SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

FATHER MULLER MEDICAL COLLEGE

FATHER MULLER ROAD, KANKANADY
575002
www.fathermuller.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Father Muller Medical College is a unit of father Muller Charitable Institutions, a Registered Society sponsored by the Catholic Diocese of Mangaluru. The institution founded by Father Augustus Muller in 1880 stands out as a hall mark of medical service and education globally. Father Muller Medical College is a pioneer in being accredited by NAAC, NABH, NABL among the Medical Colleges in Karnataka. Father Muller Medical College, though a Christian minority institution, is open to all, irrespective of religion, caste or community. The postgraduate programs MD/MS/Diploma were started in the year 1991 and the under graduate program - MBBS was started in the year 1999. Super specialty program in Urology was started in 2014. The institution offers PhD programs, Masters in Hospital Administration and other Allied Health Science courses. It is a self financed charitable institution affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Bangalore, Karnataka and recognized by Medical Council of India (MCI). The campus is spread across 31 acres of urban land having a 1250 bed hospital (890 beds are free) with modern investigative and state of the art treatment facilities with experienced doctors following world class health care practices. Father Muller Medical College Hospital has been accredited by NABH and NABL and the medical college is in the process of being reaccredited by NAAC.

Vision

Our Vision is to heal and comfort the suffering humanity with compassion and respect, and to be recognized as a global leader in medical education and research.

Mission

- To be progressive in providing holistic health care services to all.
- To ensure global standards in medical education.
- To create and foster centre of excellence for medical research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

ORGANIZATION AND GOVERNANCE

1. Proficient members in Board, Council and Administration.

2. Rich experience in the health care domain and education.

3. Dedicated faculty and staff.

4. Low attrition rate of employee.

HUMAN RESOURCE: STUDENTS, FACULTY AND STAFF

1. Efficient, dedicated faculty.

2. More than adequate number of faculty and staff.

3. Faculty active in extra-curricular activities.

4. Low attrition rate.

5. Disciplined, meritorious students.

6. Students excel both in academic and extracurricular activities.

7. Availability of dedicated services of Priests and nuns.

LEARNING ENVIRONMENT: CURRICULUM, TEACHING & LEARNING

1: Competent faculty.

2: Adequate learning resources.

3: Adequate infrastructure.

4: Adequate Clinical material.

RESEARCH PRODUCTIVITY AND RESEARCH OUTPUT

1. Research Centre

2. Clinical Material

3. Human Resources

4. Financial Support

5. Technology

CLINICAL SERVICES AND QUALITY ASSURANCE

1. Institution is NABH / NAAC/ NABL accredited.

2. Quality Assurance Cell - regular meetings, constant monitoring and implementation.

3. Well trained, dedicated, experience faculty.

4. Adequate clinical material for education and research.

5. Provision of Quality healthcare at affordable cost.

6. Existence of state of art simulation Centre and its optimum utilization.

OUT REACH ACTIVITIES

1. State of art outreach centers at Thumbay and Bajpe.

2. Regular outreach health camps.

3. Needy patients from health camps are treated at concessional rates.

4. MOU with government organizations.

5. Health education programme through print and electronic media.

Institutional Weakness

ORGANIZATION AND GOVERNANCE

1. Corporate governance initiation.

2. Reorganization of the organization functions and structures.

3. Reforms and decentralization.

4. Internal revenue generation.

HUMAN RESOURCE: STUDENTS, FACULTY AND STAFF

1. Underutilization of human resources.

2. Incentive for faculty for their outstanding achievement not implemented.

LEARNING ENVIRONMENT: CURRICULUM, TEACHING & LEARNING

1: Multiple responsibilities for the faculty.

2: Inadequate faculty &infrastructure for clinical subjects.

3: Less in-house e-learning modules.

RESEARCH PRODUCTIVITY AND RESEARCH OUTPUT

1. Lack of knowledge / orientation.

2. Fear of time constraints.

3. Lack of full time research faculty.

4. Motivation for research.

CLINICAL SERVICES AND QUALITY ASSURANCE

1. Being an old institution, informal structure facilities are suboptimal in some areas.

2. Separate super specialty block is not present.

3. Lack of enthusiasm for research.

4. Lack of state of art emergency department.

OUT REACH ACTIVITIES

1. Notravel arrangements for patients from camps held at distant areas.

2. Lack of adequate facilities for patient attenders.

Institutional Opportunity

ORGANIZATION AND GOVERNANCE

1.Colloborations with reputed institutions in India and Abroad.

2. Active Alumni participation in various activities.

3. External funding.

4. Partnership with Governments at different levels and schemes.

HUMAN RESOURCE: STUDENTS, FACULTY AND STAFF

1. Build up quality human resources pool in various specialisations.

2. Acquire latest state of art technology.

3. Sign MOUs with reputed institutions for exchange of faculty and students.

LEARNING ENVIRONMENT: CURRICULUM, TEACHING & LEARNING

1: Scope for new program.

2: Scope for Inter-disciplinary Add-on program.

3: Scope for Student exchange program.

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4: Scope for Staff exchange program.

RESEARCH PRODUCTIVITY AND RESEARCH OUTPUT

1. Collaborations.

2. Training.

3. Full time research faculty.

4. Upgradation of research facilities.

5. Resource mobilization.

CLINICAL SERVICES AND QUALITY ASSURANCE

1. Newer courses need to be introduced.

2. Quality IT driven administration needs to be established.

3. Rain water harvesting.

4. Solar panels for electricity generation.

5. Green campus.

OUT REACH ACTIVITIES

1. Centers at railway station and bus station displaying information about the institution and services provided.

2. Satellite health centers in other districts.

3. Laboratory collection centers at periphery.

Institutional Challenge

ORGANIZATION AND GOVERNANCE

1. Frequent changes in the regulatory guidelines.

2. Competition from neighboring hospitals and colleges.

3. Changes in enforcement of law.

4. Obsolescence of skills of manpower.

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5. Preventing attrition of doctors and staff.

6. Rising expectations of the stakeholders.

HUMAN RESOURCE: STUDENTS, FACULTY AND STAFF

1. Availability of group D staff for recruitment.

2. Competition from neighboring hospitals.

3. Availability of competent staff.

4. Preventing deviation of students from main stream.

5. Preventing nurses attrition.

LEARNING ENVIRONMENT: CURRICULUM, TEACHING & LEARNING

1: No academic flexibility as the institution is an affiliated institution.

2: Attrition in students opting for post graduation in pre & para clinical subjects.

3: Financial resources.

RESEARCH PRODUCTIVITY AND RESEARCH OUTPUT

1. Research made mandatory by External governing body.

2. Better external research facilities (competition).

3. Failure to attract research motivated faculty / students.

4. Failure to attract reputed funding agencies.

CLINICAL SERVICES AND QUALITY ASSURANCE

1. Competition from other institutions.

2. Retaining human resources.

OUT REACH ACTIVITIES

1. Competition from other institutions.

2. Changing expectations of the stakeholders..

1.3 CRITERIA WISE SUMMARY

Medical Part

The institution has permission for intake of 150 students for MBBS course from the MCI. Range of NEET percentile score of students admitted for the preceding academic year is 52.64 - 99.74 and the mean NEET percentile is 86.41. Sessions on patient safety procedures and quality of care are conducted for undergraduate students before they start their clinical postings. Hospital Infection Control Committee conducts sessions on infection prevention and control practices for students. The Hospital follows the guidelines laid down by the NABH about quality of care and patient safety procedures. Students are given hands on training about patient care and safety procedures at the Simulation Centre. Seventy four fulltime teachers have additional qualification beyond the eligibility requirements from the MCI. For the last five years exit exams (OSCE) for the outgoing interns have been conducted twice per year. All students were examined on predetermined criteria on same or similar clinical scenario or tasks with marks written down against those criteria thus enabling recall, teaching audit and determination of standards. Students are made aware of various issues involved in organ transplantation during classes in Forensic Medicine and clinical postings. The hospital has permission from the appropriate authority for corneal transplantation and renal transplantation procedures. Students are exposed to the organization and operational features of the Immunization Clinic during their posting in Paediatrics. Classes on immunization are taken for undergraduate students. The classes include immunization schedule (both national and IAP vaccination). Details about individual vaccines are also taught. The Medical Education Unit (MEU) was established in 2008. All the members of the MEU are trained and conduct various activities to enhance the quality of medical education. MEU is actively involved in the implementation of new MBBS curriculum. Medical college hospital is accredited by NABH and the laboratory by NABL. Adhering to the NABH guidelines, all students and hospital staff are provided with immunization against Hepatitis – B. Students are exposed to contemporary legal aspects of practice of medicine during MBBS Phase II in Forensic Medicine and clinical posting.

Curricular Aspects

Student admissions are made transparent by adhering to the policy consisting of Government seats, private seats to Christian minority candidates and management quota seats. Institution adheres to the guidelines issued by the University and Government regulations in relation to student admissions. Institution follows guidelines of RGUHS and MCI in execution of the curriculum with local adaptation.

By participating in professional development programs, the faculty gains insight and incorporates the new practices into the curriculum. Hence the faculty introduces these trends in the development of the curriculum which they seek to introduce in the RGUHS syllabus in their capacity as members of different boards. Faculties render their expertise to many other universities as being member of different boards of the university within and outside the state.

Teaching – learning activities are meticulously planned in order to achieve the objectives of under graduate and postgraduate curriculum. Dean and Head of the departments are mainly involved in planning and implementation of teaching – learning programs along with other stakeholders. Curriculum related issues are discussed during monthly meeting of HODs. Curriculum committee has been reconstituted in May 2019.

Add-on courses like Bioethics, Basic Life Support, Advanced Cardiac Life Support and Paediatric Teaching of Bioethics, which is yet to be officially included in the MCI curriculum, has been already introduced for medical students in this college. Bioethics curriculum was designed under UNESCO Bioethics Chair for medical UG students. Advanced Life Support were introduced during the last five years. In addition,

value added courses like Blood bank posting, Spoken language course, Class on Indian Constitution were also introduced.

The Institution has well structured mechanism to obtain feedback on curriculum from its stakeholders.

Teaching-learning and Evaluation

Academic calendar earmarks teaching and evaluation schedules for students to acquire clinical and surgical skills. Student centric learning is achieved through simulation based teaching, small group teaching, e-learning resources, research projects and outreach programs. Father Muller Simulation and Skills Centre was established in 2015 as the first functioning advanced simulation centre in Mangalore. The centre is committed to inculcate evidence based simulation competence into the healthcare curriculum. Regular Professional Development Programs are conducted by the MEU unit. Exit examination was introduced in 2014 to assess clinical competencies of the interns and it is worth noting that exit examination is included in the recently approved National Medical Commission Act. Case Based Learning has been initiated for enhancing learning experiences. Clerkship is introduced to enable the students to be involved in the patient care. All classrooms, demonstration rooms and seminar halls of the institution have facilities for effective use of ICT. Smart boards are installed few class rooms. The teaching learning process of the institution nurtures creativity, analytical skills among students. Teachers use Management Information System for sharing of learning materials to the students. Management appoints only those faculties who have degree recognized by the MCI. Majority of the teaching staff have undergone training in Basic or Revised Medical Education Technologies.

