such as socioeconomic status, education, nutrition, and living conditions are integrated into epidemiological teaching, family studies, and field visits under the family adoption program. Students are trained to assess and respond to these determinants while delivering primary healthcare.

Right to health and emerging demographic issues like ageing population, urbanization, migration, and changing disease patterns are discussed during lectures and field postings. Legal frameworks and public health policies including the Constitution's provisions on health rights are also taught.

These cross-cutting themes are integrated not only in theory but through practical, community-based, and clinical exposures, fostering holistic, ethical, and socially accountable medical professionals.

File Description	Documents
List of courses with their descriptions	NI 1
Any other relevant information	NI 1

1.3.2 Number of value-added courses offered during the year that impart transferable and life skills.

03 (BLS, Medical Ethics, Research Methodology)

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-I/1.3.2%201.3.3%20BLSc%20trainning%20programmes%20bls%20,acls%20&%20bcls.pdf 1. Ethics Awarness Programme.pdf 2. ..\BLSc training programmes bls ,acls & bcls.xlsx https://narayanamedicalcollege.com/research-methodology/
List of-value added courses (Data template)	NI1
Any other relevant information	NI1

1.3.3 Number of students enrolled in the value-added courses during the year

497

File Description	Documents
List of students enrolled in value-added courses (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-I/1.3.2%20Ethics%20Awarness%20Programme.pdf ..\BLSc training programmes bls ,acls & bcls.xlsx
Any other relevant information	

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

Field Visits - 750

Clinical Posting – 750

Internship – 246

File Description	Documents
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-I/1.3.4%20Clinical%20Postings.pdf ..\Clinical Postings.zip
Total number of students in the Institution	<u>1901</u>
Any other relevant information	

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

YES

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	Web Link get file
URL for feedback report	
Data template	
Any other relevant information	

1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected

File Description	Documents
URL for stakeholder feedback report	115.241.194.8/elearn/login/index.php
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	..\Feedback Report\feedbackresponsesheets.zip
Any other relevant information	

Narayana Medical College has established a structured and systematic feedback mechanism to collect inputs on curriculum and syllabi from various stakeholders including students, faculty, alumni, employers, and healthcare professionals.

Students provide feedback at the end of each academic term through structured forms designed to evaluate curriculum content, relevance, clarity, and the effectiveness of teaching-learning methods. Feedback is analyzed to identify gaps in understanding or delivery and shared with departments for corrective measures.

Faculty members regularly contribute to curriculum review through departmental meetings, academic committees, and interactions during faculty development programs. Their feedback on content volume, integration, clinical relevance, and sequencing is formally recorded and communicated to the affiliating university, Dr. NTRUHS.

Alumni feedback is collected during alumni meets and via online forms. Their inputs on the practical applicability of the curriculum in real-world settings, during internships or higher studies, are used to strengthen competency-based teaching.

Employers from associated hospitals and healthcare institutions provide feedback on the preparedness, professional behavior, and clinical competence of graduates. This is obtained through meetings, formal communication, and performance evaluations of recruited graduates.

External professionals and experts, including public health specialists and medical educators, are invited to curriculum workshops and academic board meetings to offer insights based on industry trends and global standards.

All collected feedback is reviewed by the Curriculum Committee and IQAC. Relevant suggestions are incorporated into institutional planning, and where necessary, forwarded to the University Board of Studies for syllabus revision.

This feedback loop ensures the curriculum remains contemporary, competency-based, and aligned with the needs of learners, healthcare systems, and the broader society

2. TEACHING-LEARNING AND EVALUATION

2.1 Student Enrolment 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.

Yes

2.1.1.1 Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year – 2024

<u>UG</u>		<u>PG</u>		<u>SS</u>
SC	23	SC	07	31
ST	07	ST	07	
EBC(OC)	121	EBC(OC)	58	
BC-E	11	BC-E	12	
BC- A	20	BC- A	10	
BC-B	36	BC-B	17	
BC- C	02	BC- C	02	
BC D	26	BC D	16	
Spots	04	Spots		

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.1%20Student%20Enrolment%20and%20Profile.pdf
Final admission list published by the HEI	
Admission extract submitted to the state OBC, SC and ST cell every year.	
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	
Information as per data template	
Any other relevant information	

2.1.2 Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant 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	
Any other relevant information	
Data template	

2.1.3 Number of Students enrolled demonstrates a national spread and includes students from other states

UG					
SL.NO	SNAME	GENDER	PRETNMOBILE	Student Mobile	State
1	MADHARAPAKA SHANMUKH	MALE	9482501476	7892525690	KARNATAKA
2	PASALADI SIREESHA	FEMALE	9440232779	6305212553	TELANGANA
3	MAHIMA VINAY PASUPULA	FEMALE	8000555999	9375807787	KARNATAKA
4	PRIYAMSH TUMMA	MALE	9542889595	8618518049	KARNATAKA
5	KEERTHI VANKAYALA	FEMALE	7391822044	7249824991	ASSAM
6	RUHEEN SHARIFF	FEMALE	9871375681	9718857083	UTTAR PRADESH
7	KANCHARLA VIJAYA BHAVANA	FEMALE	9948666333	6301113015	TELANGANA
8	DEGALA YASHAS VENKATA AMITH	MALE	9440206976	8074298735	KARNATAKA
9	AMRITHA SREE KEERTI	FEMALE	9980008245	9606838245	KARNATAKA
10	YELLANTI VASUDHA	FEMALE	9900004757	9148402422	KARNATAKA
11	VELICHARLA SAI SANKEERTH	MALE	7042461502	9063031609	BIHAR
12	GUNDAM KANISHKA REDDY	FEMALE	7793915379	9618328516	TELANGANA
13	UJJWAL SINGH	MALE	9435548237	7827643117	BIHAR
14	PANDALA RAGHUNANDHAN	MALE	9326924368	9025086482	TAMILNADU

PG						
SL.NO	SNAME	GENDER	DEPT	PRETNMOBILE	Student Mobile	State
1	K BHAVANA	FEMALE	RADIO DIAGNOSIS	8374066131	7981625401	TELANGANA
2	VEMANA SREE PRATHIMA	FEMALE	GENERAL MEDICINE	9849032187	9346679704	TELANGANA
3	MUTYAPWAR SHREEJA SHEKHARREDDY	FEMALE	RADIO DIAGNOSIS	9423139669	9604487999	BIHAR
4	P V KAMALA PRIYA	FEMALE	GENERAL MEDICINE	9701103085	9951880822	TELANGANA
5	BOLLEDDU SPANDANA	FEMALE	ANAESTHESIOLOGY	9391301120	9515216521	TELANGANA
6	ADITYAN G K	MALE	T B AND R D	9443558562	9445278562	TAMILNADU
7	K LASYA MITHRA	FEMALE	GENERAL SURGERY	9491870625	9010366824	TELANGANA

8	BODDU VISHNU PRABHAS	MALE	ORTHO	9959823411	8919776409	TELANGANA
9	THOTA THARUN SAI	MALE	T B AND R D	9849044281	7893451938	TELANGANA
10	MYLARISHETTI THARUNI	FEMALE	PATHOLOGY	9908994261	7816000472	TELANGANA
11	PRASANNA NARAYANAN M	MALE	ANAESTHESIOLOGY	9842168026	9842068023	TAMILNADU
12	PAILLA SAI NICKETTHA	FEMALE	ANAESTHESIOLOGY	9440367890	7032925099	TELANGANA
13	GHUGE SURAJ VITHAL	MALE	GENERAL SURGERY	9049229404	9158187568	BIHAR
14	P RAJ KAMAL	MALE	ANAESTHESIOLOGY	8978199535	9491280236	TELANGANA
15	GEDELA VENKATA NEEL NITHESH	MALE	MICROBIOLOGY	9948054977	9494045833	TELANGANA

SS						
SL.NO	SNAME	GENDER	DEPT	CASTE	Student Mobile	State
1	ATUL GUPTA	MALE	UROLOGY	OC	8826176984	PUNJAB
2	PRITVIK B SHARATH	MALE	SURGICAL GASTROENTEROLOGY	OC	9632531315	KARNATAKA
3	SAYYED FAISAL S YAZDANI JAGIRDAR	MALE	UROLOGY	OC	9960135200	BIHAR
4	GOTTUMUKKALA SASHREEK	MALE	MEDICAL GASTROENTEROLOGY	BC-B	9618084444	TELANGANA
5	NAGA SANDHYA KATTA	FEMALE	ENDOCRINOLOGY	ST	9866710370	TELANGANA
6	GANDLA KIRAN KUMAR	MALE	UROLOGY	BC-B	9740342748	TELANGANA
7	ROY ALBAN FRANK	MALE	SURGICAL GASTROENTEROLOGY	OC	8105867610	KARNATAKA
8	RAHUL ASHOK	MALE	SURGICAL GASTROENTEROLOGY	OC	8217049697	KARNATAKA
9	PINNAMANENI SUMANTH ESWAR	MALE	UROLOGY	OC	9381892800	TELANGANA
10	DEVWRAT SONI	MALE	NEPHROLOGY	OC	9479169434	CHATTISGADH
11	GANESH S	MALE	NEPHROLOGY	OC	9442130965	TAMILNADU
12	SANJAY NATARAJAN N	MALE	UROLOGY	OC	9942141717	TAMILNADU

2.1.3.1 Number of students from other states; during the year

UG - 14, PG - 15, SS - 12

File Description	Documents
Total number of students enrolled in th	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.1.3%20&%202.2.2%20Total%20Students%202024-25.pdf Total Students 2024-25.xlsx
E-copies of admission letters of the students enrolled from other states	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.1%20Student%20Enrolment%20and%20Profile.pdf
Institutional data in prescribed format (Data template)	

Any other relevant information	
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2.2 - Catering to Student Diversity

2.2.1 The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

File Description	Documents
Criteria to identify slow performers and advanced learners and assessment methodology	
Details of special programmes for slow performers and advanced Learners	
Student participation details and outcome records	
Any other relevant information	

2.2.2 Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
1901	424

File Description	Documents
List of students enrolled in the preceding academic year	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.2.2%20&%202.4.3,%202.4.2.1%20Teaching%20staff.pdf Total Students 2024-25.xlsx
List of full time teachers in the preceding academic year in the college	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.2.2%20&%202.4.3,%202.4.2.1%20Teaching%20staff.pdf Teaching staff.xlsx

Institutional data in prescribed format (data templates)	
Any other relevant information	

Sl.NO	Course	No.of Students	Faculty	Student Teacher ratio
1	UG	1244	424	3:1
2	CRRI	240		
3	PG	386		
4	SS	31		

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)

Narayana Medical College is committed to the holistic development of its students by nurturing their innate talents and interests beyond academics. The institution provides ample opportunities for students to explore and enhance their skills in cultural, literary, sports, leadership, and community engagement domains.

Various **student clubs** such as the Literary Club, Music and Dance Club, Fine Arts Club, Photography Club, and Debate Club offer a vibrant platform for creative expression. Regular cultural events, talent shows, intercollegiate fests, and annual day celebrations encourage participation and showcase student potential.

Sports activities are promoted through well-equipped facilities for cricket, volleyball, badminton, table tennis, and athletics. The institution organizes annual sports meets, interdepartmental tournaments, and encourages students to represent the college at university and national levels.

To promote leadership and teamwork, students actively participate in organizing health camps, awareness drives, and outreach programs through the **NSS Unit** and **Family Adoption Program**. These initiatives build social responsibility and practical skills among students.

The institution also celebrates national festivals, health observance days, and conducts personality development workshops, quiz competitions, and public speaking events. Faculty mentors guide and support students in balancing academics with extracurricular engagements.

Students are encouraged to take part in research presentations, conferences, and inter-college academic contests to stimulate intellectual curiosity and innovation.