Academic performance of the under-graduate students is monitored by conducting regular internal assessments, monthly tests, end posting tests (clinical), betterment tests are also conducted. Internal assessment consists of theory, practical and viva voce. Marks scored by the students in the internal assessments are uploaded in MIS. Parents can view the marks scored by their wards through this MIS. Institution has a system for identification of advanced learners and low performers. Academic enrichment activities for advanced learners and suitable remedial measures for low performers are conducted.

As the institution is affiliated to RGUHS, academic programs/ activities are conducted to meet the course outcomes prescribed by the University and the MCI. Members of Parent Teacher Association meet regularly to discuss and address issues with parents if any.

Research, Innovations and Extension

Father Muller Research Centre (with approved animal house) is recognized by the Department of Scientific and Industrial Research. Research centre organizes activities to promote and sustain research. Research centre is supported by Research advisory committee, Ethics committee, Scientific committee and Publication committee. The Research Laboratory has adequate facilities for conducting research.

There are national and international collaborations and industry sponsored research activities. The faculty have published 664 papers. Faculty have written text books and contributed chapters too. The College publishes its own scientific journal 'Muller Journal of Medical Sciences & Research'. Research activities are well supported by the Management. Faculty are actively involved in many clinical trials and research activities.

Social service organizations have joined hands with the institution for variety of extension services. NSS

Volunteers conduct awareness programs on various healthcare and Government support themes on a regular basis. Global Health Learning Opportunities (GHLO) is a program of American Association of Medical colleges. GHLO collaborative facilitates global mobility for final year medical students pursing clinical research or public health electives outside their home country. The institution is proud to be associated with GHLO as a host institution for receiving international students for electives.

The whole campus is maintained with utmost cleanliness and contributes actively in educating the various stakeholders about the principles of "Swachh Bharath Abhiyan". The hospital has received 'Best Hospital' award regarding activities pertaining to environmental aspects from Mangaluru City Corporation for 2017-18. Father Muller Medical College Hospital is well known for its health care services to the community. Emphasis is given to community healthcare while dealing with academic work. Every year about 100 health checkup camps and 20 blood donation camps were conducted in the last five years. In addition, various health awareness programs, street plays on health issues, health talks are conducted regularly.

Father Muller Rehabilitation centre became functional in the year 1965. This was mainly started as an occupational therapy for the patients disfigured by leprosy. De-addiction centre was started in the year 1992 to treat people with various addiction disorders.

Infrastructure and Learning Resources

The institution has a built-up area of 126,977 sqmeters accommodating adequate number of classrooms, examination halls, seminar halls, laboratories, departments, hospital etc. The infrastructure, which is constantly upgraded, is optimally used and well maintained. Father Muller Convention Centre, Simulation and Skill centre, Indoor stadium, multi-level car parking facility, Muller Nest – Staff quarters, Father Muller Hospital at Thumbay, Father Muller Rural Training Centre, Bajpe are some of the significant additions. Father Muller Simulation and Skills Centre has multi-professional training facility equipped with the most advanced medical simulators. Father Muller Convention Centre is a state of the art auditorium facility which has won the award for Well-built Concrete (Infrastructure) in Dakshina Kannada, Udupi, Shimogga and Chikamagalur districts in the year 2018. The convention centre is an ideal location for conducting programs of big magnitude.

Adequate ICT facilities and 280 mbps wi-fi connectivity across 400 computers is available. Institution has a separate library building of 3195 sq. m area with reading rooms. There are 23000 books, 12141 text books, 10874 reference book and other study materials available. Library is automated using Integrated Library Management System software. In addition to the books related to medicine, library is also enriched with books on Social issues like environment, travel, yoga, ill effects of alcohol consumption etc. In addition to the subject related books, general books written in English, Kannada and Konkani are available. E-library has membership for e-resources which can be accessed remotely too. Every department has its own library.

Facilities are provided for sports, cultural activities, gymnasium, Zumba, yoga etc within the campus for all stakeholders. In-door and out-door games are well patronized in the College. Father Muller indoor stadium and gymnasium is a fully integrated state of the art sports complex of national standard with centralized air-conditioning. Gymnasium of 4,500 sq ft area is equipped with the most modern equipment. Accommodation is provided to staff and students in quarters and hostels. The campus has all facilities that student and staff would require like hostel, canteen, bank, coffee shop, stationary outlet etc.

Student Support and Progression

Management provides support for curricular, co-curricular and extra-curricular activities for the overall growth of students. A wide variety of scholarships, fee concessions, and grants for research are provided to the students. Most of the medical services are free of cost for the students. The students are encouraged to actively participate in various academic programs, research and other scientific activities not only in the institution but also in other colleges. The College canteen and coffee shops provides hygienic food at subsidized rates. Students have the benefit of personal and academic counseling by professionally trained faculty.

The campus is free of ragging, drugs, alcohol, smoking and use of plastics. Different committees are in force to address grievances of the students. Security for 24 hours a day and well lit campus at night enhance safety of the students.

"ADRENALINE" inter-collegiate fest which was started in 2015 has become the brand of the institution in the State. The Student Council organizes plethora of events.

Institution has students clubs like Research club, Debate club, Quiz club, Surgical club and Bioethics club to promote the overall growth of the students. Institution facilitates building and sustenance of innate talent of the students by conducting various co-curricular and extra-curricular events and encouraging the students to participate in such activities organized by other institutions.

The Graduation day of the Institution is conducted annually with dedicated participation from the Graduates, their parents, faculty and the management. The outstanding academic performers are honoured during this event.

The Alumni Association contributes to the development of the institution through financial and non-financial means. The Goal of the Alumni Association is to create and maintain a life-long connection between the institute and alumni. Institution has dedicated a portal for the online registration which helps to connect the growing alumni throughout India and the world. Alumni association has invited eminent alumnus to deliver guest lectures.

Governance, Leadership and Management

The management is committed to achieve global leadership in medical education and research for realizing the institutional vision of "Heal and Comfort". It seeks to provide the best infrastructure, appoint most qualified staff and create a conducive atmosphere for quality service. There is a hierarchy of administration with clearly defined responsibilities. The Dean provides leadership, foresees events, enlists co-operation and ensures judicious use of finances. Internal coordination is maintained by regular meetings of the managing committee, advisory committee, IQAC, College council, heads of the departments and student council.

The institution is is supported by Fr. Muller Charitable Institutions, which is the sponsoring Body. The institution has a centralized Finance and Accounts department where all the accounting and compliance is taken care of.

E-governance been implemented in areas of student admission, fee payment, student attendance, administration, academic planning & development etc. Management Information System is in place aiding appraisals as per Strategic Development Plan. Both teaching and support staff are provided avenues for growth and given a variety of welfare measures.

The management helps to maintain green environment and adapts *Vanamahothsava* program is conducted with active participation from the students and the faculty to encourage conservation and protection of the environment.

Management is concerned about the welfare of its employees. Various welfare schemes are implemented for teaching and non-teaching staff. Hospital and doctors are insured under Professional indemnity insurance.Performance appraisal of the faculty is done annually as per the institutional staff appraisal format. Performance of the faculty is evaluated by the in-charge, HoD, Dean, Administrator and Director.

The IQAC of the institution gives guidelines to promote and enhance quality. The IQAC meets regularly and reviews the progress made by the Institution and discusses innovative ideas to improve the quality of the teaching learning process, services offered and academics. Various Committees of the institution actively take part in the quality enhancement activities of the institution. The management is receptive to new ideas expressed through feedback from stakeholders.

Institutional Values and Best Practices

Father Muller Medical College irrespective of being a Christian minority institution respects values of other religion too. Students and staff of different cultural, regional, linguistic, communal, socio-economic etc background are employed in the institution.

Management promotes and supports gender equity. Gender sensitisation programs are conducted to sensitise the faculty about gender related issues at work place. The institution has an internal complaints committee headed by a female faculty to deal with issues like sexual harassment at workplace or any other gender related issues.

The Institution has well defined policies for the safe disposal of degradable and non-degradable waste like biomedical waste, solid waste, liquid waste, hazardous chemicals, e- waste etc. The institution has alternate sources of energy like solar water heater and biogas plant. The institution has under taken measures to make campus eco friendly by maintaining existing trees and planting of new saplings, effluent treatment and recycling system, ban on tobacco products, ban on plastic use etc.

National and International commemorative days like World Health Day, AIDS day, Blood donation day, International elderly day, World diabetes day etc are celebrated in the institution.

Teaching of Bioethics to the undergraduate students and Simulation based medical education are the two best practices among other quality practices adapted by the institution during the last five years.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	FATHER MULLER MEDICAL COLLEGE
Address	Father Muller road, Kankanady
City	Mangaluru
State	Karnataka
Pin	575002
Website	www.fathermuller.edu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Antony Sylvan D Souza	0824-2238330	9741161876	0824-2436352	fmmciqac@father muller.in
IQAC / CIQA coordinator	Ramesha Bhat M	0824-2238261	9845084224	0824-2430361	rameshderma@fath ermuller.in

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Trust

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Christian Minority Letter.pdf
If Yes, Specify minority status	
Religious	RELIGIOUS
Linguistic	
Any Other	

Establishment Details	
Date of establishment of the college	01-09-1992

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

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	01-01-2015	View Document
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
MCI	View Document	05-05-2017	60	

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Father Muller road, Kankanady	Urban	30.87	126977.6

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	MBBS,Health Science	66	PUC	English	150	150
PG	MD,Health Science	36	MBBS	English	2	0
PG	MD,Health Science	36	MBBS	English	3	3
PG	MD,Health Science	36	MBBS	English	5	0
PG	MD,Health Science	36	MBBS	English	6	6
PG	MD,Health Science	36	MBBS	English	8	8
PG	MD,Health Science	36	MBBS	English	5	0
PG	MS,Health	36	MBBS	English	2	2

	Science					
PG	MD,Health Science	36	MBBS	English	2	0
PG	MD,Health Science	36	MBBS	English	5	5
PG	MS,Health Science	36	MBBS	English	5	5
PG	MD,Health Science	36	MBBS	English	5	5
PG	MD,Health Science	36	MBBS	English	8	6
PG	MS,Health Science	36	MBBS	English	9	9
PG	MS,Health Science	36	MBBS	English	8	8
PG	MD,Health Science	36	MBBS	English	2	0
PG	MD,Health Science	36	MBBS	English	11	11
PG	MD,Health Science	36	MBBS	English	7	7
PG	MS,Health Science	36	MBBS	English	2	2
PG Diploma recognised by statutory authority including university	PG Diploma, Health Science	24	MBBS	English	2	2
PG Diploma recognised by statutory authority including university	PG Diploma, Health Science	24	MBBS	English	2	2
PG Diploma recognised by statutory authority	PG Diploma, Health Science	24	MBBS	English	1	1

including university						
PG Diploma recognised by statutory authority including university	PG Diploma, Health Science	24	MBBS	English	1	1
Doctoral (Ph.D)	PhD or DPhil,Health Science	36	MD	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Health Science	36	MD	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Health Science	36	MD	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Health Science	36	MD	English	4	0
Doctoral (Ph.D)	PhD or DPhil,Health Science	36	MD	English	4	0
Post Master's (DM,Ayurve da Vachaspat hi,M.Ch)	MCh,Health Science	36	MS GENERAL SURGERY	English	1	1

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				63				71				86
Recruited	50	13	0	63	25	18	0	43	32	48	0	80
Yet to Recruit				0				28				6
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				32				80
Recruited	0	0	0	0	0	4	0	4	35	29	0	64
Yet to Recruit				0				28				16

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				300
Recruited	113	187	0	300
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				101
Recruited	27	74	0	101
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	1	0	0	1	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	50	12	0	24	18	0	31	45	0	180
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	2	0	35	29	0	66
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	42	14	6	0	62
	Female	69	11	8	0	88
	Others	0	0	0	0	0
PG	Male	21	5	7	0	33
	Female	32	11	7	0	50
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	1	0	0	3
	Female	0	3	0	0	3
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M.Ch)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years		Year 1	Year 2	Year 3	Year 4
Programme		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	7	3	2	4
	Female	3	3	6	5
	Others	0	0	0	0
ST	Male	1	1	3	1
	Female	0	1	1	1
	Others	0	0	0	0
OBC	Male	22	7	24	22
	Female	38	20	25	38
	Others	0	0	0	0
General	Male	37	40	54	32
	Female	78	73	70	78
	Others	0	0	0	0
Others	Male	24	19	21	27
	Female	32	25	30	28
	Others	0	0	0	0
Total		242	192	236	236

General Facilities	
Campus Type: Father Muller road, Kankanady	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**

• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	**4**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**2**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	**Sewage treatment plant, Overhead water tank, Underground water sump, Electric buggy, Prayer hall, Multilevel car parking, Hostels, Campus bus**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	207
* Girls's hostel	2	325
* Overseas students hostel	1	7
* Hostel for interns	2	64
* PG Hostel	3	182

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
1099	1101	1057	1005	996

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
209	189	172	171	170

File Description	Document
Institutional data in prescribed format(Data templ	View Document

1.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
240	236	236	192	242

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2 Teachers

2.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
254	238	230	227	215

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
331	331	331	331	331

File Description	Document
Institutional data in prescribed format(Data templ	View Document

3 Institution

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
4982.9	4504.86	4016.49	3479.51	3587.49

File Description	Document
Institutional data in prescribed format(Data templ	View Document

22-08-2022 08:52:06

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Curriculum:

Father Muller Medical College, Mangalore is a private institution affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Bangalore and recognized by Medical Council of India (MCI). Institution follows the curriculum laid down by MCI as per the guidelines from affiliated University. Link is provided in the institutional website through which faculty, student and otehr stakeholders can access the Curriculum and guidelines of affiliated university.

Teaching schedule:

Teaching schedule/ timetable is prepared taking into account the minimum number of hours for each subject as prescribed by the University. Classes are conducted as per the teaching schedule.

Teaching learning methods employed for delivery of the Curriculum:

In addition to the traditional method of teaching other methods of teaching-learning like simulation based learning, case based learning, bed side teaching, integrated teaching, community teaching are also used.

Bioethics class:

Class on Bioethics was started in 2013 well before the inclusion of Bioethics in revised MBBS curriculum by the MCI in 2018.

Inter-institutional teaching:

Post-graduate students are posted to specialized centres like National Institute of Mental Health and Neuro Sciences, Bangalore, Jayadeva Institute of Cardiovascular Sciences and Research, Bangalore, KIDWAI institute of Oncology.

Class on communication in local language:

Classes are also taken on spoken language so that students can easily communicate with the patients in local language.

Class on spoken English:

Classes on spoken English are conducted especially for students who have completed their education in regional language.

Classes are also conducted on Indian Constitution and basics of computers. Hands on training programs about patient safety measures, fire safety, bio-medical waste management are conducted regularly for the students.

Evaluation:

Evaluation of the students for achievement of course and subject specific objectives is done by regular Internal assessments. Internal assessment methods include theory, practical/clinical tests, viva and OSCE/OSPE.

Curriculum committee:

Teaching – learning activities are meticulously planned in order to achieve the objectives of under graduate and postgraduate curriculum. Dean and Head of the departments are mainly involved in planning and implementation of teaching – learning programs along with other stakeholders. Curriculum related issues are discussed during monthly meeting of HODs. Curriculum committee has been reconstituted in May 2019. Schedule has been prepared for the effective implementation of MBBS new curriculum introduced for 2019-20 batch of students.

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

Other Upload Files	
1	View Document
2	View Document

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

Response: 5.07

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

2018-19	2017-18	2016-17	2015-16	2014-15
13	13	12	9	12

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

1.2 Academic Flexibility

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

Response: 98.21

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

Response: 220

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

Response: 224

File Description	Document
Institutional data in prescribed format	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 40.99

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
475	468	394	399	421

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

1.3 Curriculum Enrichment

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

Response:

Cross-cutting issues relevant to environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics are integrated into the curriculum.

Gender equity:

Guest lectures were planned and conducted for students primarily about gender equality and awareness about harassment at workplace.

Environment:

NSS unit is mainly involved in creating awareness among the students about environment and conserving the environment for the present and future generation. Planting of saplings - *Vanamahotsava*, cleaning the surroundings under *Swacchh Bharat*mission are done regularly. Management also encourages green environment by maintain the trees and planting new saplings inside the campus. Institution has under taken measures to make campus eco friendly by maintaining existing trees and planting of new saplings, effluent treatment and recycling system, ban on tobacco products, ban on plastic use etc.

Bio-medical waste management training:

Another initiative in environment sustainability is training programs conducted by Hospital Infection Control Centre on Bio-medical waste management for under-graduate as well as post-graduate students as per Karnataka Bio-medical Waste Management Rules. Classes on bio-medical waste management are

included as part of the curriculum by the institution.

Professional ethics and Human values:

One of the fundamental characters a health professional should have is professional ethics. Conduct of a health professional towards his colleagues, profession makes him/ her successful. One of the major initiatives of the institution towards achieving this isthe introduction of classes on Bioethics. Bioethics curriculum was designed under UNESCO Bioethics Chair for medical UG students. Students are taught about various ethical issues related to medical practice and research like identification of ethical issues, problems associated with not following ethics, decision making under the given circumstances based on acceptable moral concepts and traditional practice etc.Students felt that this knowledge will be of great help in dealing with the patients.

Right to Health and emerging demographic issues:

In 3rd year block posting of community medicine, the students are taught about the right to health as a part of Concept of Health and Disease in 5 hours and Emerging Demographic issues i.e. sex ratio, female foeticide, challenges in achieving fertility indicators target etc. under the heading of Demography and family planning in 3-5 hours duration respectively. During the internship, internees are trained to educate the people on the issues related to right to health and also the responsibilities of individual and state pertaining to health.

Post-graduate Orientation program:

Orientation program is conducted for the newly joined post-graduates. Sessions on duties &responsibilities, introduction to research, establishing rapport between Patient and Doctor, Bio-ethics and Human relationship, Communication in Medicine etc are conducted.

Group counseling for students:

Group counseling sessions for students are being regularly conducted to address issues pertaining to academic and examination stress, inter-personal relationships, hostel life and separation from parents and to motivate the students to study and excel in professional field.

File Description	Document
Link for list of courses with their descriptions	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 4

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

Response: 4

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

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

Response: 40.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
646	590	540	410	367

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

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

Response: 57.28

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

Response: 657

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

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

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

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

Other Upload Files	
1	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 57.72

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

2018-19	2017-18	2016-17	2015-16	2014-15
81	71	61	35	71

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

2018-19	2017-18	2016-17	2015-16	2014-15
116	111	110	79	129

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

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

Response: 95.12

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved

intake during the last five years:

2018-19	2017-18	2016-17	2015-16	2014-15
240	236	236	192	242

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

2018-19	2017-18	2016-17	2015-16	2014-15
251	251	251	201	251

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

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

Response: 32.55

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	75	95	73	66

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 4:1

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

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

Response:

Management supports extramural activities and encourages the students to take part in such activities. Also, provides all facilities to the students who represent the institution in extracurricular activities.

Student club:

Institution has introduced student clubs in order to encourage students in beyond the classroom activities. Following Student clubs with well defined Standard Operating Procedure (SOP) are present:

- Bioethics club
- Research club
- Surgical club
- Debate Club
- Quiz club

Bioethics club was started as Stduent wing of Bioethics, UNESCO Chair (HAIFA) in the year 2012. Research club, surgical club, Debate club and Quiz club were inaugurated on 14th May 2019. Activities under each club are conducted by the students who are the members of the club. Members meet regularly as per the SOP to discuss about club activities.

The Muller Model United Nations:

Muller Model United Nations is a Mock United Nations Session that is being conducted in Father Muller Medical College, Mangalore from 2014. This is two day intercollegiate event open to all colleges of Mangalore. Topics of international importance are elaborately discussed and conclusions are logically drawn by participants who represent delegates of various countries. The two days of intense, nail biting debate is presided over by a Chair, Vice- Chair and a Rapporteur who ensure the topics proceed without any deviation. Conclusions drawn at the end of the deliberations are presented as a detailed draft. Participants are given awards such the 'Best delegate', 'Best crisis Manager' and 'Best speaker'.

"ADRENALINE":

Adrenaline – intercollegiate sports and cultural fest" is being conducted successfully since 2015.

About 40 different events are conducted during the 4 days fest. There is significant increase in the participating college and participants each year. "Adrenaline" has become brand name of the institution's sports and cultural activity. "ADRENALINE"creates festive like atmosphere in the campus.

Inter-batch cultural activities:

Cultural wing of Student council conducts annual inter-batch cultural activities. Week long cultural fest consisting of various competitions like singing, dancing, sketching, painting etc is organized.

Inter-batch sports activities:

Sports wing of Student council conducts inter-batch sports competitions like basket ball, throw ball, table tennis, chess etc competitions every year. Various track and field competitions are conducted during inter-batch athletic meet.

Extra-mural activities on International and national days:

International and National days are celebrated regularly in the institution. Extra-curricular activities like quiz, debate, essay competitions etc are conducted for the students.

In addition to these institutional activities, annual extramural activities like debate, quiz, poster competition etc are conducted by the individual departments.