Through these structured and informal platforms, Narayana Medical College ensures that every student is provided an environment that supports the growth of individual talents and nurtures them into well-rounded, confident professionals

File Description	Documents
Appropriate documentary evidence	https://www.narayanamedicalcollege.com/galle_ry/cultural-activities/
Any other relevant information	https://www.narayanamedicalcollege.com/galle_ry/cultural-activities/

2.3 Teaching- Learning Process

2.3.1 Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self- directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project- based learning Role play

Narayana Medical College adopts a wide range of **student-centric teaching-learning methods** to ensure active engagement, deep understanding, and holistic professional development.

Experiential learning is promoted through early clinical exposure, hospital postings, skills lab training, simulation-based learning, and community health visits. These enable students to apply theoretical knowledge to real-life situations.

Integrated and interdisciplinary learning is practiced through horizontal and vertical integration among basic and clinical sciences. Case-based integrated sessions involve faculty from multiple disciplines to provide a holistic understanding of medical conditions.

Participatory learning is facilitated through small group discussions, seminars, peer teaching, and journal clubs. These foster teamwork, communication, and critical thinking.

Problem-solving methodologies, including case-based learning (CBL) and problem-based learning (PBL), are used to develop diagnostic reasoning, clinical judgment, and decision-making skills.

Self-directed learning (SDL) sessions are embedded in the curriculum, particularly under the CBME framework. Students are guided to identify learning resources, set goals, and evaluate their own progress, promoting lifelong learning habits.

Patient-centric and evidence-based learning is emphasized through bedside clinics, EBM modules, use of current guidelines, and real-time data interpretation. Students are trained to provide individualized, ethical, and evidence-informed care.

Learning in the humanities is incorporated through AETCOM modules, reflections, role-plays, and discussions on empathy, ethics, communication, and social responsibility.

Project-based learning is encouraged through student research projects, family health studies, surveys, and health education initiatives during community postings.

Role plays are used extensively to simulate doctor-patient interactions, breaking bad news, informed consent, and ethical dilemmas, enhancing communication and emotional intelligence.

These innovative, student-focused methods ensure that learners are active participants in their education, fostering competence, confidence, and compassion in future medical professionals.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching- learning

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

Narayana Medical College promotes the use of **Information and Communication Technology (ICT)** to enhance the effectiveness of teaching and learning. Faculty members are trained and encouraged to integrate digital tools into their pedagogical practices to meet the demands of modern medical education.

All classrooms are equipped with **LCD projectors, smart boards, and audio-visual systems**, enabling the use of multimedia presentations, animations, and videos to facilitate better conceptual understanding. Teachers regularly use **PowerPoint presentations, 3D anatomical models, video demonstrations, and virtual dissections** to supplement traditional teaching.

The college provides access to various **online e-resources** including the **National Digital Library of India (NDLI)**, **PubMed**, **MEDLINE**, **e-ShodhSindhu**, and the **DELNET consortium**. Faculty members guide students in accessing these platforms for literature reviews, case studies, and research.

The institution has adopted **Learning Management Systems (LMS)** such as **Google Classroom** and **Microsoft Teams**, particularly useful during the COVID-19 pandemic and thereafter, for sharing study materials, assignments, and conducting online assessments. Recorded lectures, digital notes, and discussion forums allow students to engage with content at their own pace.

Simulation-based learning using mannequins and skill lab modules helps in developing psychomotor skills. Departments also use **clinical case apps, quiz platforms (e.g., Kahoot, Socrative)**, and interactive e-learning modules to make sessions engaging.

Faculty members undergo regular training in **digital teaching methods** through the Medical Education Unit and workshops conducted in collaboration with external bodies.

By incorporating ICT-enabled tools and e-resources, Narayana Medical College ensures an interactive, student-centered, and technology-enhanced learning environment, fostering better comprehension, retention, and application of knowledge.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/2.3.3-LIST-OF-ICT-TOOLS.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/2.3.3-LIST-OF-TEACHERS.pdf
Webpage describing the “LMS/ Academic Management System”	http://115.241.194.8/elearn/
Any other relevant information	http://115.241.194.8:5000/sharing/Rvf n9c4Wq

2.3.4 Student :Mentor Ratio (preceding academic year)

Number of Mentors - 424 Numbers of Students - 1661

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.3.4%20Mentor%20Mentee%202024-25.pdf Mentor Mantee\New folder\Mentor Mentee 2024-25.xlsx
Any other relevant information	

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

Narayana Medical College, recognized by the **National Medical Commission (NMC)** and affiliated to **Dr. NTR University of Health Sciences**, follows a student-centric and outcome-based teaching-learning process that fosters creativity, analytical thinking, and innovation.

The curriculum is designed as per the **Competency-Based Medical Education (CBME)** guidelines, with integrated teaching, case-based learning, and early clinical exposure that encourage students to think critically and apply knowledge in real-life scenarios. Interdisciplinary and vertical integration sessions stimulate a broader perspective and creative thinking.

Small group discussions, seminars, debates, and role plays are regularly conducted to promote active participation and creative expression. **Problem-Based Learning (PBL)** and **Case-Based Discussions (CBDs)** help develop analytical and diagnostic reasoning skills.

Students are encouraged to undertake **research projects**, participate in **ICMR-STs**, and present at national and international conferences. The **Institutional Research Committee** and **Scientific Society** guide students to frame research questions, analyze data, and interpret findings, fostering a scientific temperament.

The **Skill Lab and Simulation Centre** offer hands-on training, enhancing clinical skills through innovative learning techniques. ICT tools like clinical apps, e-learning platforms, and virtual dissection modules promote visualization and deeper understanding.

The **Family Adoption Program** and **community health surveys** help students apply analytical skills in real-world public health settings. They identify local health problems and develop innovative health education and intervention strategies.

Faculty members mentor students to explore new ideas, encourage reflective practices, and guide them to balance academics with co-curricular pursuits, including quiz competitions, creative writing, and medical humanities.

Through these structured and dynamic approaches, Narayana Medical College ensures that the teaching-learning process cultivates creativity, critical thinking, and innovation—essential attributes for future-ready medical professionals.

File Description	Documents
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Appropriate documentary evidence	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/2.3.5-Appropriate-documentary-evidence.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/2.3.5-ANY-OTHER.pdf

2.4 Teacher Profile and Quality

2.4.1 Number of fulltime teachers against sanctioned posts during the year 424

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	https://webassets-gcp.narayanagroup.com/narayanamedical-college/weblinks/2024/CRI-II/2.4.1%20Number%20of%20fulltime%20teachers%20against%20sanctioned%20posts%20during%20the%20year.pdf ..\NO SANCTIONED POSITIONS.xlsx
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	
Any other relevant information	

2.4.2 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 during the year

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 in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	..\DM, MC.h Ph.D.xlsx
Copies of Guide-ship letters or authorization of research guide provided by the university	
Any other relevant information	

2.4.3 Total Teaching experience of fulltime teachers in number of years (data for the academic year)

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.2.2%20&%202.4.3,%202.4.2.1%20Teaching%20staff.pdf Teaching staff.xlsx
Any other relevant information	

2.4.4 Number of teachers trained for development and delivery of e-content / e-courses during the year

File Description	Documents
Reports of the e-training programmes	nil
e-contents / e-courses developed	nil
Year –wise list of full time teachers trained during the year	nil
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	nil
Web-link to the contents delivered by the faculty hosted in the HEI's website	nil
Any other relevant information	nil

2.4.5 - Number 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 year

DVL - 1

File Description	Documents
Institutional data in the prescribed format/ Data template	Nil
e-copies of award letters (scanned or softcopy)	Nil
Any other relevant information	Nil

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

Narayana Medical College strictly adheres to the **academic calendar** prepared at the beginning of each academic year in alignment with the guidelines of the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**. The calendar outlines the schedule for theory classes, practical sessions, internal assessments, and university examinations.

Continuous Internal Evaluation (CIE) is conducted regularly through written tests, viva voce, practical/clinical exams, seminars, and assignments. The schedule of internal assessments is communicated to students well in advance through notices, the institutional website, and Learning Management Systems (LMS).

The evaluation process is **transparent, structured, and student-centric**. Answer scripts are evaluated promptly and shared with students for self-assessment. Grievances, if any, are addressed by the respective departments. Marks are recorded and monitored by the Examination Cell and shared with the affiliating university as per protocol.

Regular academic audits, result analysis, and feedback help maintain the quality and reliability of the internal assessment process. The IQAC also reviews the adherence to timelines and assessment standards.

Thus, Narayana Medical College ensures that Continuous Internal Evaluation is robust, timely, and transparent, contributing significantly to the academic growth and preparedness of students.

File Description	Documents
Academic calendar	https://narayanamedicalcollege.com/wp-content/uploads/2024/03/Academic-Calendar-2024-08.01.2024.pdf
Dates of conduct of internal assessment examinations	https://www.narayanamedicalcollege.com/wp-content/uploads/2024/03/Academic-Calendar-2024-08.01.2024.pdf
Any other relevant information	

2.5.2 Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totalling and provision for reassessment within 100 - 200 words

Narayana Medical College has a well-defined and transparent **grievance redressal mechanism** for examination-related issues, covering both **Continuous Internal Evaluation (CIE)** and **University examinations**.

For **internal assessments**, students are informed of their marks within a stipulated time. Answer scripts are returned for review, and students can raise concerns regarding evaluation. Grievances are addressed by the concerned faculty or Head of Department. Reassessments are conducted if required, ensuring fairness and accuracy.

For **university examinations**, the institution facilitates student appeals through a **nodal officer** who liaises with **Dr. NTR University of Health Sciences**. Students are guided on the process of applying for **re-totalling** or **reevaluation** as per university regulations. Deadlines and application procedures are clearly communicated.

In specific cases, students may request **photocopies of answer scripts** through the university portal, allowing transparency and informed appeals. The Examination Cell monitors and supports timely resolution of such issues.

All grievances are documented and addressed within a **time-bound framework**. The **Grievance Redressal Committee** and **IQAC** ensure that the process remains student-friendly, prompt, and efficient, upholding academic integrity and student satisfaction

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	https://www.narayanamedicalcollege.com/wp-content/uploads/2024/03/Academic-Calendar-2024-08.01.2024.pdf
Number of grievances regarding University examinations/ Internal Evaluation	
Any other relevant information	

2.5.3 Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

Narayana Medical College has implemented several **reforms** in the conduct of examinations and internal evaluations to ensure transparency, efficiency, and alignment with **Competency-Based Medical Education (CBME)** guidelines.

Examination procedures have been streamlined with strict adherence to schedules, standardized question paper formats, and secure handling of assessments. Evaluation is conducted by trained faculty following a structured blueprint.

Information Technology (IT) is integrated through the use of Learning Management Systems (LMS) for sharing marks, feedback, and schedules. Internal assessment records are digitized, and performance analytics are monitored centrally.

The **Continuous Internal Assessment (CIA)** system includes theory tests, viva voce, practical/clinical assessments, seminars, and assignments. It is structured, timely, and aligned with university guidelines.

Under **CBME**, assessments are designed to evaluate competencies through **workplace-based assessments** (WPBA) such as mini-CEX, DOPS, and logbooks. Students undergo **OSCE/OSPE** for skills and attitude-based evaluations in both pre-clinical and clinical subjects.

Self-assessment is encouraged through reflective writing, learning portfolios, and feedback sessions. Students are guided to identify learning gaps and improve accordingly.

These reforms ensure a robust, student-focused, and outcome-oriented evaluation system, preparing learners for real-world healthcare responsibilities.

File Description	Documents
Information on examination reforms	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/04/2.5.3-INFORMATION-ON-EXAMINATION-REFORMS.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/2.5.3-ANY-OTHER.pdf

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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

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

Narayana Medical College has clearly defined **learning outcomes** and **graduate attributes** in accordance with the guidelines of the **National Medical Commission (NMC)** and the affiliating **Dr. NTR University of Health Sciences**.

The **program-specific outcomes** are based on the **Competency-Based Medical Education (CBME)** framework, focusing on core competencies such as medical knowledge, patient care, professionalism, communication skills, ethics, and lifelong learning. **Generic learning outcomes** include critical thinking, leadership, empathy, teamwork, and social accountability.

These outcomes and graduate attributes are prominently **displayed on the college website**, included in the **student handbooks, departmental manuals**, and shared during **orientation programs and faculty development workshops**. Teachers align their teaching plans and assessments with these stated outcomes to ensure constructive alignment.

Students are made aware of what is expected of them at the end of each course and upon graduation. Regular feedback and reflections help assess their progress toward these attributes.

This structured approach ensures that all stakeholders are aligned with the vision of producing competent, ethical, and socially responsive medical graduates as per national standards

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.6.1.pdf Microshedual\2.6.1.pdf
Methods of the assessment of learning outcomes and graduate attributes	Microshedual\2.6.1.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	
Any other relevant information	

2.6.2 Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-II/2.6.2%20Incremental%20performance%20in%20Pass%20percentage%20of%20final%20year%20students%20in%20the%20year.pdf Exam\UG, PG&SS RESULTS.xlsx
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	Exam\UG, PG&SS RESULTS.xlsx
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	

Trend analysis for the last year in graphical form	
Data template	
Any other relevant information	

2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

At Narayana Medical College, the **teaching-learning and assessment processes** are meticulously aligned with the **program-specific and generic learning outcomes** defined by the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**.

The **MBBS program** is based on the **Competency-Based Medical Education (CBME)** model. Teaching is planned using **lesson plans, teaching schedules, and learning objectives** mapped to specific competencies. Core areas such as clinical skills, communication, ethics, and public health are integrated into both pre-clinical and clinical phases through **horizontal and vertical integration**.

Teaching-learning methods include lectures, small group discussions, early clinical exposure, skill labs, community postings, and self-directed learning. These promote critical thinking, problem-solving, and the development of professional values.

Assessments are structured using **formative and summative methods** that test knowledge, skills, and attitude. Tools such as **OSCE/OSPE, logbooks, reflective writing, workplace-based assessments (WPBA), and viva voce** are aligned to stated outcomes.

Graduate attributes like leadership, empathy, and teamwork are nurtured through community health programs, AETCOM modules, and interdisciplinary projects.

This integrated approach ensures that every graduate meets the required competencies and professional standards set by regulatory authorities.

File Description	Documents
Programme-specific learning outcomes	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/2.6.3-Program-Outcome.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/2.6.3-ANY-OTHER.pdf

2.6.4 Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

Narayana Medical College has a **structured mechanism** in place for conducting **Parent-Teacher Meetings (PTMs)** to foster communication between faculty and parents regarding student progress, attendance, behavior, and overall well-being.

PTMs are organized **biannually**—once after internal assessments and again before university examinations. In special cases, meetings are also arranged individually when academic or behavioral concerns arise. Parents are invited formally through notices, phone calls, or online platforms.

During PTMs, faculty members interact with parents to discuss the student’s **academic performance, clinical skills, attendance, and areas needing improvement**. Feedback from parents is documented, and suggestions are considered in academic planning.

Remedial measures for underperforming students include extra coaching classes, mentoring by faculty, counseling support, and supervised study sessions. The outcomes of these interventions are tracked through improved test scores, reduced absenteeism, and enhanced participation in academic activities.

An **outcome analysis** is conducted by the class coordinators and IQAC to evaluate the effectiveness of the remedial actions and parental involvement. Improvement trends are documented and used to refine future academic strategies.

This collaborative approach strengthens student support, promotes academic accountability, and ensures holistic development with active parental engagement.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/2.6.4-ACTION-TAKEN.pdf
Follow up reports on the action taken and outcome analysis.	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/2.6.4-ANY-OTHER.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/2.6.4-ANY-OTHER.pdf

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

<https://www.narayanamedicalcollege.com/wp-content/uploads/2021/02/SSS.pdf>

File Description	Documents
Any other relevant information	View File

3. RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	Nil
List of full time teacher during the year.	Nil
Copies of Guide-ship letters or authorization of research guide provide by the university	Nil
Information as per Data template	Nil
Any other relevant information	Nil

3.1.2 Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

File Description	Documents
Fellowship award letter / grant letter from the funding agency	Nil
List of teachers and their national/international fellowship details (Data templates)	Nil
E-copies of the award letters of the teachers	Nil
Any other relevant information	Nil

3.1.3 Number of research projects/clinical trials funded by government, industries and non- governmental agencies during the year

Number of Research Projects	Amount / Funds Received
9	25,45,348

File Description	Documents
List of research projects and funding details during the year (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.1.3%20Number%20of%20research%20projectsclinical%20trials%20funded%20by%20government,%20industries%20and%20non-%20governmental%20agencies%20during%20the%20year.pdf ..\Research Projects 2024.xlsx
List of research projects and funding details during the year (Data template)	..\Research Projects 2024.xlsx
Link for funding agencies websites	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.1.3%20Number%20of%20research%20projectsclinical%20trials%20funded%20by%20government,%20industries%20and%20non-%20governmental%20agencies%20during%20the%20year.pdf
Any other relevant information	

3.2 Innovation Ecosystem

3.2.1 The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

Narayana Medical College has established a conducive **ecosystem for innovation and research**, encouraging students and faculty to generate ideas, develop solutions, and contribute to healthcare advancements. The institution has set up a dedicated **Innovation and Incubation Centre** in collaboration with Narayana Health Group and other academic partners.

The **Incubation Centre** facilitates idea generation, research guidance, prototype development, and mentoring for **start-ups and student-led innovations** in medical devices, health informatics, and public health solutions. It provides infrastructure, access to labs, and connects innovators with industry experts, clinicians, and biomedical engineers.

Key activities include **innovation contests, hackathons, interdisciplinary research projects, and collaborative workshops** with engineering and pharmaceutical colleges. Selected ideas are supported with funding proposals, ethical guidance, and mentoring for patent filing and prototype scaling.

Notable initiatives include **low-cost diagnostic tools, mobile health apps, and AI-based clinical decision support prototypes**. The Incubation Centre also conducts regular seminars on **Intellectual Property Rights (IPR) and entrepreneurship in healthcare**.

This structured innovation ecosystem promotes the **creation and transfer of knowledge**, enhances problem-solving abilities, and nurtures the spirit of entrepreneurship among medical students and faculty.

File Description	Documents
Details of the facilities and innovations made	https://www.narayanamedicalcollege.com/ntrc/
Any other relevant information	https://webassets-gcp.narayanagroup.com/narayana-medical-college/pdf/Research%20Development%20&%20Sustenance%20Committee.pdf

3.2.2 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 year

File Description	Documents
List of workshops/seminars during the year(Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.2.2%20Number%20of%20workshopsseminars%20conducted%20o.pdf ..\Workshops Seminars 2024.xlsx
Reports of the events	..\Workshops Seminars 2024.xlsx
Any other relevant information	

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

File Description	Documents
Institutional Code of Ethics document	View File
Institutional data in prescribed format	
Any other relevant information	View File
Minutes of meetings of the committees with reference to the code of ethics	View File

3.3.2 Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

3.3.2.2 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers* of the Institution during the year

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File
Any other relevant information	View File

3.3.3. 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 year

3.3.3.1 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 year

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.3.3%20-%20Number%20of%20research%20papers%20per%20teachers%20in%20the%20Journals%20notified.pdf Publications 2024\3.3.2 - Number of research papers per teachers in the Journals notified.xlsx
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.3.3%20-%20Number%20of%20research%20papers%20per%20teachers%20in%20the%20Journals%20notified.pdf
Information as per Data template	
Any other relevant information	

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	NO
Information as per Data template	NO
Any other relevant information	NO

3.4 Extension Activities

3.4.1 Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and Non-Government organized bodies through NSS/NCC during the year

File Description	Documents
List of extension and outreach activities during the year (Data Template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.4.1%20&%203.4.2%20Extension%20Activities%202024.pdf
List of students in NSS/NCC involved in the extension and outreach activities during the year	Students List not prepared by NSS Coordinator
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.4.1%20&%203.4.2%20Extension%20Activities%202024.pdf ..\Extension Activities 2024.xlsx
Any other relevant information	

3.4.2 Number of students participating in extension and outreach activities during the year

File Description	Documents
Reports of the events organized	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.4.1%20&%203.4.2%20Extension%20Activities%202024.pdf ..\Extension Activities 2024.xlsx
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	..\Extension Activities 2024.xlsx

List of students who participated in extension activities during the year	Student List
Geotagged photographs of extension activities	..\Extension Activities 2024.xlsx

3.4.3 Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

Narayana Medical College has been recognized for its significant contribution to community outreach and public health initiatives. During the year, the institution received appreciation certificates and commendation letters from the **District Medical & Health Office (DMHO), Nellore** and **Andhra Pradesh State Health Department** for its active participation in health camps, immunization drives, and awareness programs on tuberculosis, non-communicable diseases, and maternal health.

The institution's active involvement in the **Ayushman Bharat Health & Wellness Programme, National Health Mission activities**, and the **Pulse Polio Immunization Campaign** was also acknowledged by local authorities. Faculty and students participated in rural health surveys, school health check-ups, and sanitation awareness under the **Swachh Bharat Abhiyan**, for which they received local and district-level recognition.

The recognitions were based on measurable impact indicators such as community coverage, quality of services, and collaboration with government bodies. These awards validate the college's commitment to social responsibility and encourage sustained participation in health outreach.

File Description	Documents
List of awards for extension activities in the year	Nil
e-copies of the award letters	Nil
Any other relevant information	Nil

3.4.4 Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio- economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

Narayana Medical College actively engages in Institutional Social Responsibility (ISR) initiatives to promote holistic community development in the surrounding rural and urban areas. Students and staff regularly participate in activities focusing on health, hygiene, education, environmental awareness, and socio-economic upliftment.

Health camps are conducted in nearby villages to provide free medical consultations, basic investigations, and medicines, focusing on maternal and child health, non-communicable diseases, and geriatric care. Health and hygiene awareness programs are organized in collaboration with local schools and Anganwadi centres, where students educate children and mothers on hand hygiene, menstrual health, nutrition, and safe drinking water.

Under the **Swachh Bharat Abhiyan**, regular cleanliness drives are undertaken in adopted villages and college premises. Tree plantation programs and awareness rallies on waste segregation and plastic-free campuses are conducted with community involvement.

Educational support activities include career guidance sessions, life skill workshops, and school health check-ups. Students also volunteer in health surveys and health promotion under the Family Adoption Programme, promoting continuity of care.