Support for innate talent of students:

Institution not only conducts various extra-mural activities, it also encourages the students with innate talent to showcase their talents in activities conducted by other institutions. Registration fees, TA and DA are provided to the students who take part in co-curricular and extra-curricular activities conducted by other institutions.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

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

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**

- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

   Institution has initiated some new student centric methods and continued existing methods of teaching-learning which will enhance the learning experience of the students.

Simulation Based Learning:

   Objective of simulation based learning is to create a shift from teacher-centered to student-centered learning. Lesson plan includes specific skills and few commonly encountered clinical scenarios. The framework includes briefing of the scenario prior to the session, orientation to the simulator and environment, followed by the short simulation experience and the final debriefing session. Mistakes may be made and learning can occur without risk to patients. Topics which can be taught more efficiently by simulation based learning are replaced from existing didactic lecture method.

Inter-departmental activities:

   Teaching learning activities especially for post-graduates are conducted by the departments in collaboration with other departments. Department with which activities to be conducted is decided based on the topic for discussion. Most common activity conducted is seminar and case discussion.

Integrated teaching

   Horizontal integrated teaching is being conducted in preclinical subjects of Anatomy, Physiology and Biochemistry. Sessions are planned in such a way that anatomical, physiological and biochemical aspects of a particular organ/ system are discussed simultaneously.

Clerkship for MBBS students:

   Clerkship is introduced to enable the students to be involved in the patient care. They will be inducted into this program in their 3rd year. The students will be given an opportunity to do simple techniques/ procedures.

Case Based Learning (CBL):

   Case based learning sessions are being conducted regularly as adjunct to didactic lectures, which is student centered, to teach those topics which can be discussed by using simulated case scenarios. CBL helps in applying theoretical concepts to practical experience and enhances student's problem solving skills.

Hands on learning on Research Methodology and SPSS software:

   From 2015 academic session, department of Community Medicine has introduced research methodology training in a workshop format for the block postings batches. Each batch under the guidance of one faculty will be working on a minor project. Students are also given hands on training in statistical

analysis using SPSS.

Self-directed learning:

Academic discussion done on Google groups, *Whatsapp,* e-mail etc. Discussions are monitored by the faculty.

Patient centric and evidence based medicine:

During bedside clinic, different medical conditions are discussed during examination of real patients. Along with subject, students are also taught about rights of patients, professional secrecy, respect for the patient, management of illness according to the available evidence, professional ethics etc.

Project based learning:

Students are encouraged to take up short projects to promote research interest and slef directed learning. Projects are also finacially supported by the institution.

Role play:

Role play is also used for teaching-learning for the topics which can be efficiently taught by this method. Eg: Mock court to demonstrate the court room proceedings, Case scenario etc. Role play helps the students to retain the subject in a better way.

In addition to the above teaching - learning methods, following innovative methods are introduced by some departments:

- Diagnostic Reasoning.
- Socrative method.
- Fish bowl technique.
- Flip classroom.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

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

1. **Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines.**
2. **Has advanced simulators for simulation-based training**
3. **Has structured programs for training and assessment of students in Clinical Skills Lab /**

Simulation based learning.

4. **Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

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

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

Response:

Management has provided all possible ICT facilities for effective teaching and learning. These facilities are efficiently used by the teaching faculty.

Interactive Intelligent Panel:

One of the significant move by the management towards ICT enable teaching is installation of Interactive Intelligent panel (Smart board) in the classrooms. It has upto 61 multipoint touch gesture control, in-built WiFi, Ethernet & Bluetooth, android 7.0, open platform compatible with all e-learning contents, wireless data transfer, cloud based teaching, screen recording and many other useful features for teaching-learning.

Simulators:

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

are used.

ICT facilities in the classroom:

All classrooms, demonstration rooms and seminar halls of the institution have LCD projector, desktop and *WiFi* facility. Speed of the *WiFi* is 280 mbps.

Management Information System:

Teachers use Management Information System (MIS) for sharing thelearning materials with the students. Powerpoint presentation of classes, videos of procedures etc are uploaded to the MIS so that students can make use of these for learning.

Online e-resources:

E- library of the institution has facilities for accessing online e – resources. Students and faculty can even access e-learning resources (databases) remotely. Students can use the free *WiFi* facility provided by the institution. Institution has subscribed for following databases - HELINET Consortium of RGUHS, NLIST, J-GATE Biomedical sciences, DELNET, UP-TO-DATE, British Council, American Library, INCISION Care,

Instructional websites:

Subject specific Instructional websites are used for academic discussion like pathoindia.

Videos of medical procedures are prepared in house and used for teaching purpose. Videos even from subject related websites are used for teaching. Academic discussion for postgraduates is done on Google groups and *Whatsapp*. Google scholar, *Kahoot* etc are also regularly used by the teachers and Thieme Medone Communication Science.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 10:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 113

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

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

Response:

Teaching learning processes are planned and executed in an efficient way so that the analytical skills of the students are properly nurtured. The teaching process also nurtures creativity among the students and stimulates them to do innovative things pertaining to academics.

Simulation based learning

Learning sessions by simulation are conducted for both under-graduates and post-graduates by using high fidelity mannequins for recreating real time clinical scenarios. Teaching session is followed by debriefing session involving guided reflective learning. Simulation based learning creates shift from traditional teacher centered learning to student centered learning. Simulated learning is useful for reflecting upon experience in clinical areas because it develops clinical reasoning and integrates theory with practice. Mistakes may be made and learning can occur without risk to patients.

Case Based Learning

Case based learning sessions are introduced and are conducted regularly in addition to lectures. Topics which can be discussed through case scenario are identified and included for Case Based Learning. CBL helps in applying theoretical concepts to practical experience and enhances student's problem solving skills.

Video Demonstrations

Video Demonstrations of common surgeries (both live and recorded) to the students. Video demonstration helps all students to view those micro-surgeries which cannot be viewed live by all.

Online MCQ test

Online MCQ test through www.kahoot.com has been initiated in some departments. In this digital era, *Kahoot* is easy to use and obtain feedback about the questions, average time taken for answering etc instantaneously. Students enjoy the process of *Kahoot*.

Teaching methods which are used in individual departments that promotes analytical skils and creativity among students are,

- Fish Bowl Technique: In this type of learning, a topic is discussed after the lecture. After the presentation students are grouped, students take turn and contribute to the group discussion. Care is taken so that all students get equal opportunity and time to express their views and contribute towards the discussion.
- POTLUCK: Postgraduates students are made to talk randomly on a topic.
- Diagnostic Reasoning:Clinical cases are discussed with the students who are divided into group. Specific time is allotted for the each case for Individual think, group discussion, presentation and discussion. Feedback was collected at the end of the session and it was well appreciated which helped them in proactive learning.
- M-Learning Teaching Methodology: M – learning is "Learning across multiple contexts, through social and content interactions, using personal electronic devices" for I MBBS students during practical sessions.
- Webinar programs for post graduates.
- Flipped teaching method.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate documentary evidence	View Document

2.4 Teacher Profile and Quality

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

Response: 70.12

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

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS

etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.

Response: 2.85

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	7	7	7

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

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

Response: 12.83

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

Response: 3259

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

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

Response: 0.49

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	1	2	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)

2.5 Evaluation Process and Reforms

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

Response:

Institution strictly adheres to the academic calendar for conduct of all academic activities.

Academic calendar:

Academic calendar consisting of theory classes, clinical posting and internal assessment for individual batch is prepared in the beginning of phase. The schedule is prepared by the dean after discussion with concerned course co-ordinator. Academic calendar is displayed before the commencement of the phase/ year/ semester. Internal assessments are conducted as per the schedule. Clinical posting tests are conducted

after the completion of postings in respective subjects/ departments. Portion for the internal assessment is communicated to the students well in advance.

Academic performance:

Academic performance of the under-graduate students is monitored by conducting regular internal assessments. In addition to the minimum number of internal assessments fixed by the University, monthly tests, end posting tests (clinical), betterment tests are also conducted. Internal assessment consists of theory, practical and viva voce. Students are assessed also by OSPE/ OSCE and MCQ tests

Under-graduate students:

Continuous assessment of the students is done by conducting regular internal assessment tests, both in theory and practical as per university norms. Students are allowed to interact with HOD or staff about their performance. Internal assessment consists of theory, practical and viva voce. In addition to the internal assessments, students are also assessed by short tests, assignments, viva voce, discussion during postings and OSPE/ OSCE. Online MCQ test through www.kahoot.com is also used.

Marks scored by the students in the internal assessments are uploaded to Management Information System (MIS). Parents can also view the marks scored by their wards through MIS. Slow learners and advanced learners are identified based on their performance in the internal assessments. Remedial measures are taken to guide and support the slow learners.

Post-graduate residents:

Continuous assessment of the students is done by conducting regular (monthly or quarterly theory tests), clinical/ practical tests yearly, maintaining a log book with grading and yearly assessment by all staff of the department. In addition, clinical post-graduate residents are also assessed during the clinical rounds.

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

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

Response:

Mechanisms that are in place to deal with examination related grievances are,

Summative assessment:

As the Institution is affiliated to RGUHS, student should approach the University for any Grievances related to Summative assessment. Students who are not satisfied with the marks obtained by them in the examination can apply forsoft copy of Answer script/ Valuation slipswithin 10 days from the date of announcement of results.Institution provides all possible assistance to the students if they have any grievances regarding summative assessment.

Formative assessment:

Internal assessment theory answer papers are given to students to go through the evaluation. To avoid evaluator bias, answer to a particular question is evaluated by the same teacher for all the students. Marks are displayed on the notice board so that students can approach faculty if they have any grievances. Sessional marks are uploaded in the MIS for parents to know the performance of their wards. Parents can meet the course coordinator or concerned Head of the department for any grievances related to the examinations.

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

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

Response:

Automation of the University examination process:

- Theory examination:

University theory examination is automated with online transmission of question papers Theory examination halls are fitted with high   definition CCTV cameras and theory examination centres are monitored by the university through web streaming.

- Practical examination:

Marks obtained by the students in practical examination and viva-voce are uploaded after completion of the examination every day.

- Evaluation:

University has introduced digital evaluation of the theory answer scripts in 2016. Answer scripts

are scanned and made available for evaluation.

Formative examination/ evaluation of the students in the institution:

- Under graduate students:

    Continuous assessment of the students is done by,

1. Regular internal assessment tests, both in theory and practical as per university norms.
2. Monthly tests.
3. Assignments.
4. Viva voce
5. Practical record completion.
6. Online MCQ test through www.kahoot.com.
7. Clinical postings - end post tests.

    Students are allowed to interact with HOD or staff about their performance.

- Post-graduate residents:

  Continuous assessment of post-graduate students is done by,

1. Monthly or quarterly theory tests.
2. Clinical/ practical examination.
3. Maintaining a log book with grading and yearly assessment by all staff of the department.
4. In addition, clinical post-graduate residents are also assessed during the clinical rounds.