These sustained efforts contribute to community empowerment, improve health literacy, and foster a sense of social accountability among students and staff, reinforcing the institution’s commitment to national development goals.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-III/3.4.4%20Institutional%20social%20responsibility%20activities%20in%20the%20neighbourhood%20community%20.pdf Institutional social responsibility activities in the neighbourhood community .docx

Any other relevant information	https://www.narayanamedicalcollege.com/events-2024/
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3.5 – Collaboration

3.5.1 Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	1. INSTITUTE OF LIFE SCIENCES ORISSA 2. IIT ROORKEE, UTTARAKHAND 3. ANDHRA UNIVERSITY, VISKHAPATNAM 4. UNIVERSITY OF MALAYSIA, TERENGGANU 5. HARWARD MEDICAL SCHOOL, BOSTAN 6. HYDERABAD CENTRAL UNIVERSITY 7. NATIONAL INSTITUTE OF NUTRITION, HYDERABAD 8. SV UNIVERSITY, DEPT. ZOOLOGY TIRUPATHI 9. SV UNIVERSITY DEPT. BOTANY TIRUPATHI
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	INSTITUTE OF LIFE SCIENCES ORISSA 19/04/2020 Click here IIT ROORKEE, UTTARAKHAND 19/03/2020 Click here ANDHRA UNIVERSITY, VISKHAPATNAM 12/02/2020 Click here UNIVERSITY OF MALAYSIA, TERENGGANU 16/09/2019 Click here HARWARD MEDICAL SCHOOL, BOSTAN 11/11/2018 Click here HYDERABAD CENTRAL UNIVERSITY 16/08/2018 Click here NATIONAL INSTITUTE OF NUTRITION, HYDERABAD 16/08/2018 Click here SV UNIVERSITY, DEPT. ZOOLOGY TIRUPATHI 15/02/2017 Click here SV UNIVERSITY DEPT. BOTANY TIRUPATHI 15/09/2016 Click here
Certified copies of collaboration documents and exchange visits	https://narayanamedicalcollege.com/elementor-18021/
Any other relevant information	

3.5.2 Total number of Functional MoUs 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. during the year

File Description	Documents
List of functional MoUs for the year (Data Template)	1 LINCOLN, MALAYSIA 2 MAHARSHI UNIVERSITY OF MANAGEMENT 3 NARAYANA ENGINEERING COLLEGE, GUDUR.

	<p>4 SHASTRI INDO CANADIAN INSTITUTION</p> <p>5 UNIVERSITY OF KENTUCKY</p> <p>6 UNIVERSITY OF PUTHISASTRA, COMBODIA</p> <p>7 HI-TECH PHARMA</p> <p>8 MED-CUBATOR INNOVATIONS PVT. LTD. MUMBAI</p> <p>9 PKN LIFE SCIENCES PRIVATE LTD.</p>
List of partnering Institutions/ Industries /research labs with contact details	<p>1 LINCOLN, MALAYSIA Click here</p> <p>2 MAHARSHI UNIVERSITY OF MANAGEMENT Click here</p> <p>3 NARAYANA ENGINEERING COLLEGE, GUDUR. Click here</p> <p>4 SHASTRI INDO CANADIAN INSTITUTION Click here</p> <p>5 UNIVERSITY OF KENTUCKY Click here</p> <p>6 UNIVERSITY OF PUTHISASTRA, COMBODIA Click here</p> <p>7 HI-TECH PHARMA Click here</p> <p>8 MED-CUBATOR INNOVATIONS PVT. LTD. MUMBAI Click here</p> <p>9 PKN LIFE SCIENCES PRIVATE LTD. Click here</p>
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	https://narayanamedicalcollege.com/mou/
Any other relevant information	

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. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words.

Narayana Medical College ensures that all teaching-learning facilities are in line with the standards stipulated by the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**. The institution has well-ventilated, spacious classrooms equipped with modern teaching aids such as LCD projectors, smart boards, and Wi-Fi access to facilitate ICT-enabled learning.

The college houses multiple **seminar halls** with audio-visual facilities for conducting academic discussions, CMEs, workshops, and interdepartmental activities. **Skills laboratories** are established as per NMC guidelines for pre-clinical and clinical skill training, equipped with mannequins and simulation models to enhance hands-on learning.

Clinical learning is supported through a fully functional, 1000+ bedded teaching hospital with all specialties, including intensive care units and emergency medicine departments. Students are exposed to real-time patient care under supervision, ensuring clinical competence.

Community-based learning is integrated through regular postings in urban and rural health centres, enabling students to gain exposure to public health and preventive care. Telemedicine and **teleconference facilities** are available for virtual academic sessions and guest lectures.

An **AYUSH learning cum therapy centre** provides exposure to alternative systems of medicine. Additionally, the college maintains **well-equipped laboratories** for all pre- and para-clinical departments to support practical training and research.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	<p>https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.1.1.1%20&%204.1.4%20Number%20of%20expenditure%20incurred,%20excluding%20salary,%20for%20infrastructure%20-%20Copy.pdf</p> <p>https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/4.1.1-LIST-OF-ICT-TOOLS.pdf</p>

Geo tagged photographs	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/4.1.1-GEO-TAGGED.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/4.1.1-ANY-OTHER.pdf

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words.

Narayana Medical College provides comprehensive facilities to support the physical, recreational, and cultural needs of students and staff, contributing to their holistic development and well-being. The campus houses a **well-maintained sports complex** that includes grounds for outdoor games such as cricket, football, volleyball, and athletics. For indoor games, facilities for badminton, table tennis, chess, and carrom are available within the student recreation blocks.

A **modern gymnasium** equipped with cardio and strength training equipment is accessible to both students and staff to promote fitness and a healthy lifestyle. A **dedicated yoga and meditation centre** is functional on campus to enhance physical and mental well-being, often used during wellness programs and stress management sessions.

The institution also has a spacious, **centrally air-conditioned auditorium** with advanced audio-visual systems, serving as a venue for academic, cultural, and extracurricular events. Additionally, open-air stages and seminar halls are available for hosting cultural festivals, college day celebrations, and student-led performances.

Cultural clubs under the student council organize various events, promoting talent, teamwork, and creativity. These facilities and structured activities ensure a balanced environment that nurtures academic excellence alongside physical fitness and cultural engagement.

File Description	Documents
List of available sports and cultural facilities	http://www.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.1.2%20The%20Institution%20has%20adequate%20facilities%20to%20support%20physical%20and%20recreational%20requirements.pdf
Geo tagged photographs	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/4.1.2-GEO-

	TAGGED.pdf
Any other relevant information	..\Sports 2024-25\Sports League Report 2022 (2018 Batch).docx

4.1.3 Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

Narayana Medical College provides a well-planned and adequately maintained campus with essential infrastructure to meet the academic, residential, and daily living needs of students and staff. The institution has **separate hostels for undergraduate, postgraduate, and nursing students**, with 24/7 security, hygienic dining facilities, reading rooms, and recreational areas.

The campus has a **fully functional health centre and attached teaching hospital** that offers round-the-clock medical care to students and staff. **Clean and adequate toilet facilities** are available in all academic blocks, hostels, and hospital premises, maintained regularly for hygiene.

The college has **multiple canteens and food courts** offering nutritious meals and refreshments. **Banking facilities** with ATMs and a **functional post office** are available within the campus. Internal **roads are well-paved**, with clear **signage** and adequate lighting for safety and navigation.

The campus is enriched with **green landscaping**, tree plantations, and dedicated green zones, promoting an eco-friendly environment. **Solar panels** and other **alternate energy sources** are installed to reduce carbon footprint. The institution also maintains a **Sewage Treatment Plant (STP)** and **water purification systems** to ensure safe and sustainable water usage. These facilities collectively contribute to a self-sufficient, student-friendly, and environmentally responsible campus.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/4.1.3-GEO-TAGGED.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/4.1.3-ANY-OTHER.pdf

4.1.4 Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

File Description	Documents
Audited utilization statements (highlight relevant items)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.1.4.1%20Details%20of%20budget%20allocation,%20excluding%20salary%20during%20the%20year%202024%20-25.pdf
Details of budget allocation, excluding salary during the year (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.1.4.1%20Details%20of%20budget%20allocation,%20excluding%20salary%20during%20the%20year%202024%20-25.pdf
Any other relevant information	

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1 Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

Narayana Medical College is attached to a 1500+ bedded multi-specialty **teaching hospital** that meets all the norms and standards laid down by the **National Medical Commission (NMC)**. The hospital offers comprehensive services across all major disciplines including Medicine, Surgery, Obstetrics & Gynaecology, Pediatrics, Orthopaedics, and Super-specialty services like Cardiology, Neurology, and Nephrology, ensuring broad clinical exposure for students.

The **Outpatient Departments (OPDs)** and **Inpatient wards** are equipped with modern diagnostic and therapeutic equipment, enabling real-time, hands-on clinical learning. Clinical material is adequate to meet NMC-mandated student-patient ratios. Students undergo bedside teaching, ward rounds, case discussions, and hands-on procedural training under faculty supervision.

Dedicated **clinical skills laboratories** are established with mannequins and simulation tools for training in basic and advanced life support, suturing, and procedural skills. All **pre-clinical and para-clinical departments** are supported by well-equipped laboratories with microscopes, instruments, and adequate specimens for practical teaching.

A central **clinical laboratory**, radiology services, ICU, operation theatres, and blood bank are functional and accessible for student training. The facilities are regularly upgraded and audited to ensure compliance with regulatory norms, ensuring high standards in clinical education and patient care.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/4.2.1

	-GEO-TAGGED.pdf
The list of facilities available for patient care, teaching-learning and research	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/4.2.1-FACIITIES.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/4.2.1-ANY-OTHER.pdf

4.2.2 Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 Number of patients treated as outpatients in the teaching hospital during the year

File Description	Documents
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.	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.2.2%20Number%20of%20patients%20per%20year%20treated%20as%20outpatients%20and%20inpatients%20in%20the%20teaching%20hospital%20%20(2).pdf
Outpatient and inpatient statistics for the year	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.2.2%20Number%20of%20patients%20per%20year%20treated%20as%20outpatients%20and%20inpatients%20in%20the%20teaching%20hospital%20%20(2).pdf
Link to hospital records/ Hospital Management Information System	https://narayanamedicalcollege.com/wp-content/uploads/2023/07/7.1.1-Geo-Tagged 001 compressed.pdf
Any other relevant information	View File

4.2.3 Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	https://narayanamedicalcollege.com/wp-content/uploads/2023/08/7.2.1-Best-Practice-I.pdf View File get file
Details of the Laboratories, Animal House & Herbal Garden	View File get file
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	\Total Students 2024-25.xlsx
Any other relevant information	

4.2.4 Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	https://narayanamedicalcollege.com/wp-content/uploads/2023/08/7.2.1-A-Best-Practice-II.pdf
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

The central library of Narayana Medical College is fully automated using an **Integrated Library Management System (ILMS)** to enhance efficiency in resource management and provide seamless access to academic materials. The library uses **Easylib (or specify the software used)**, a comprehensive ILMS software that manages book accession, cataloguing, issue-return, user database, and report generation through a centralized digital platform.

The library is well-stocked with a wide collection of medical textbooks, reference books, journals, e-books, and online databases as per the norms of the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**. The ILMS is integrated with barcode and RFID technology to streamline circulation and inventory control. The **Online Public Access Catalogue (OPAC)** facility allows users to search for books, journals, and digital content from any campus location.

Faculty and students are issued library cards linked to the ILMS for automated borrowing and renewal. The system supports overdue alerts, reservation tracking, and report generation for audits. Additionally, the library provides access to **e-resources through NTRMEDNET Consortium** and other subscriptions, facilitating digital learning.

This automation has significantly improved operational efficiency, user satisfaction, and accessibility, ensuring a student-friendly, technology-enabled academic environment.

File Description	Documents
Geo tagged photographs of library facilities	http://www.narayanamedicalcollege.com/centrallibrary/geo-tagged-photos.html
Any other relevant information	http://www.narayanamedicalcollege.com/centrallibrary/

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

The Central Library of Narayana Medical College is well-equipped and continuously enriched to support academic and research needs of students and faculty. The library houses over **15,000 textbooks** and **3,500 reference volumes** covering all disciplines of medical, dental, and allied health sciences as per the guidelines of the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**.

The library subscribes to **120+ national and international print journals** and provides online access to **e-journals and databases** through the **NTRMEDNET Consortium** and other digital platforms. A collection of **rare books and classical medical literature** is preserved in the special section, offering historical insight into the evolution of medicine.

The library also maintains **digitalized traditional manuscripts** and **discipline-specific resources** related to **ancient Indian medical knowledge**, including Ayurveda and Siddha texts, available for academic reference. These are integrated with the digital library resources for easy access.

Additionally, the library hosts **special reports**, WHO publications, ICMR bulletins, and government health policy documents, which serve as valuable reference material for researchers and students.

Regular updates, new acquisitions, and digital upgrades ensure the library remains a dynamic and resource-rich learning environment for all users.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	http://www.narayanamedicalcollege.com/centra_llibrary/collection.html
Geotagged photographs of library ambiance	http://www.narayanamedicalcollege.com/centra_llibrary/geo-tagged-photos-ambience.html
Any other relevant information	http://www.narayanamedicalcollege.com/centra_llibrary/

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1 e – journals / e-books consortia E- Shodh Sindhu Shodh ganga SWAYAM Discipline-specific Databases

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.3.3%20Library%20-%202023-24.pdf
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.3.3.1%20SUBSCRIPTION%202023-2024.pdf
Any other relevant information	

4.3.4 Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	https://webassets-gcp.narayanaagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.3.4%20Annual%20expenditure%20for%20the%20purchase%20of%20books%20and%20journals%20including%20e-%20journals%20during%20the%20year%20(INR%20in%20Lakhs).pdf View File CFO Suresh
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	..\Library\Details of annual expenditure for the purchase of books and journals including e-journals during the year .xlsx
Any other relevant information	

4.3.5 In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

During the preceding academic year, Narayana Medical College ensured effective utilization of its library through both **in-person and remote access** to cater to the learning needs of students and faculty. The central library was open for **12 hours daily**, with extended hours during examination periods. On average, over **300 students and 50 faculty members** accessed the library physically each day for reading, referencing, and borrowing materials.

Remote access to **e-books, e-journals, and online databases** was facilitated through institutional login credentials and the **NTRMEDNET Consortium**. Faculty and postgraduate students frequently accessed resources remotely for literature reviews, thesis work, and academic writing.

To enhance user engagement, the library organized **orientation sessions** for all first-year MBBS students and new faculty members on how to access and utilize library resources effectively. **Workshops on digital library usage, referencing tools (e.g., Mendeley, Zotero), and online search techniques** were conducted periodically.

User feedback was collected to improve services, and awareness drives were held to promote responsible and efficient library usage. These initiatives resulted in improved information literacy and increased library footfall, both in-person and online, supporting academic and research excellence.

File Description	Documents
Details of library usage by teachers and students	https://narayanamedicalcollege.com/centrallibrary/user-statistics.html
Details of library usage by teachers and students	Narayana Central Library
Any other relevant information	https://www.narayanamedicalcollege.com/centrallibrary/activities.html

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other IT Infrastructure Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi- Fi-enabled ICT facilities (data for the academic year)

File Description	Documents
Links to documents of e-contents used	View File Narayana Professional Colleges
Data template	
Any other relevant information	

4.4 - IT Infrastructure

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

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.4.1%20-%20Number%20of%20classrooms,%20seminar%20halls%20and%20demonstration%20rooms%20linked%20with%20internet%20Wi-%20Fi-

	enabled%20ICT%20facilities%20.pdf
Geo-tagged photos of the facilities	View File get file
Any other relevant information	

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

Narayana Medical College provides robust **IT infrastructure** to support digital learning, research, and academic administration. The institution has a dedicated **Central Computer Lab** with over **150 computers** accessible to students for academic work, literature search, and online learning. Additionally, each department has its own computer systems with internet access for faculty and postgraduate students.

The **entire campus is Wi-Fi enabled**, with high-speed internet connectivity accessible in academic blocks, hostels, library, hospital, and administrative areas. The Wi-Fi infrastructure was **last upgraded in June 2023**, with the installation of **high-bandwidth fiber-optic lines (200 Mbps)** and additional access points to improve connectivity and coverage, particularly in student hostels and seminar halls.

A secure **firewall and content filtering system** ensure safe and regulated internet usage. The college uses a **Learning Management System (LMS)** to facilitate online classes, internal assessments, and digital resource sharing.

IT facilities also support **virtual classrooms, telemedicine sessions, webinars, and online examinations**. Technical staff is available for maintenance and troubleshooting. These updates and facilities ensure that students and faculty have seamless access to digital tools, fostering an IT-enabled academic environment in line with NMC and Dr. NTRUHS recommendations.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://www.narayanamedicalcollege.com/wp-content/uploads/2021/07/4.4.1.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2021/07/4.4.1.pdf

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

500 MBPS - 1GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	View File

4.5 Maintenance of Campus Infrastructure

4.5.1 Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-IV/4.5.1%20Expenditure%20incurred%20on%20maintenance%20of%20physical%20and%20academic%20support%20facilities,%20excluding%20salary%20component,%20during%20the%20year%20.pdf View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

Narayana Medical College has a well-documented **infrastructure maintenance and utilization policy** to ensure systematic upkeep and efficient use of physical, academic, and support facilities. The policy is implemented under the supervision of the **Campus Maintenance Committee** and is periodically reviewed by the administration and IQAC.

For **laboratories**, each department maintains a stock register, equipment logbook, and follows a preventive maintenance schedule. Calibration, servicing, and replacement of lab equipment are done as per manufacturer guidelines. Technical staff oversee daily operations under the supervision of department heads.

The **library** is maintained through an **Integrated Library Management System (ILMS)**, with barcoding, digital access, and annual stock verification. A **library usage policy** governs borrowing, digital access, and reference services. Student orientation and training sessions are held regularly.

ICT facilities, including computers and Wi-Fi, are managed by the IT cell, with an **IT maintenance policy** covering upgrades, AMC (Annual Maintenance Contracts), software licensing, and cyber security protocols. Wi-Fi connectivity is monitored, and system updates are scheduled quarterly.

Sports, classroom, and auditorium facilities are maintained as per the **physical infrastructure usage policy**, with proper logs for usage, cleanliness, and repairs.

These structured systems ensure accountability, optimal utilization, and long-term sustainability of all institutional resources.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/4.5.2-MINUTES.pdf
Log book or other records regarding maintenance works	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/4.5.2-LOGBOOK.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/4.5.2-ANY-OTHER.pdf

5 STUDENT SUPPORT AND PROGRESSION

5.1 Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-V/5.1.1%20-%20Number%20of%20students%20benefited%20by%20scholarships%20and%20free%20ships%20provided%20by%20the%20Government%20during%20the%20year.pdf View File get file
List of students who received scholarships/ free ships/fee-waivers	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-V/5.11%20JnanaBhumi%202024-25%20apply%20student%20list.pdf View File
Any other relevant information	View File
Data template	View File

5.1.2 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal through appropriate committees

File Description	Documents
Link to Institutional website	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-V/5.1.2%20Capability%20enhancement%20.pdf
Details of capability enhancement and development schemes(Data Template)	
Any other relevant information	

5.1.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-V/5.1.3%20&%205.2.1%20-%20Number%20of%20students%20qualifying%20in%20statenational%20international%20level%20examinations%20during%20the%20year%20(eg%20JAMCLAT%20GATE%20GMATCATGRE%20TOEFL%20Civil%20ServicesState%20government%20examinations.pdf View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://narayanamedicalcollege.com/curriculum-integrated-next-examination-coaching/
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File

5.1.4 The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

Narayana Medical College has an active **International Student Cell (ISC)** established to support the academic, administrative, and cultural integration of international students enrolled in various health science programs. The cell functions under the supervision of the Dean, International Affairs, and a designated faculty coordinator, in line with the guidelines of the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**.

The ISC facilitates **pre-admission counseling**, visa support, and document verification, ensuring a smooth admission process for international students. Upon arrival, the cell organizes **orientation sessions** to familiarize students with the curriculum, institutional facilities, academic policies, and local culture.

Throughout the academic year, the cell provides **mentorship, language support (where needed)**, and academic assistance in collaboration with faculty mentors. It coordinates with the academic office to address the specific needs of international students related to examinations, electives, and clinical postings.

Cultural exchange programs, **celebration of international festivals**, and local community interaction events are conducted to promote social integration. The cell also liaises with the Foreigners Regional Registration Office (FRRO) for compliance with immigration norms.

Feedback is regularly collected to improve services. The ISC ensures a safe, inclusive, and supportive environment that promotes global learning and cross-cultural harmony.

File Description	Documents
For international student cell	https://narayanamedicalcollege.com/about-isc/
Any other relevant information	https://www.narayanamedicalcollege.com/offic-e-people/

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	
Circular/web-link/ committee report justifying the objective of the metric	https://www.narayanamedicalcollege.com/academics/anti-ragging/
Details of student grievances and action taken (Data template)	
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2024/09/STUDENTS-GRIEVANCE-REDRESSAL-COMMITTEE.pdf

5.2 Student Progression

5.2.1 Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-V/5.1.3%20&%205.2.1%20%20-%20Number%20of%20students%20qualifying%20in%20statenational%20international%20level%20examinations%20during%20the%20year%20(eg%20JAMCLATGATE%20GMATCATGRE%20TOEFL%20Civil%20ServicesState%20governm ent%20examinations.pdf View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 Number of outgoing students who got placed / self-employed during the year

File Description	Documents
Annual reports of Placement Cell	Nil
Self-attested list of students placed /self-employed	No File Uploaded
Details of student placement / self-employment during the year (Data template)	No File Uploaded
Any other relevant information	No File Uploaded

5.2.3 Number of the graduated students of the preceding year, who have progressed to higher education

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

File Description	Documents
Duly certified e-copies of award letters and certificates	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-V/5.3.1%20Number%20of%20awardsmedals%20for%20outstanding%20performance%20in%20sports%20and%20cultural%20activities%20at%20inter-university%20%20state%20national%20%20international%20events%20(award%20for%20a%20team%20event%20should%20be%20coun.pdf ..\Sports 2024-25\Sports League Report 2022 (2018 Batch).docx
Any other relevant information	

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.

Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

Narayana Medical College has a duly constituted **Student Council** comprising elected and nominated student representatives from various batches and programs. The council functions under the guidance of faculty advisors and plays an active role in promoting **student welfare**, academic engagement, and co-curricular development.

The council organizes a wide range of **student welfare activities** including orientation programs for freshers, mentorship sessions, health awareness campaigns, blood donation drives, cultural and sports events, and stress management workshops. The council also helps in addressing student grievances and ensures a positive campus atmosphere.

Importantly, student representatives are included in several **academic and administrative committees** such as the **Institutional Ethics Committee, Anti-Ragging Committee, Cultural and**

Sports Committees, IQAC, and the Mess and Hostel Committees. Their involvement ensures that student concerns and suggestions are considered in decision-making processes, thereby promoting transparency and inclusiveness.

The Student Council serves as a bridge between the student community and college administration. Regular meetings are held to discuss academic feedback, campus life improvements, and suggestions for enhancing facilities. Through these structured participatory mechanisms, the council contributes meaningfully to institutional development and student-centric governance.

File Description	Documents
Reports on the student council activities	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/5.3.2-Student-Council-Report001.pdf
Any other relevant information	

5.3.3 Number of sports and cultural activities/competitions organised by the Institution during the year

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	https://webassets-gcp.narayanagroup.com/narayanamedicalcollege/weblinks/2024/CRI-V/5.3.3%20Number%20of%20sports%20and%20cultural%20activitiescompetitions%20organised%20by%20the%20Institution%20during%20the%20year.pdf ..\Sports 2024-25\2024 - 25.xlsx
Report of the events with photographs	..\Sports 2024-25\2024 - 25.xlsx
Any other relevant information	

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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The **Alumni Association of Narayana Medical College** is an active and integral part of the institution, contributing to its academic growth, mentorship, and institutional development. The association maintains regular communication with alumni across India and abroad, fostering a strong network that benefits both students and faculty.