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

Other Upload Files	
1	[View Document](#)

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

Father Muller Medical College is affiliated to Rajiv Gandhi University of Health Sciences, Bangalore. Since the institution is an affiliated institution, academic programs/ activities are conducted to meet the course outcomes prescribed by the University and the respective Statutory Regulatory Authority i.e National Medical Commission/ Medical Council of India. Link for Course outcomes of the courses offered by the institution are uploaded in the institutional website.

Students are made aware of the course outcomes during their orientation program. All the teachers are expected to be familiar with the student's learning objectives of their respective subject. Teachers are communicated about the availability of link in the institutional website through which they can access the Course outcomes by the Dean.

Time table of 1st MBBS as per the new curriculum has been uploaded in the institutional website. Accordingly, the schedule of Foundation course which has been introduced for the first time for MBBS students is also uploaded for the reference of the stakehplders.

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

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

Response: 81.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
197	176	147	138	130

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

2018-19	2017-18	2016-17	2015-16	2014-15
236	214	189	160	159

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

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

Response:

Teaching learning and evaluation methods are aligned with the learning outcomes stated by the affiliating university.

Undergraduates:

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

Exit examination for interns:

Interns are assessed for clinical skills by Exit examination (OSCE) conducted before the completion of internship program. Exit examination was introduced in 2014 well before its inclusion by the MCI in 2018.

Post-graduate residents:

Subject specific outcomes achieved by a post-graduate resident are assessed continuously by the respective departments.Assessments are conductedmonthly/ quarterly/ yearly theory and practical/ clinical tests, model examination before the University examination and seminars and journal clubs. Cognitive, psychomotor and affective aspects of learning of Post-graduate residents are assessed.

PG log book:

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

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

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

Response:

The Parent Teacher Association (PTA) committee consists of members representing the teachers, parents and students selected by the management. The convener of the committee conducts the meeting bi-annually and plans for the activities to be conducted after discussing with the members.

Activities:

- PTA committee organises guest lecture during the course inauguration of MBBS program by eminent speakers where the parent's expectations and student's behavioural changes after joining the professional colleges are addressed.
- In the month of December, parents are invited for a meeting with the teachers and management representatives. Here, the various developments happened in the college campus, student's achievements and activities related to curricular and co-curricular activities will be shared with the parents. Later, parents will have direct interaction with the teachers and management to clarify anything regarding the facilities, academic and non-academic activities by their wards etc.

Feedback from parents:

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

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.9

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 44.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
106	105	109	100	98

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

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

Response: 3.25

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	9	7	4	8

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

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

Response: 56

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

2018-19	2017-18	2016-17	2015-16	2014-15
14	17	10	6	9

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

3.2 Innovation Ecosystem

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

Response:

Institution has conducive environment for quality research and effective transfer of knowledge.

Research activities:

All the research activities are monitored and assisted by Father Muller Research Center. The center is committed to enhancing research support through identifying the thrust areas of research, formulating the

study designs and also guiding grant applications.The objectives of the Research center are,

- To create zeal amongst students and faculty members towards research.
- To promote research in various departments of the Institute.
- Establish Multidisciplinary Research projects.
- Establish collaboration with other Universities, Public and Private sector research Institutions / Centers.
- Develop new innovation or improved products, processes or services.
- Establish Patents & IPR.

Supportive wings of research centre:

Research advisory board comprising of senior faculty members guide the Research center in carrying out its activities and also by following supportive wings in *viz* Ethics committee, Scientific committee and Publication committee. These committees have well defined policies to monitor and assist research in the institution.

Research laboratory:

Institution has fully fledged research laboratory for research activities. Anaerobic laboratory of the institution is an ideal place to carry out research in anaerobic field. The laboratory is provided with all the essential facilities like equipments, adequate space, internet and telephone connectivity etc. The facility is also provided to students of other institutions to promote research and sharing of knowledge about anaerobes. National and State level workshops are being conducted regularly for post-graduate, staffs and technical assistants in the field.

Animal research laboratory:

Institution has animal research laboratory for research involving animals. The laboratory is recognized by the statutory body. Animal ethics committee of the institution monitors the ethical aspects involved in animal research.

Support for research:

- Management encourages research by providing financial assistance, hospital laboratory facility, equipments to the staff and students.
- Incentives to the staff for research work, scientific paper publication, attending conferences to present research papers, guiding the student project etc.
- Institution has policy for financial support to the under-graduate and post-graduate students for research.
- Regular workshops are conducted for the post-graduate students on research methodology so as to help them.

Father Muller Simulation and Skills Centre:

Another noteworthy unit involved in the transfer of knowledge is Father Muller Simulation and Skills Centre. It is a state of the art, multi-professional training facility equipped with the most advanced medical simulators and skills trainers. Centre is committed to inculcate evidence based simulation competence into

the healthcare curriculum and provides healthcare training to the MBBS students, postgraduates and qualified professionals from the field of medicine. The centre is the first in Mangalore to be accredited by the American Heart Association as an authorized training centre for Basic Life Support& Advanced Cardiac Life Support.

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

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

Response: 62

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	15	14	14	10

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

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 4.45

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

Response: 503

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

Response: 113

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

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

Response: 2

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

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

Response: 0.09

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response: 226

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

2018-19	2017-18	2016-17	2015-16	2014-15
70	60	55	30	11

File Description	Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional informatio	View Document

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

Response: 18.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
220	233	257	171	93

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

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

Response:

Vision of the institution is to heal and comfort the suffering humanity with compassion and respect. The Management, Staff and Students of Father Muller Medical College, have been inspired and guided by the motto "HEAL AND COMFORT" instilled by its founder Father Augustus Muller. As a unit of Father Muller Charitable Institutions, the Medical college believes and practices its philosophy and objectives. The staff and students of the Medical college maintain the tradition of 'holistic approach' to patient care.

Father Muller Medical College Hospital is well known for its health care services to the community not only in Karnataka but also in the neighboring states. Emphasis is given to community healthcare while dealing with academic work. Institution has received various recognitions from different associations for its extension and outreach activities.

Father Muller Charitable Institution has received "Indian achievers award for Social service" for outstanding achievements in education and Social services.on 20th February 2018. Father Muller Medical college hospital has been declared as Best Hospital in the survey conducted by the Mangalore City Corporation.

Even faculty have received awards for their Community services. Dr. Aruna Yadiyal, Faculty of Psychiatry has received award for publishing the articles in local media creating awareness among people about mental health. Dr. Nandakishore, Faculty of Dermatology has received Rajyotsava Award on the occasion of Kannada Rajyotsava for his services.

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

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

Response:

Environmental awareness:

Students under the NSS unit have participated in various activities under *Swachh Bharat* campaign and also have participated in the activities conducted by other institutions addressing environmental issues.

Health care:

Father Muller Medical College Hospital is well known for its health care services to the community not only in Karnataka but also in the neighboring states. Institution has included community care as an integral part of education. Health cards are issued to the public to avail subsidized health care from the hospital.

Health camps and Blood donation camps:

Every year about 100 health checkup camps and 20 blood donation camps were conducted in Mangalore and neighboring districts during the last five years.

Participation in National health programs:

Staffs and students have participated in National Health programs like Pulse Polio, Filaria Control Program, Malaria Control Program etc.

Health awareness programs:

Various extension activities on health issues were conducted regularly where the students participate actively along with the faculty. Significant numbers of radio talks were also given by the faculty on health issues. Awareness programs were conducted for school childrenon various health issues by NSS, faculty of pediatrics and community medicine.

Participation of student council:

The student council regularly takes part in various activities like Breast feeding awareness, AIDS awareness etc. Students have also participated in creating awareness about health problems on World

Health days like Tuberculosis day, AIDS day, Breast feeding week etc through street play and health education sessions.

Community participation:

Institution has a unique practice of educating medical students about their social responsibility. During the posting in Community Medicine, each student is allotted one family in the rural area for a period of 2 weeks. During this period of association with the family, the student acts as family physician of that family.

Social responsibility:

Students are inspired and guided by the motto "HEAL AND COMFORT" instilled by Rev. Fr. Augustus Muller. During the period of medical education, the activities are programmed in such a way that the students imbibe the virtues of brotherly love and compassion in a spirit of service as well as respect for life from womb to tomb. They are expected not only to deepen their knowledge and develop skills in medicine but also to grow in as a responsible person.

Rehabilitation centre:

The rehabilitation unit became functional in the year 1965. This was mainly started as an occupational therapy for the patients disfigured by leprosy. The Rehabilitation unit provides them work with soft and smooth materials, causing no damage to them.

De-addiction centre:

De-addiction centre was started in the year 1992. A 21 days of treatment program offers the service with a team of competent Professionals, Social Workers and Alchoholic Anonymous members.

Well planned and well executed activities of the institution sensitises students not only to the medical issues but also to the social issues and help them to become a responsible human being.

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

3.5 Collaboration

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

Response: 8.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	9	6	8	8

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

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

Response: 30

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

Response: 30

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

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has facilities for teaching – learning more than the minimum specified by the Statutory regulatory authority and affiliated university.

Class rooms/ Lecture halls

- Institution has four air conditioned gallery type lecture halls/ classrooms, each with seating capacity of 200 and one with seating capacity of 350.
- Two lecture halls/ classrooms, one is gallery type with seating capacity of 200 and other is level type with seating capacity of 120 are also present.
- Apart from lecture halls/ class rooms each department has minimum two demonstration rooms for conducting teaching-learning activity for small group of students. Each demonstration room has minimum seating capacity of 75. There are total 39 demonstration rooms in the institution.

ICT facilities:

All the demonstration rooms have desktop, audio facility, video (LCD projector) and WiFi/LAN facility. Class rooms also have Smart boards.

Examination halls:

Institution has got three theory examination halls of total area 1200 Sq.m with 750 seating capacity with CCTV installed as per University guidelines with live streaming facility.

Library/ Knowledge centre:

Library is of area 3195 sq. m. Library has got 23015 books, 12141 text books, 10874 reference books, e-learning resources etc. There are two reading rooms for the students with total seating capacity 350. Additional reading rooms are available for the students to read their own books. E- library of the institution is air conditioned and has adequate facility for accessing the e – resources.

Laboratory:

Students carry out their practical exercises in the laboratories equipped with all necessary learning resources as per the statutory regulatory authority.

- There are six laboratories with total area of about 2500 sq.m.
- Individual departments also have Research Laboratory with facilities to conduct research work.
- Departments have museum with learning materials like specimens, models, photographs, charts etc. Catalogue containing information about the learning materials are also maintained in the museum.

The catalogue assists the students to study the museum materials independently.

Simulation and Skills centre:

Simulation based medical education is provided to the students at state of the art Father Muller Simulation and Skills Centre of 4200 sq feet.The centre has High Fidelity Patient Simulators, Interventional Simulator, Ultrasound Simulators,Nursing Care Simulator, Eye Examination Simulator, Ear Examination Simulator and an array of **skill trainers including CPR training manikins.**

Clinical material:

Students of our institution fortunate to have rich source of clinical material. Patients treated as outpatients in the year 2018 were 6,03,339 and as inpatients were 55,557. Students get practical exposure to variety of clinical conditions.