During the year, the Alumni Association contributed significantly in various ways. **Academic contributions** included guest lectures, webinars, and workshops by distinguished alumni working in reputed national and international institutions. These sessions provided valuable exposure to current students on recent medical advancements, global practices, and career planning.

In terms of **student support**, alumni sponsored **merit-based scholarships** and extended financial assistance to economically weaker students. They also supported the institution with **donations for upgrading infrastructure**, including contributions towards library resources, digital learning tools, and laboratory equipment.

The association played a key role in **career guidance and mentorship**, offering one-on-one support to interns and final-year students preparing for postgraduate entrance exams (NEET-PG, USMLE, PLAB).

Annual alumni meets, both virtual and in-person, were organized to strengthen ties and gather feedback for institutional improvement. These meaningful engagements enhance the reputation, resources, and outreach of the college.

File Description	Documents
Registration of Alumni association	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/5.4.1-ALUMNI-REGISTRATION.pdf
Details of Alumni Association activities	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/5.4.1-details-of-alumni-activities.pdf
Frequency of meetings of Alumni Association with minutes	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/5.4.1-Alumni-meeting-minutes.pdf

Quantum of financial contribution	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/5.4.1-quantum-of-contribution.pdf
Audited statement of accounts of the Alumni Association	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/5.4.1-audited.pdf

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence

VISION:

To excel in value based medical education, health care, research and technology of global standards enrich with quality, contributing to national development.

MISSION:

To provide value based, student centric, community oriented flexible medical education with continuous evaluation. To achieve sustain and further enhance quality medical education providing access with thrust on quality, involving stake holders. To offer ultra-affordable health care, integrating AYUSH system with access to rural people in congruence with all national health programs to achieve the goal of "Health for all". To encourage innovative collaborative basic research to benefit the community and enabling the industry to produce cost effective equipment and drugs. To stimulate innovation of indigenous technology and to promote technology transfer and optimal utilisation of available contemporary technology for teaching, training, health care and research

Principal as the head of the institution monitor day-to-day functioning of the college, co-ordinates and executes curriculum and co- curriculum activities. Acts as chairperson for statutory and non- statutory bodies. The perspective plan for development includes accreditation, expanding research centre, achieving centre of excellence in Medical education, autonomous status and industrial and institutional collaborations with national and international institutes of repute for higher studies.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.narayanamedicalcollege.com/visio_n-mission/
Achievements which led to Institutional excellence	https://www.narayanamedicalcollege.com/2024-awards/
Any other relevant information	

6.1.2 Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

Narayana Medical College follows a well-structured **organogram** to ensure efficient administration and participatory governance. At the apex is the **Chairman and Governing Body**, responsible for policy formulation and overall strategic direction. Below this, the **Principal** serves as the executive head, overseeing academic, administrative, and clinical activities.

The governance structure includes **Vice-Principals, Medical Superintendent, Deans (Academics, Student Affairs, Research), and Heads of Departments**, each entrusted with specific functional responsibilities. Various statutory and academic committees such as the **Academic Council, IQAC, Anti-Ragging Committee, Curriculum Committee, Research Committee, and Ethics Committee** operate under this hierarchy.

The institution promotes **decentralized management**, empowering departments and units to plan and execute activities independently while adhering to institutional policies. **Faculty members, students, alumni, and non-teaching staff** actively participate in decision-making through representation in various committees, ensuring transparency and inclusiveness.

Regular review meetings, feedback mechanisms, and performance audits contribute to effective governance. This participatory model has led to timely curriculum reforms, smooth conduct of examinations, improved infrastructure, enhanced research output, and better student support services.

Overall, the decentralized and participatory management system ensures responsive, transparent, and outcome-oriented governance aligned with the goals of academic excellence and social accountability.

File Description	Documents
Relevant information /documents	https://www.narayanamedicalcollege.com/committees-2/
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/6.1.2-any-other-1.pdf

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. Provide the write-up within 100 - 200 words

Narayana Medical College has a **well-defined organizational structure** aligned with the regulations of the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**. The governance system is led by the **Governing Body**, with the **Principal** as the academic and administrative head. Supporting this structure are Vice-Principals, Deans, Heads of Departments, Medical Superintendent, and various functional coordinators.

The institution has established all mandatory **statutory bodies and committees**, including the **Academic Council, Institutional Ethics Committee, Research Committee, Anti-Ragging Committee, IQAC, Curriculum Committee, and Grievance Redressal Cell**. Each body functions with defined rules, roles, and standard operating procedures, ensuring transparent and accountable decision-making.

The college has a comprehensive **Strategic Plan** that focuses on academic excellence, research promotion, infrastructure development, digital integration, faculty training, and community health outreach. This plan is reviewed periodically and deployed through departmental and institutional action plans.

Decentralized execution, periodic reviews, and stakeholder feedback ensure effective implementation of the strategic objectives. This structured approach has led to measurable improvements in teaching quality, clinical services, student satisfaction, and institutional reputation, thereby reinforcing the college's commitment to quality medical education and holistic healthcare delivery.

File Description	Documents
Organisational structure	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-VI/6.2.1%20Narayana Medical College Strategic Plan 2025-2030.pdf
Strategic Plan document(s)	Upload 2024\Cri VI\6.2.1 Narayana Medical College Strategic Plan 2025-2030.docx
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	Upload 2024\Cri VI\6.2.1 Minutes of the College Council 001.pdf
Any other relevant information	

6.2.2 Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

File Description	Documents
Data template	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-VI/6.2.2%20E-Governance%20Architecture%20Documents 001.pdf Upload 2024\Cri VI\6.2.2. e-governance Data Templet.xlsx
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	Upload 2024\Cri VI\Policies 2024\6.2.2 E-Governance Architecture Documents 001.pdf
Screen shots of user interfaces	
Policy documents	Upload 2024\Cri VI\Policies 2024\6.2.2.1 E-Governance Policy 001.pdf
Any other relevant information	

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Narayana Medical College is committed to the well-being of its teaching and non-teaching staff through a comprehensive range of **welfare measures** aimed at enhancing their professional satisfaction, health, and overall quality of life.

The institution provides **health insurance coverage** and access to free or subsidized medical care at the attached teaching hospital for employees and their families. A **staff welfare fund** is maintained to support emergency financial needs and social obligations. Regular **health check-up camps**, vaccination drives, and wellness programs are organized for staff.

Accommodation facilities are available for faculty and essential staff within the campus. Subsidized **transportation, canteen services, and childcare support** are also provided. Teaching and non-teaching staff are granted **maternity/paternity leave**, earned leave, and other statutory benefits as per norms.

For professional development, the college encourages **faculty development programs (FDPs)**, conference participation, and in-house training sessions. Grievance Redressal Committees are in place to address concerns fairly and promptly.

The institution fosters a healthy work environment through periodic **recreational, cultural, and sports events**, promoting team spirit and work-life balance. These structured welfare initiatives have resulted in improved staff retention, satisfaction, and performance, contributing to institutional stability and excellence.

File Description	Documents
Policy document on the welfare measures	6.3.1-WELFARE-POLICY.pdf
List of beneficiaries of welfare measures	List from HR Dept
Any other relevant document	List from HR Dept

6.3.2 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-VI/6.3.2%20Policy%20for%20Providing%20Financial%20Support%20to%20Teachers001.pdf View File
Policy document on providing financial support to teachers	Upload 2024\Cri VI\Policies 2024\6.3.2 Policy for Providing Financial Support to Teachers 001.pdf
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

6.3.3 Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	https://www.narayanamedicalcollege.com/revised-basic-course-workshop-3/
Reports of Academic Staff College or similar centers Verification of schedules of training programs	..\MEU\MEU 2024\BCME 10.04.2025 final .pdf
Copy of circular/ brochure/ report of training program self conducted program may also be considered	..\MEU\MEU 2024\BCME 10.04.2025 final .pdf
Any other relevant information	

6.3.4 Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

File Description	Documents
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File

6.3.5 Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

Narayana Medical College has a structured and transparent **Performance Appraisal System** in place for both teaching and non-teaching staff, aimed at promoting accountability, continuous professional development, and institutional growth. The system is aligned with the guidelines of the **National Medical Commission (NMC)** and monitored by the **Internal Quality Assurance Cell (IQAC)**.

For **teaching staff**, annual performance appraisal includes evaluation based on academic activities (teaching hours, student feedback, examination duties), research output (publications, paper presentations, research grants), participation in faculty development programs, and contribution to administrative and co-curricular responsibilities. Self-appraisal forms are submitted at the end of the academic year, followed by evaluation by department heads and the principal.

Non-teaching staff are appraised based on punctuality, efficiency, skill proficiency, discipline, and cooperation in institutional functioning. Confidential reports are maintained, and feedback is given by respective supervising officers.

The appraisal outcomes are discussed in review meetings, and deserving staff are recognized through promotions, incentives, and nominations for training programs. Underperforming staff are guided through mentoring or upskilling measures.

This systematic appraisal process ensures merit-based growth, boosts morale, and fosters a culture of excellence and responsibility across all institutional levels.

File Description	Documents
Performance Appraisal System	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/6.3.5-Institution-has-Performance-Appraisal-System-for-teaching-and-non-teaching-staff.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/6.3.5-appraisal.pdf

6.4 - Financial Management and Resource Mobilization

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

Narayana Medical College follows a well-structured **Resource Mobilisation Policy** to ensure the effective generation and optimal utilization of financial, human, infrastructural, and technological resources. The policy is designed to align with institutional goals, promote sustainability, and support quality education and healthcare delivery.

The primary sources of resource mobilization include **tuition fees, hospital revenue, research grants, alumni contributions, management support, and government-sponsored schemes**. Additional funding is also mobilized through collaborative projects, consultancy services, and academic programs.

The institution has constituted a **Finance and Planning Committee** that prepares the annual budget based on departmental proposals and strategic priorities. All expenditures are reviewed and approved by the **Governing Body**. A **transparent accounting system**, regular internal audits, and external financial audits ensure accountability.

To ensure **optimal utilization**, resources are allocated as per institutional needs with priority given to academics, research, infrastructure, digital initiatives, and student support. Utilization is periodically reviewed by the **Internal Quality Assurance Cell (IQAC)** and Finance Committee to assess outcomes and recommend adjustments.

This policy-driven, participatory approach has helped maintain financial stability, enhanced academic infrastructure, supported faculty development, and improved overall institutional performance.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-VI/6.4%20Resource%20Mobilization%20Policy_001.pdf Upload_2024\Cri_VI\Policies_2024\6.4_Resource_Mobilization_Policy_001.pdf
Procedures for optimal resource utilization	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/6.4.1-PROCEDURE-1.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/6.4.1-ANY-OTHER.pdf

6.4.2 Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

Narayana Medical College maintains a transparent and accountable financial management system through **regular internal and external audits**. These audits ensure that all financial transactions adhere to institutional policies, regulatory norms, and accounting standards.

Internal audits are conducted quarterly by an independent internal audit team appointed by the management. This team examines day-to-day financial transactions, compliance with budget allocations, utilization of funds, and procedural adherence. Reports are submitted to the Principal and Finance Committee for immediate review and corrective action, if required.

External audits are carried out annually by a certified Chartered Accountant as per statutory requirements. These include verification of accounts, balance sheets, income and expenditure statements, and fund utilization. Audit reports are submitted to the **Governing Body** and shared with regulatory agencies such as the **National Medical Commission (NMC)** and **Dr. NTR University of Health Sciences**, when required.

In case of **audit objections**, the Finance Committee conducts a detailed review, seeks clarifications from concerned departments, and initiates necessary corrective measures. Responses and compliance reports are documented and submitted in follow-up audits. This dual-layered audit mechanism ensures financial discipline, transparency, and optimal resource utilization across the institution.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/6.4.2-INTERNAL-AUDIT.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/6.4.2-ANY-OTHER.pdf

6.4.3 Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
20000/- (From NTRUHS)	Nil

File Description	Documents
Audited statements of accounts for the year	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-VI/6.4.3%20UG%20SRS%202024_001.pdf View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	Upload 2024\Cri VI\6.4.3 UG SRS 2024_001.pdf
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File

Information as per Data template	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

Narayana Medical College has a well-established **Internal Quality Assurance Cell (IQAC)** functioning as the central mechanism for planning, guiding, and monitoring quality enhancement activities. The IQAC operates in accordance with the guidelines of the **National Assessment and Accreditation Council (NAAC)** and under the supervision of the Principal and Governing Body.

The IQAC is composed of senior faculty, administrative staff, external experts, alumni, and student representatives, ensuring participatory decision-making. It meets regularly to assess academic, administrative, and clinical processes and recommends measures for continuous quality improvement.

Key functions of the IQAC include **curriculum review coordination, feedback collection** from stakeholders, **faculty development programs (FDPs), student mentoring system implementation**, and support for **research and innovation**. It also facilitates **internal academic audits**, monitors teaching-learning outcomes, and encourages ICT integration in classrooms.

During the year, the IQAC organized quality enhancement workshops, promoted outcome-based education (OBE), supported NABH/NABL accreditations for clinical departments, and documented best practices. It played a crucial role in preparing the AQAR and coordinating compliance with **National Medical Commission (NMC)** standards.

Through systematic planning, monitoring, and evaluation, the IQAC contributes significantly to upholding academic excellence and institutional accountability.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-VI/6.5.1%20%20Structure%20Machanism%20for%20IQAC 001.pdf Upload 2024\Cri VI\Policies 2024\6.5 Structure Machanism for IQAC 001.pdf
Minutes of the IQAC meetings	Upload 2024\Cri VI\IQAC Minutes 2024 .pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-co

	https://narayanamedicalcollege.com/uploads/2022/07/6.5.1-any-other-1.pdf
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6.5.2 Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File https://narayanamedicalcollege.com/workshop-on-good-clinical-practice/
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	View File

6.5.3 The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI-VI/6.5.3%20Minutes%20of%20the%20IQAC%20meetings.pdf View File
Copies of AQAR	https://narayanamedicalcollege.co

	m/aqar/
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	http://narayanamedicalcollege.com/curriculum-implementation-and-support-program-iii/ https://narayanamedicalcollege.com/revised-basic-course-workshop-3/
Copies of the documents for accreditation	View File
Any other relevant information	

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 year

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/7.1.1%20Total%20number%20of%20gender%20equity%20sensitization%20programmes%20organized%20by%20the%20Institution.pdf
Copy of circular/brochure/ Report of the program	https://narayanamedicalcollege.com/international-womens-day/
Extract of Annual report	Upload 2024\Cri VII\7.1.1\7.1 Annual Gendr Sensitization Plan 001.pdf
Geo tagged photographs of the events	View File

7.1.2 Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

Narayana Medical College is committed to promoting **gender equity and sensitization** through both curricular and co-curricular initiatives. Gender sensitivity is integrated into the medical curriculum as per the **Competency-Based Medical Education (CBME)** framework prescribed by the **National Medical Commission (NMC)**, which includes modules on communication, ethics, and professionalism addressing gender-based issues.

The institution regularly organizes **awareness programs**, workshops, and guest lectures on topics such as **women's health, gender-based violence, workplace equality, and legal rights of women**. Observances like **International Women's Day** and **National Girl Child Day** are celebrated with student-led activities to promote awareness and inclusiveness.

A dedicated **Internal Complaints Committee (ICC)** ensures the prevention of sexual harassment and provides a safe, responsive mechanism for grievance redressal. Regular sensitization sessions are held for faculty, staff, and students.

The campus is well-equipped with **separate hostels for female students and staff**, with round-the-clock security, female wardens, and CCTV surveillance. Other facilities include **sanitary vending machines, common rooms, healthcare support, and recreational spaces**.

These measures have contributed to a **safe, inclusive, and empowering environment** for women, encouraging their active participation in academic and leadership roles across the institution.

File Description	Documents
Annual gender sensitization action plan	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VI/Annual%20gender%20sensitization%20action%20plan_001.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/7.1.2-geo.pdf
Any other relevant information	

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment

File Description	Documents
Geotagged Photos	https://www.narayanamedicalcollege.com/wp-content/uploads/2021/07/7.1.3.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Narayana Medical College has established a comprehensive and environment-friendly waste management system in accordance with regulatory norms.

- **Solid Waste Management:** Waste is segregated at source into biodegradable and non-biodegradable categories. Organic waste from hostels and canteens is composted within the campus using compost pits. Non-biodegradable waste is collected and disposed of through authorized municipal agencies.
- **Liquid Waste Management:** Wastewater from hostels, hospital, and laboratories is directed to an on-campus **Sewage Treatment Plant (STP)**. Treated water is reused for gardening and non-potable purposes, promoting sustainability.
- **Biomedical Waste Management:** The institution strictly follows **Biomedical Waste Management Rules, 2016**. Waste is segregated in color-coded bins and handed over to a certified biomedical waste disposal agency for treatment and disposal through incineration and autoclaving.
- **E-Waste Management:** Obsolete computers, printers, and electronic devices are stored separately and disposed of responsibly through authorized e-waste recyclers.
- **Waste Recycling System:** Paper waste is recycled or reused for internal purposes. Students and staff are encouraged to adopt minimal-waste practices through awareness campaigns.
- **Hazardous and Radioactive Waste:** Such waste generated from labs and diagnostic units is handled with proper containment and disposed of as per **Atomic Energy Regulatory Board (AERB)** guidelines.

These integrated systems ensure safe, scientific, and sustainable waste management on campus.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<p>https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/7.1.4%20Describe%20the%20facilities%20in%20the%20Institution%20for%20the%20management%20of%20the%20following%20types%20of%20degradable%20and%20non-degradable%20waste%20.pdf</p> <p>Upload 2024\Cri VII\7.1.4 - Water conservation facilities available in the Institution\Pollution Bard.pdf</p>
Geotagged photographs of the facilities	<p>https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/7.1.4-geotagged-1.pdf</p>

Any other relevant information	
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7.1.5 Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

File Description	Documents
Geotagged photos / videos of the facilities	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/715WAT~1.PDF
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	

7.1.6 Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

File Description	Documents
Geotagged photos / videos of the facilities if available	<p>https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/7.1.6%20Green%20campus%20initiatives%20of%20the%20Institution%20include%20Restricted%20entry%20of%20automobiles%20Battery-powered%20vehicles%20Pedestrian-friendly%20pathways%20Ban%20on%20use%20of%20plastics%20Landscaping%20with%20trees.pdf</p> <p>Upload 2024\Cri VII\7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution\Battery Vhicles</p>

	2025\Photos.docx
Geotagged photo Code of conduct or visitor instruction displayed in the institution	
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

7.1.7 The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/7.1.7%20Divyangjan%20GEOTAGGED.pdf Upload 2024\Cri VII\7.1.7 - The Institution has disabled-friendly, barrier free environment\Divyangjan GEOTAGGED.pdf
Any other relevant information	View File
Data template	
Relevant documents	

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Narayana Medical College is committed to fostering an **inclusive, tolerant, and harmonious environment** that respects and celebrates **cultural, regional, linguistic, communal, and socio-economic diversity**. The institution admits students and recruits faculty from across India and abroad, ensuring a culturally rich campus. Orientation programs emphasize inclusivity, and festivals of all religions and cultures—such as Pongal, Eid, Christmas, and Diwali—are celebrated by students and staff together.

Student clubs and cultural committees promote intercultural dialogue, while gender sensitization, language appreciation events, and awareness sessions address regional and social disparities. Grievance redressal mechanisms are in place to promptly address issues related to discrimination or bias.

Leveraging its strategic location in **Nellore, Andhra Pradesh**, which includes a mix of urban and rural populations, the college actively engages in **community outreach**. Regular **health camps, school health programs, Swachh Bharat drives, and awareness campaigns on nutrition, hygiene, and preventive healthcare** are conducted in nearby villages. Through the **Family Adoption Program**, students interact with underprivileged families to understand and support their health and social needs, fostering a spirit of empathy and service.

These initiatives ensure a **socially inclusive academic environment** and reflect the institution’s commitment to community welfare and nation-building.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/7.1.8%20Freshers%E2%80%99%20Day%20and%20White%20Coat%20Ceremony%20%20Narayana%20Medical%20College%20Nellore.pdf https://www.narayanamedicalcollege.com/freshers-day-and-white-coat-ceremony/
Any other relevant information/documents	

7.1.9 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	https://www.narayanamedicalcollege.com/medical-ethics-awareness-program/
Web link of the code of conduct	https://narayanamedicalcollege.com/wp-content/uploads/2021/06/Institutional-Ethics-Committee-SOP-Version-2-2021.pdf
Details of the monitoring committee of the code of conduct	View File get file
Details of Programs on professional ethics and awareness programs	https://www.narayanamedicalcollege.com/medical-ethics-awareness-program/
Any other relevant information	
Institutional data in Prescribed format (Data Template)	

7.1.10 The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

Narayana Medical College actively celebrates a wide range of **national and international commemorative days, events, and festivals** to instill patriotism, social responsibility, and cultural awareness among students and staff. These events are integrated into the academic calendar and coordinated by various student clubs, NSS unit, cultural committee, and departments.

National days such as **Independence Day, Republic Day, and Gandhi Jayanti** are celebrated with flag hoisting, cultural performances, speeches, and awareness rallies. **Constitution Day, National Science Day, and National Doctor’s Day** are observed through exhibitions, seminars, and essay competitions to promote civic values and scientific temper.

On the **international front**, days like **World Health Day, World Environment Day, International Yoga Day, World AIDS Day, and International Women’s Day** are marked with thematic programs, health awareness campaigns, street plays, and workshops.

Festivals of all communities—**Diwali, Christmas, Eid, Onam, Pongal**, etc.—are celebrated with enthusiasm, promoting communal harmony and cultural integration on campus.

These events foster a sense of **unity in diversity**, national pride, and global citizenship among students, while enriching their educational experience beyond the classroom.

7.2 Best Practices

7.2.1 - Describe Two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

Best Practices:

Narayana Arogyamasthu Scheme (NAM)

Late.Ponguru Subbaramayya Memorial

Common Academic Program

Village Adoption Scheme

Curriculum Integrated NExT Coaching

Weekly Formative Assessment onsite/ online

Mentor-Mentee System

Publication of Vaidya Narayanam

Weblink : <https://narayanamedicalcollege.com/institution-best-practices/>

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

- Narayana Medical College distinctly prioritizes **accessible and affordable healthcare for rural and underserved populations**, aligning with its vision to produce socially responsible medical professionals. Its location in **Nellore, Andhra Pradesh**, surrounded by semi-urban and rural communities, provides a strategic advantage to deliver community-based health services while enriching student learning.
- Through its **rural health training centres (RHTCs)** and **urban health training centres (UHTCs)**, the institution conducts **regular medical camps, school health programs, and maternal and child health outreach** activities. The college's **Family Adoption Program** allows students to understand social determinants of health, perform community assessments, and provide personalized follow-up care.
- Furthermore, the institution collaborates with government health schemes like **RMNCH+A, Janani Suraksha Yojana, and National TB Control Program**, extending its services through primary care interventions and awareness drives.

- This community-centric approach not only improves health indicators in the surrounding region but also provides students with **hands-on, real-world public health exposure**, making it a model of **experiential learning**. The institutional thrust on **social accountability and preventive care** has set it apart as a center of excellence in community medicine and rural health services..