Computers/ e-learning facility:

E-library section of the library has computers for student use during library hours. In addition, students can access e-learning resources through remote access facility to various databases subscribed by the institution. Students can use the free *WiFi*facility provided by the institution.

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

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

Response:

Management encourages extra-curricular activities among the students and even staffsby establishing facilities for sports, cultural activities, gymnasium, *Zumba* dance etc within the campus. Institution conducts annual inter-collegiate sports & cultural fest "ADRENALINE" inside the campus. About 40 different events are conducted during the fest. .

SPORTS FACILITY:

Outdoor:

Institution has multi-purpose stadium of area 122500 sq.ft with 800 meter track. The ground is used for sporting events like cricket, football, throwball, *kabaddi* and volley ball etc. The sports events can be best viewed from the gallery type stand. In addition, there are two basket ball courts of area 446.52 sq.ft are also present.

Indoor stadium:

A unique air-conditioned indoor sports complex is of area 20,000 sq ft. It is a fully integrated state-of-theart sports complex of national standard. The complex has facilities for sports like badminton, basketball, volleyball, *kabaddi*, handball, table tennis etc. The indoor sports area holds two pool tables and table tennis, along with a 1,000 sq ft squash court.

Facility for *Zumba*:

Indoor stadium also has got facility for *Zumba* - the Latin inspired *dance* workout for student and staff.

Gymnasium:

Gymnasium of 4,500 sq ft equipped with the most modern equipment and polyurethane flooring is present.

FACILITY FOR CULTURAL EVENTS:

Academy Halland Silver Jubilee Hall:

Institution has Academy hall and Silver Jubille Hall with seating capacity of 500 and 300 respectively and inter-batch cultural competitions of the institution are conducted in these halls.

Convention Centre:

Father Muller Convention Centreis a fully integrated state-of-the-art Convention Centre of international standard with centralized air conditioning, artistically designed decor & other amenities that contribute to a charming ambience. From high end audio visual system to a sprawling 3500 sq. feet stage, the beautiful manicured landscaping, spacious Auditorium with seating capacity of 1750. Father Muller Convention Centre is a state of the art auditorium facility which has won the award for Well-built Concrete (Infrastructure) in Dakshina Kannada, Udupi, Shimogga and Chikamagalur districts in the year 2018.

FACILITIES FOR CO-CURRICULAR ACTIVITIES:

Decennial memory hall and AV hall:

Air conditionedDecennial memory hall and AV hall are used for conducting various co-curricular activities like quiz, debate, essay competition etc.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Campus is spread over an area of 37 acres which is a sprawling self contained campus providing all facilities to the students and staff.

Hostels:

Hostel facility is available inside the campus for students. There are three girls and two boys hostel. Hostels have sufficient rooms to accommodate the students admitted. CCTVs are installed in all the hostels to monitor the movement of the wards and the visitors too. Free *WiFi* facility is also provided to the students. The ladies hostel is manned by female security guards. Hostel wardens supervise day to day management. Washing machine facility and generator facility is made for uninterrupted power supply Solar panels are installed for hot water supply.

Staff quarters:

Residential facility is provided to the teaching as well as non-teaching staff. "Muller nest", a multistorey apartment which has all modern amenities for comfortable stay.

Medical facilities:

Fr. Muller Medical College hospital is located inside the medical college campus. This makes us to provide immediate medical assistance to needy students and staff. Medical facilities are given to the students, staff and dependents of staff at concessional rate with free consultaion, concession in laboratory investigation and treatment.

Canteen:

College canteen serves tasty and hygienic food at reasonable prices.

Bank:

The College has an in-campus branch of Syndicate Bank to extend banking services to students and staff members.

Roads and signage:

Campus has got separate lanes for vehicles and pedestrian movement with signboards at main places. Multi level parking facility is available for four and two wheelers. Campus bus is available for students and staff for inside campus travel.

Green landscaping:

There are about 71 species of plants, trees, climbers, herbs and shrubs in the campus. Most of these species are exotic garden ornamental while some of the plants are native. Some of these native tree species are native to Western Ghats rain forest. Plastic-free campus is promoted among all the stakeholders in the campus. Cloth bags and paper bags are made available in rehabilitation centre. The pharmacy dispenses medicines in cloth bags. Campus is Tobacco free and use of tobacco in any form is prohibited.

Alternate source of energy:

Energy conservation is promoted by the use of solar water heating panels and biogas unit.

Sewage Treatment Plant:

Institution has sewage treatment plant in which waste water is recycled and used for multi purpose like gardening and in toilets.

Facilities for *Divyangjan*:

Management is concerned with the safety of *Divayangjan*. Ramp facility, lift facility, wheel chair etc are available in the campus.

Books and Stationery Outlet:

The institution has bookshop being run by the Co-operative store which provides note books, practical records, stationery products etc to the students at reasonable price.

Photocopy machine and printers:

The institution has photocopy machines in the library for colour as well as black & white printing.

Coffee shops and drinking water supply:

In addition to the canteen, coffee shops are also available inside the campus. Potable drinking water facility is made available in library, college building, hostels and hospitals too.

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

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

Response: 39.47

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

2018-19	2017-18	2016-17	2015-16	2014-15
2273.89	2418.71	939.03	1377.46	1257.7

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Father Muller Medical College Hospital which is the teaching hospital of Father Muller Medical College has modern facilities for for patient care as well as sufficient clinical learning materials.

- Father Muller Medical College Hospital is equipped with 1250 beds, out of which 890 are free beds.
- The hospital is accredited by NABH. The NABL has accredited microbiology, biochemistry and pathology clinical laboratories of the Hospital. It is the only medical institution in the city which has all the three laboratories accredited by NABL guaranteeing quality of service.
- The average OPD number per day is 2200 and average occupancy is 80%.
- The hospital is equipped with state of the art equipments in operation theatres like steel OT, laproscopy, cath lab, laser equipments, superspeciality theatres etc.
- All intensive care units have been upgraded and expanded.
- The laboratory is also equipped with most recent equipments like chemiluminescence, real-time PCR, five part haematology analyser, immunohistochemistry facility, immunofluorescence, fully automated biochemistry and hormone analysers.

Teaching hospital has equipment, clinical teaching learning, laboratory facilities as per the guidelines of Regulatory body.

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

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

Response: 573591

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

2018-19	2017-18	2016-17	2015-16	2014-15
586709	568040	560389	493490	390249

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

2018-19	2017-18	2016-17	2015-16	2014-15
54882	54903	55391	55242	48660

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

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

Response: 1051.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
850	850	800	750	750

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

2018-19	2017-18	2016-17	2015-16	2014-15
249	251	257	255	246

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the Laboratories, Animal House & Herbal Garden	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

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

4.3 Library as a Learning Resource

4.3.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Library is automated using **Integrated Library Management System software** *"EasyLib"*. *Easylib* stands for Entire Automation System for Libraries. This software contains the following modules,

1. Catalogue/Accession: This system provides cataloguing and complete stock details of all the books, reference books, gift books, SC/ST Books, Manuals, Project reports, CD ROMS, Video cassettes, Journals, serials etc
2. Membership: Record member data with Photograph. Manage member profiles and groups.
3. Circulation: Circulation is one of the major function in Library operations, It deals with charging and discharging & Renewals of books (Issue and return). This system is keeps a track of what member has borrowed, due details etc.
4. Periodicals: Handling periodicals is one of the most complicated things in library operation. Easylib has extensive periodical handling mechanism. Easy entry of received journals and delivery tracking. Automatic generation of receivables
5. Digital Library: Digital Library is a mechanism for storing information in digital form and giving easy access to the material.

6. EPAC: Easylib EPAC runs on our intranet/internet without any necessity of any installation on the machine. EPAC runs with web configuration where in the software and data is residing on the server. EPAC provides following features:

- Search on the Library items
- Look at serial subscribed
- Look at volumes and issues of each serial
- See new arrival list

7. Stock Verification: Stock entry by each accession number, barcode label etc.

8. Reports: To get reports on Accession system, Circulation, Periodicals, Members, etc

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

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

Response:

Institutional library is situated in the building named **"Knowledge Centre"** with the state of art facilities. This four storied complex consists of Central Library with Postgraduate and Undergraduate Sections, Reading Halls and e-Library. Library has rich source of learning materials like Books, Journals,

back volumes of Journals, Thesis/ Dissertations, E-Journals, E-books, WHO Publications, CD-ROMs, Video Cassettes, Photocopying machines and Book Bank.

Library has got 128 books which are out of publication at present and these books are kept in Archival section. The oldest book being published in 1942.

One hundred twelve newsletter/ reports mainly published by World Health Organisation on various health issues are also available in the library.

In addition to the books related to medicine, institutional library is also enriched with books on Social issues like environment, travel, yoga, ill effects of alcohol consumption etc. There are 171 such general books written in English, Kannada and Konkani.

To help the students preparing for post-graduate entrance, institution is regularly adding books on Multiple Choice Questions to the library. Following is the list of books and learning materials available in the library:

Particulars	Number
Books	23015
Text Books	12141
Reference Books	10874
Titles	12267
Volumes	23015
Current Journals	171
Foreign Journals -Print	56
Indian Journals	115
E-Journals	2919
E-Books	21848
Magazine	14
Peer Reviewed Journals	2315
Back Volumes of Journals	6967
Book Bank for SC/ST students	156
Book Bank General	841
Post Graduate Dissertations	1369
WHO Publications	655
CD ROMS	656
DVDs	120

All these rich learning resources are maintained by the able Librarian who has PhD in Library & Information Science.

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

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: C. Any three of the above

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

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

Response: 52.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
63.65	51.35	51.80	45.83	51.81

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

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

Response:

Remote access:

The remote access facility for Father Muller Medical College started during the year 2013. The Faculty and Students of our Institution are allowed to use e-resources subscribed by the Library Inside/Outside the campus. The benefits of remote access are 24x7 availability and provision to use the subscribed resources anytime and anywhere. Links to all the subscribed resources, open access resources, Library catalogue, New arrival List, Journals List, e-journals list, e-books list and Question papers are provided in our Institutes website. The Library users are given username and password to login to the website in person to access the e-resources and library holdings.

Learner sessions/library usage programs:

Library regularly organizes number of online learning sessions to the faculty and students to help the researches to understand and access our rich collections, facilities and services. The sessions covered are orientation to the fresher's and user awareness programs on various subscribed e-resources. During Orientation session the Librarian brief them how to use the Library, Infrastructural facilities available, services provided, how to use the e-resources through remote access, guidelines to borrow books, rules and regulations of the Library etc., Before purchasing an e-resource we will call the publisher to give a demo on the product. Collect feedback from the faculty and students, if they are satisfied then arrange for a trail access for one month and see how it works and if users are satisfied then we arrange to place order.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any One of the above

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

4.4 IT Infrastructure

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

Response: 100

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

Response: 45

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

Response: 45

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

4.4.2 Institution frequently updates its IT facilities and computer availability for students including

Wi-Fi

Response:

Institution regularly updates its IT facilities as per the requirement and developments in the technology.