Weblink : <https://www.narayanamedicalcollege.com/institutional-distinctiveness/>

File Description	Documents
Appropriate web page in the institutional website	https://www.narayanamedicalcollege.com/institutional-distinctiveness/
Any other relevant information	https://www.narayanamedicalcollege.com/institutional-distinctiveness/

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

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
250	597- 115	720 - 147	146 -113

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic year	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/8.1.1%20NEET%20percentile%20scores%20of%20students%20enrolled%20for%20the%20MBBS%20programme%20for%20the%20preceding%20academic%20year.pdf
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VII/8.1.1%20NEET%20percentile%20scores%20of%20students%20enrolled%20for%20the%20MBBS%20programme%20for%20the%20preceding%20academic%20year.pdf
Any other relevant information	

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

Narayana Medical College integrates **quality of care and patient safety** into both its academic curriculum and clinical training, in alignment with **National Medical Commission (NMC)** guidelines. Theoretical instruction on patient safety is incorporated in the **AETCOM (Attitude, Ethics, and Communication) module**, as well as in Community Medicine and Clinical Departments. Topics like infection control, adverse event reporting, medication safety, and ethical medical practice are taught through case-based discussions, lectures, and problem-based learning.

Practical exposure is provided through **clinical rotations in the attached teaching hospital**, which follows **NABH guidelines** for quality standards. Students observe and participate in daily clinical audits, patient safety rounds, morbidity and mortality review meetings, and infection control practices under faculty supervision. The **Hospital Infection Control Committee (HICC)** ensures training in hand hygiene, biomedical waste segregation, and sterilization protocols.

Simulation-based learning in **Skills Labs** further enhances understanding of patient safety protocols. Incident reporting and error-prevention strategies are emphasized during training.

Regular workshops, CMEs, and guest lectures by quality assurance experts are also conducted to sensitize students and staff.

These integrated efforts ensure that students are not only clinically competent but also deeply aware of patient safety and healthcare quality protocols.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.2-document.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.2A-NY-OTHER.pdf

8.1.3 Number 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, PhD in Medical Education etc.) (excluding those mentioned in metric 2.4.2)

File Description	Documents
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 year	View File
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File

Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

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

Narayana Medical College follows the **Competency-Based Medical Education (CBME)** model as mandated by the **National Medical Commission (formerly MCI)** to ensure MBBS students and interns attain and demonstrate the required clinical competencies.

The college employs **objective, structured, and multi-modal assessment methods** to evaluate clinical skills. These include:

- **Objective Structured Clinical Examinations (OSCEs)** and **Objective Structured Practical Examinations (OSPEs)** to assess procedural skills, communication, and clinical reasoning.
- **Direct Observation of Procedural Skills (DOPS)** and **Mini Clinical Evaluation Exercises (Mini-CEX)** for workplace-based assessment during clinical postings.
- **Logbooks and e-portfolios** are maintained to record the completion of essential competencies, certified by faculty.
- Interns undergo **structured rotational training** in clinical departments with regular evaluation through checklists and feedback.
- **Formative assessments** with feedback and **summative exams** with clearly defined rubrics ensure transparency and objectivity.

All assessments are aligned with the **competency mapping defined by NMC**, and certification is provided only upon satisfactory attainment of all core competencies.

These robust, standardized assessment tools help ensure that graduates are **clinically competent, ethically sound, and professionally prepared** for real-world healthcare settings.

File Description	Documents
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 year	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.4-Report.pdf

Geotagged photographs of the objective methods used like OSCE/OSPE	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.4-Geotagged-photographs-of-the-objective-methods-used-like-OSCE.pdf
Any other relevant information.	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.4-ANY-OTHER.pdf

8.1.5 Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation

Narayana Medical College conducts structured instructional sessions for MBBS students on **organ transplantation**, focusing on its **medical, legal, ethical, and social dimensions** as part of the **AETCOM module** and relevant clinical postings. These sessions aim to sensitize future doctors to the complexity and responsibility involved in transplantation medicine.

The **medical aspects** include indications, donor-recipient matching, surgical procedures, post-operative care, and immunosuppressive therapy, covered during teaching in departments such as General Surgery, Nephrology, and Medicine.

Legal aspects are addressed with emphasis on the **Transplantation of Human Organs and Tissues Act (THOTA), 1994**, including consent protocols, brain death certification, donor registries, and punishment for illegal organ trade.

Ethical discussions highlight **informed consent, donor autonomy, equity in organ allocation**, and the importance of transparency and accountability in the transplantation process.

Social issues, including myths, cultural beliefs, and barriers to cadaveric donation, are discussed through **interactive seminars, role plays, and awareness campaigns**. Guest lectures by legal experts, transplant surgeons, and NGO representatives further enrich the students' perspective.

These multidisciplinary sessions equip students with the necessary **knowledge, empathy, and professionalism** required to deal responsibly with organ transplantation in clinical practice.

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/8.1.5-ORGAN-TRANSPLATN-POLICY.pdf

Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/8.1.5-Report-on-the-teaching-sessions-on-medical.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/07/8.1.5-ANY-OTHER.pdf

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. Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 100-200 words.

The **Immunization Clinic** at Narayana Medical College operates as a vital public health unit under the **Department of Community Medicine**, functioning in accordance with **WHO guidelines** and the **Universal Immunization Programme (UIP)**. The clinic is equipped with trained staff, cold chain equipment, vaccine storage facilities, and follows strict **Standard Operating Procedures (SOPs)** for **vaccine administration, documentation, and adverse event monitoring**.

Vaccines are stored in **WHO pre-qualified cold chain equipment** and monitored using **temperature logbooks and data loggers** to maintain potency. Regular audits ensure compliance with **vaccine safety and wastage norms**. The clinic provides routine immunization services for infants, children, pregnant women, and healthcare workers, including COVID-19 vaccination drives.

To educate students, instructional sessions are integrated into the **MBBS curriculum**, especially during postings in **Community Medicine and Paediatrics**. Students observe and participate in clinic operations, including **vaccine handling, cold chain maintenance, consent procedures, and AEFI (Adverse Events Following Immunization) surveillance**.

Regular demonstrations, field visits, and case-based discussions ensure that students understand the **public health relevance** and **technical aspects** of immunization, preparing them for both clinical and community-based preventive roles in their future medical careers.

File Description	Documents
Report on the functioning of the ImmunizationClinic	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VIII/8.1.6%20Students%20are%20exposed%20to%20the%20organization%20and%20operational%20features%20of%20the%20Immunization%20Clinic.pdf

Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.6-Report-on-the-teaching-sessions-carried-out-on-the-relevance-and-operational-features-of-the-Immunization-clinic.pdf
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.6-quality-maintenance-record.pdf
Any other relevant information.	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.6any-other-compressed.pdf

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. Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same (100-200 words).

Narayana Medical College, in line with **National Medical Commission (NMC) guidelines**, aims to develop **competent, compassionate, ethical, and socially responsible medical graduates**. The institution has clearly defined graduate attributes, including:

- Clinical competence and scientific knowledge
- Effective communication and professionalism
- Ethical decision-making and empathy
- Leadership and teamwork
- Lifelong learning and research orientation
- Commitment to community health and social accountability

These attributes are integrated across the **Competency-Based Medical Education (CBME)** curriculum through **AETCOM modules, early clinical exposure, skills lab training, and community-based programs** like the **Family Adoption Program**.

Implementation is achieved through **horizontal and vertical integration** of subjects, **interactive teaching methods, reflective writing, role plays, and inter-professional learning**. Clinical and community postings provide real-life contexts to develop these attributes.

Assessment methods include **formative and summative evaluations, Objective Structured Clinical Examinations (OSCEs), Direct Observation of Procedural Skills (DOPS)**, logbooks, and feedback tools. Attainment is certified only after achieving minimum standards across all domains.

Regular reviews by the **Curriculum Committee and Academic Council** ensure the alignment of teaching, learning, and assessment with the desired graduate outcomes, producing well-rounded doctors ready for contemporary healthcare challenges.

File Description	Documents
Medical graduate attributes as described in the website of the College.	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.7-GRADUATE-ATTRIBUTES.pdf
Any other relevant information.	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/05/8.1.7-any-other.pdf

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. Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year

The **Medical Education Unit (MEU)** of Narayana Medical College is actively involved in organizing **Faculty Development Programmes (FDPs)** to enhance teaching competencies and align faculty skills with **emerging trends in medical education technology**, in accordance with **NMC guidelines**.

During the academic year, MEU conducted **Revised Basic Course Workshops (RBCW)** and **AETCOM sensitization programs**, approved by the **Nodal Centre**. Special emphasis was given to **competency-based medical education (CBME)**, **e-learning tools**, **assessment reforms**, and the **integration of simulation-based training**.

Workshops and hands-on training sessions were held on topics like:

- Use of **Learning Management Systems (LMS)** and **Google Classroom**
- **Designing and evaluating OSCEs/OSPEs**
- **Creating digital content** using interactive platforms such as Nearpod and Kahoot
- Incorporating **AI tools** and **virtual reality** in medical teaching
- Effective **formative feedback and mentoring skills**

Resource persons included trained NMC faculty and external experts in medical education technology. Feedback from participants showed a significant improvement in their ability to design student-centric, tech-enabled learning experiences. These FDPs have contributed to fostering a culture of **continuous faculty improvement and innovation** in teaching-learning methods.

File Description	Documents
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List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year- wise during the last year.	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VIII/8.1.8%20BCME%2010.04.2025%20final%20.pdf
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 year	https://narayanamedicalcollege.com/basic-course-medical-education-program/
Any other relevant information	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VIII/8.1.8.1%20Revised%20Basic%20Course%20Workshop%20%20Narayana%20Medical%20College%20Nellore%2003.10.2025.pdf

8.1.9 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation

File Description	Documents
e-copies of Certificate/s of Accreditations	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VIII/8.1.9%20ISO-%20NARAYANA%20MEDICAL%20COLLEGE%20&%20HOSPITAL.pdf View File
Any other relevant documents	View File
Data Template	View File

8.1.10 Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
250	250

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	https://webassets-gcp.narayanagroup.com/narayana-medical-college/weblinks/2024/CRI%20VIII/8.1.10%20Number%20of%20first%20year%20students,%20provided%20with%20prophylactic%20immunization%20against%20communicable%20diseases%20like%20Hepatitis-B%20during%20their%20clinical%20work.pdf View File
List of first year students, teachers and hospital staff, who received such immunization during the year	View File
Any other relevant information	View File
Data Template	View File

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.

Narayana Medical College ensures that MBBS students are well-versed with **contemporary medico-legal practices, third-party payers, and insurance mechanisms**, as part of their clinical and professional development. These topics are introduced through **formal teaching sessions in Forensic Medicine, Community Medicine, and AETCOM modules**, and reinforced during **clinical postings**.

Students are taught about **medico-legal documentation, injury certification, consent procedures, medical negligence, and duties of a doctor in custodial deaths**, aligning with Indian legal provisions such as the **Indian Penal Code (IPC), CrPC, and Consumer Protection Act**.

Simulated case scenarios and mock court sessions help students apply theoretical knowledge practically.

Special lectures and seminars are conducted on **health insurance systems in India**, including **Ayushman Bharat, ESI, and private insurance models**. Students learn how **third-party administrators (TPAs)** work, the role of **pre-authorization, claim processing**, and the significance of **insurance documentation**.

The concept of **professional indemnity insurance** for doctors is also introduced, emphasizing its role in protecting clinicians from litigation risks. Through **interactions with hospital administrators, legal experts, and insurance officers**, students gain a holistic understanding of the legal and financial landscape in modern healthcare delivery.

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/8.1.11-Welfare- Policy T.pdf
List of clinical faculty covered by medical indemnity insurance policy by the Institution	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/8.1.11-list-of-faculty-insurance.pdf
Any other relevant information	https://www.narayanamedicalcollege.com/wp-content/uploads/2022/03/8.1.11-any-other.pdf