- Institution has totally 625 computers with 120 laptops, 100 projectors and 250 printers. Scanners are also provided to the departments.
- *WiFi* facility has been extended and now the entire campus is *WiFi* enabled with more than 75 wireless access points. Students can access e-learning resources like e- journals , e – books etc through the login id and password provided by the IT department.
- Internet speed has been upgraded to 280 mbps in the year 2016.
- Lecture halls have Smart board for teaching-learning.
- Institution has setup e-valuation centre with 22 new computers and internet facility for digital valuation of answer scripts of university examination.
- One new powerful access point has been added to the Library.
- Institution has introduced Management Information System (MIS) in 2013. MIS is used for managing activities like student attendance, internal assessment marks, uploading of teaching materials, circulars etc of the medical college. Parents also can check attendance of their ward and internal assessment marks through MIS.
- Hospital Information System (HIS) was introduced in 2014. HIS is used for hospital works pertaining to patient care like registration, admission, inverstigation, discharge etc.
- Hospital Support System Suite has been introduced in 2018 through which booking can be done for Transport facility, Event scheduling, Maintenance tracking, diet requisition etc.
- Institution has moved a step ahead with regard to attendance of students during class by introducing Biometric attendance in April 2018.
- All the classrooms, demonstration rooms and seminar rooms have LCD projector, Computer and *WiFi* accessibility. In addition, three classrooms have Smart boards.
- We have added PACS in the radio-diagnosis department for storing the entire radio-diagniosis images and reporting. It thas been extended to the wards too.
- Out patient and Inpatient records have been scanned and installed in DMS (Document management systems). Physicians use the patient details stored in the DMS during follow up examination of the patients.

All the classrooms and demonstration rooms have LCD projector and *WiFi* accessibility.

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

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

Response: 250 MBPS-500 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 17.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
851.86	726.44	630.20	463.67	869.40

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

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

Response:

The institution practices strategy of decentralization for efficient maintenance of physical facilities like laboratory, library, sports complex, classrooms etc. Issues related to physical, academic and support facilities are addressed to the administrator through proper channel and the concerned departmentsare instructed by the administrator to address the issues.

Physical infrastructure:

- Documents related to the physical structure like permission letter, occupancy certificate etc from concerned authority are maintained in the estate department.
- Maintenance of physical infrastructure is done by the maintenance department on regular basis and as when any complaint is received. Maintenance department has electricians and plumbers to repair electrical and water problems.

Computers and other IT facilities:

- Dedicated IT department takes care of issues related to computer, LCD projector, LAN, *WiFi* etc.

Equipments:

- All equipments under terms of warranty are serviced by the providers. Equipment outside warranty period are serviced by the Maintenance Dept comprising,

- Full fledged civil, electrical, mechanical, and biomedical maintenance sections.

- Annual compressive maintenance contracts for bio-medical equipments, computers.

Hospital equipments:

- Maintenance of instruments/ equipments used in laboratory, operation theatre and other places of the hospital for treatment of patients is done as per NABH guidelines.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 5.36

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

2018-19	2017-18	2016-17	2015-16	2014-15
75	91	72	28	21

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

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: A. All of the above

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

Other Upload Files	
1	[View Document](#)

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

Response: 5.95

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

2018-19	2017-18	2016-17	2015-16	2014-15
146	48	63	62	0

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

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

Response:

INTERNATIONAL STUDENT CELL

   Institution has International Students Cell comprising of a faculty as Chairperson, college office superintendent and two Overseas students as members. Cell has working guidelines framed in consultation with the management.

      Vision of the International student cell is to create a forum to facilitate enriching interaction between all international students present currently in Father Muller Medical College campus. Objectives of the cell are,

      1.To help in providing timely addressal of any grievances faced by members of the international

students' cell.

2. To help ease the process of socio-cultural and educational transitioning on campus.
3. To help provide support and assistance to members of international students' cell with regards to medical and educational updates in line with international guidelines.
4. To help provide expertise and guidance to possibly explore new and upcoming opportunities both academic and non-academic, abroad and in India.

Meetings International Student Cell:

The Inetrnational Student Cell will hold regular meetings to foster and fulfill its vision and objectives. Members will meet once in six months. Additional meetings may be held as and when required. The Chairperson in consultation with the members decides the agenda. The date, time and venue of the meeting will be communicated to the International students at least one week in advance. Minutes of the meeting will be sent to the Dean and Internal Quality Assurance Cell of the institution.

Overseas Citizens of India (OCI) students seeking admission to undergraduate and postgraduate courses are assisted by the college office superintendent who is one of the members of the cell. She provides information about number seats available, process of admission, fee structure, mode of payment of fees etc. Standard Operating procedure of the cell includes interaction with newly joined OCI students and meeting of all OCI students at least twice in a year.

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

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 43.98

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

2018-19	2017-18	2016-17	2015-16	2014-15
82	75	57	45	40

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

2018-19	2017-18	2016-17	2015-16	2014-15
175	140	135	115	105

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

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

Response: 46.28

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

2018-19	2017-18	2016-17	2015-16	2014-15
76	79	80	96	86

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

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

Response: 33.97

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

Response: 71

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

5.3 Student Participation and Activities

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

Response: 34

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	5	6	8	9

File Description	Document
Institutional data in prescribed format	**View Document**
Any additional information	**View Document**
Duly certified e-copies of award letters and certificates	**View Document**	

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

Response:

Student council:

Student council of the institution is very active and conducts various cultural, sports and extension activities. Every year student council is formed by selecting students for following posts,

- President.
- Vice President
- General Secretary
- Joint Secretary
- Cultural Secretary
- Magazine Editor
- Sports Secretary
- Secretary of Media Committee
- Secretary of Student Development Committee
- Secretary of Fine Arts Committee
- Secretary of Technical Committee

Staff advisors are appointed to monitor and guide the activities of student council.

Annual activities of the Student Council:

- *"ADRENALINE"*: Inter-collegiate fest is conducted regularly every year since 2015.
- The Muller Model United Nations: Muller Model United Nations is a Mock United Nations Session that is being conducted in Father Muller Medical College, Mangalore from 2014. This is two day intercollegiate event open to all colleges of Mangalore.
- Students wing of UNESCO Chair in Bio-ethics: Students wing UNESCO Bio-ethics Chair conduct regular sessions "Bioethics Deliberations and Discussions". During these discussions lectures are delivered by the resource persons on matters related to bio-ethics. Even the students speak on bio-ethics topics. Students also help in conduction of various activities of UNESCO Chair in Bio-ethics like International Bio-ethics day.
- World AIDS day: Every yearon 1st December, World AIDS day is celebrated by distributing red ribbons along with the awareness pamphlets among the members of the staff and students of the institution with the aim of raising awareness on AIDS among the masses.
- World Health Day: World Health Day is celebrated on 7th April, by the Student Development

Committee and organizes lecture by well known Health educator.

- International World elderly day: On account of International World Elderly Day, the Student Development Committee organizes visit of students to Old age home. Students spend time with the inmates of old age home and donate clothes, food, soap, tooth paste etc.
- World Diabetes Day: The World Diabetes Day was celebrated on to create sense of awareness about the importance of eating healthy and cooking healthy.
- Children's Day: On account of the International Children's Day, the Student Development Committee organizes visit to Orphanages, with a motto to increase the feeling of compassion among the students. Students spend time with children and distribute goodies and clothes to the kids.
- Sports events: Inter-collegiate events are conducted as a part of "Adrenaline". In addition to this, annual intra-collegiate sports, athletic meet, sports events for staff are also being conducted.

Students as members of institutional committees:

Students are members of following committees of the institution and take part in the meetings of the committees.

1. Internal Quality Assurance Cell.
2. Alumni association.
3. Anti-ragging review committee.
4. Student mentorship.
5. Student Counselling Committee.
6. Student Grievances Committee.
7. International student cell.
8. Student clubs - Surgical club, Research club, Debate club, Quiz club, Bioethics student wing.

NSS volunteers:

Student volunteers actively participate in all the activities of NSS like *SwachhBharath*, *Vanamahotsava,* Health awareness progrms etc.

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

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

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

Response: 3.8

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	5	4	3	4

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

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

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

Response:

ALUMNI ASSOCIATION

The Alumni Association/Chapters contributes to the development of the institution through financial and non-financial means. Goal of our Alumni Association to create and maintain a life-long connectionbetween the institute and alumni.

The Alumni association is a registered body; the registration number is DKM-S110-2013-14. Association regularly meets and conducts Continued medical education programs, felicitates interaction between alumni, students and management.

Objectives:

1. To encourage the members to take active interest in the activities and progress of the Alma-Mater.
2. To promote and encourage friendly relations among all the members of the Association.
3. To keep Alumni informed about the Alma Mater.
4. To promote career guidance, interaction with other medical institutions and continuing medical education

5. To serye the common cause of the member's interest in general.
6. To provide help to the Father Muller Medical college and to co-operate with the activities of the said institutions.
7. To carry out any charitable activities to help the poor, down trodden and destitute.
8. To foster the spirit of fraternity among Fr. Muller Alumni Association by enabling them to maintain contact, wherever they may be, and by involving them in humanitarian endeavors.
9. To co-operate in maximizing the effectiveness of the profession by exchanging freely information and experience with other members.
10. To foster and perpetuate social, literary and cultural interest of Alumni through publication of articles, through functions, meetings of the Association.

Alumni association has supported various institutional endeavours like sponsoring Intercollegiate fest, providing sports equipments, organising guest lectures etc. The alumni of the instituion who have qualified in various competitive examinations interact with students appearing for competitive examination through interactive sessions and guide them.

Silver jubilee celebration of Post-graduate course in Orthopaedics:

To commemorate 25 years of starting PG course in the department of Orthopaedics, CME and alumni meet was organized by the Department on 11th of November 2017. The CME was on "current trends in orthopaedics" and alumni meet was inaugurated by Prof. M. Shantaram Shetty, Pro Chancellor NITTE University.

Silver jubilee celebration of Post-graduate course in Dermatology:

The department of Dermatology, in association with IADVL KARAVALI conducted CME – DERMASILVYEAR at Father Muller Medical College, Mangalore on 11th September 2016. The theme of CME was "Current Trends in Dermatology. This CME was organized to commemorate 25 years of Post Graduate Medical Education in Dermatology. Prof J N Shetty Memorial Oration was delivered by Dr S Sacchidanad, Director of Medical Education, Govt. of Karnataka.

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

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

years

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

Response: D. Any two of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The institution's participative decision making strategy helps to achieve the Vision and Mission of the institution. The programs and activities are planned keeping in mind the vision and mission of the institution. The students are important components, who are actively involved in meeting the standards of medical education.

Vision of the institution is to heal and comfort the suffering humanity with compassion and respect, and to be recognized as a global leader in medical education and research.

Mission of the institution are as follows,

- To be progressive in providing holistic health care services to all.
- To ensure global standards in medical education.
- To create and foster centre of excellence for medical research.

Institution has definite organogram which defines work responsibilities and reporting relationships for the achievement of vision of the institution.

Following are the initiatives taken towards providing holistic health care services:

- Health care facilities to the people through subsidized convenient schemes.
- Continuously explores avenues in health care services in order to meet the needs of the society.
- Collaborations with the Government / Non-Government bodies in National health care programs.
- Health care awareness among people through health talks, health camps and other extension activities.
- An exemplary physical, emotional and spiritual environment for patients.

To ensure global standards in medical education:

- Active Medical Education Unit conducts regular programs for students and teaching faculty on teaching-learning methods, research, professionalism and programs as per Statutory authority.
- Individual departments also conduct Professional development programs regularly.
- Simulation and Skills Centre is committed to inculcate evidence based simulation competence into the healthcare curriculum. Simulation based learning creates a shift from teacher-centered to student-centered learning. Lesson plan includes specific skills and few commonly encountered clinical scenarios.
- Innovative teaching methods are introduced.
- ICT facilities in classroom are upgraded.

To create and foster centre of excellence for medical research:

- Father Muller Research Centre: The center is committed to enhancing research support through identifying the thrust areas of research, formulating the study designs and also guiding in grant applications. Research centre is supported by Research advisory committee and also by following supportive wings in the form of Ethics committee, Scientific committee and Publication committee.
- Financial assistance to students and staff research projects is provided.
- Concession in the laboratory investigations involved in the research is given.
- Well established research laboratory for conduct of research.
- Well defined research protocols about submission of project, review of submitted project, ethical clearance etc.
- Institution has MoUs for clinical trials, research, academics and patient care with other associations.

Medical college hospital and laboratory are accredited by NABH and NABL respectively. High quality medical facilities are provided to the sick.

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

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

Response:

Father Muller Medical College which is a constituent unit of Father Muller Charitable Institutions has well organised hierchy involved in academic and administrative activities. Management headed by the Director, meets regularly with Managing Committe (MC) members, including the Dean and the administrator of the institution, to discuss issues related to functioning of the department. The Administraor and the Dean meet Heads of the departments every month to discuss the academic progress. HoDs present activities of their department and faculty before the Administrator and the Dean. The departmental progress is reviewed during these meetings. Appropriate suggestions of the HoDs are put forward during the managing committee members meeting. Faculty of each department meet regularly every month nad the meeting is chaired by the HoD. Curricular and extra curricular activities of teh faculty are discussed during this meeting. minutes of the meeting is forwrded to the Dean and the Adminstrator.

Instituion has well defined Organisational hierarchy and roles of each member of the hierarchy are defined. each member work sincerely towards the growth of the instituion. instituion has various committees to oversee different issues. Father Muller Medical College Hospital attached to the instituion also has various committees and work according to NABH standards. The laboratory works according to NABL guidelines.

The staffs, students participate actively in the curricular and extra-curricular activities. All are encouraged to give feedbacks and suggestions. The welfare of the staff and students are given due importance at all levels.

File Description	Document
Link for additional information	View Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

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

Response:

Father Muller Medical College is a unit of father Muller Charitable Institutions, a Registered Society sponsored by the Catholic Diocese of Mangaluru. Father Muller Medical College, though is a Christian minority institution, it is open to all, irrespective of religion, caste or community. The postgraduate program MD/MS/Diploma were started in the year 1991 and the under graduate program - MBBS was started in the year 1999. Super specialty program in Urology was started in 2014 and institution also offers PhD programs. It is a self financed charitable Institution affiliated to Rajiv Gandhi University of Health Sciences (RGUHS), Bangalore, Karnataka and recognized by Medical Council of India (MCI). Spread across 31 acres of urban land having a 1250 bed hospital (890 beds are free) with modern investigative and treatment facilities. Father Muller Medical College Hospital has been accredited by NABH and NABL. **Father Muller Medical College is the first institution in Karnataka to be accredited by NAAC, NABH and NABL.**

Vision of the institution is to heal and comfort the suffering humanity with compassion and respect, and to be recognized as a global leader in medical education and research.

Mission of the institution are as follows,

- To be progressive in providing holistic health care services to all.
- To ensure global standards in medical education.
- To create and foster centre of excellence for medical research.

Institution has definite organogram which defines work responsibilities and reporting relationships for the achievement of vision of the institution.

Guided by the VISION and MISSION, the students are taught through traditional as well as e - resources to meet the course outcomes laid down by the Medical Council of India (MCI) and RGUHS. The clinical exposure provided to the students through real and simulated patients make them competent to manage diseases effectively. Outreach programmes and extension activities of the institution in the neighborhood helps in teaching preventive, curative and rehabilitative healthcare measures to the students.

Both under-graduate and post-graduate programmes are assessed periodically as per the Rajiv Gandhi University of Health Sciences guidelines.

File Description	Document
Any additional information	View Document

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: B. Any four of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Management is concerned with welfare of its employee. Following welfare schemes are available for teaching and non-teaching staff.

Teaching staff:

- Professional Indemnity Insurance.

- Provident fund, EDLI linked to LIC, Gratuity and Pension.
- Provision of Medical Benefits for employees.
- Accommodation is provided at a subsidized rate.
- Benefits like special leave, higher studies leave and other leave.
- Maternity leave facility.
- Facility for spiritual growth.
- Special Leave & reimbursement facility for scientific paper presentation & publication.

Non-teaching Staff:

- Education loan for Children.
- Provident Fund, ESI, Gratuity and Pension.
- Provision for Medical Benefits.
- Medical benefits concessions for a staff are dependent.
- Welfare fund loan.
- In-service training programs
- House Building loan
- Emergency contingency loan.
- Recognition of dedicated Non Teaching staff
- A special Health Card for all staff with 75-100% free healthcare
- Maternity leave facility
- Facility for spiritual growth

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

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

Response: 10.33

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	30	20	25	23

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

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 49.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
60	61	33	54	39

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

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

Response: 72.87

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

2018-19	2017-18	2016-17	2015-16	2014-15
192	184	162	147	164

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Link of AQARs for the last five years	[View Document](#)
Link to additional information	[View Document](#)

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

Response:

Teaching staff:

Performance appraisal of the faculty is done annually as per the institutional staff appraisal format. The head of the department further evaluates and give their feedback and observation. Performance of the faculty is evaluated finally by the Dean, the Administrator and the Director. Interventions are done by the management annually. Annual appraisal of the faculty through Management Information System is in the process.

Non-teaching staff:

Annual Performance appraisal system for non-teaching staff has been modified to make the process more specific. Performance appraisal is done by the incharge, HOD, Dean, Administrator and the Director.

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

6.4 Financial Management and Resource Mobilization

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

Response:

Fr. Muller Medical College and Hospital is supported by Father Muller Charitable Institutions, which is the sponsoring Body. Father Muller Charitable Institutions is a Society registered under Socities Act.

Following are the sources of finance of Father Muller Medical College and Hospital:

- Collection from General Hospital
- Fees from Students
- Contribution from Well Wishers.

Any shortfall in the resources is made good by the Sponsoring Society, Father Muller Charitable Institutions, apart from Father Muller Medical College and Hospital, generates resources from activities like, income from investments, rental income from properties, income from special wards, sale of Homoeopathic Products and donations from generous donors.

Separate Accounts of Medical College and Hospital and Accounts of other units operated by the Society are maintained on day to day basis. Accounts of the Society are centralized, with Accounts Department reporting income and expenditure of the Society daily to the Director of the Institutions.

Every year, a Budget is prepared and presented to the Governing Board, which is approved by the Board after discussion. Accounts are audited by Statutory Auditor and Income Tax Returns are filed within the due date of filing Return of Income.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Financial audits:

Auditing is an important aspect in the functioning of the institution; it guides the institution in various financial aspects. The institution has a centralized Finance and Accounts department where all the accounting and compliance is taken care of. Regular Internal Audit is conducted in all the units encompassed in Father Muller Charitable Institutions. Student fee collections are monitored at the college level as well as at the central level. Bank reconciliation statements are prepared on a timely basis to ensure timely collection of revenue. These collections are also audited by the Internal audit team. Any deficiencies noticed during the Internal Audit are immediately reported to the Management and corrective action is taken. The other areas covered under internal audit are payments towards expenditure, verification of Capital Expenditure, purchase procedures, salary payment to staff, tax deduction at source from various payments made and all other connected financial functions. The Internal Audit team also ensures compliance with various statutory requirements of various government bodies. The Director is the only authorized signatory for all payment approvals. Since there is centralized control over funds and various

levels of approval for any expenditure, there is a minimized risk of audit objections.

Further, Statutory Auditors conduct audit every year. Any queries raised are resolved after discussion with the management and auditors. Statutory Auditors examine the financial statements presented to them, and after satisfactory note from them, the financial statements are presented to the Governing Board. On approval from the Governing Board, the Auditors certify the financial statements. These audited financial statements are then filed with the respective statutory bodies including the Income tax Department.

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

IQAC consists of members from different fields as specified by the NAAC. IQAC works for maintenance and enhancement of quality of medical education. IQAC functions under the able leadership of the Dean who is also the Chairperson of the IQAC.

IQAC has conducted academic audit every year by internal members as well as by external members. Report of the audit is discussed during the meeting. Suggestions/ feedback from the auditors are communicated to the Head of the departments for necessary actions.

In the beginning of every academic year plan for quality enhancement activities. Plan of action for each activity proposed is made to accomplish the plans. Some of the noteworthy initiations taken for quality enhancement during the last five years are,

- Establishment of Simulation and Skills Centre and commencement of Simulation based medical education.
- Teaching of Bioethics to undergraduate students. This was initiated even before inclusion of Bioethics in new MBBS curriculum by the MCI.
- Case Based Learning.
- Clerkship for MBBS students.
- Remedial measures for Low performers and enrichment activities for Advanced learners.
- Full fledged Father Muller Research Centre.
- Progress in research activities.
- Management Information System.
- Hospital Information System.
- Revision of salary of teaching and non-teaching staff.
- State of the art Muller Convention Centre and Indoor Stadium.
- Expansion of healthcare service to the society through newly established Fr Muller Hospital at Tumbay, Mangalore and satellite health centres.
- Exit examination (OSCE) for interns.
- IT facilities are upgraded.
- Renovation of Medical college and Hospital with creation of new wards, investigation and treatment centres, purchase of new equipments etc.
- Hospital and doctors are insured under Professional indemnity insurance.
- "Adrenaline" – Inter-collegiate sports and cultural fest.
- Feedback from Stakeholders on various aspects through MIS.

Father Muller Medical College Hospital is accredited with NABH and laboratory with NABL. Regular quality related orientation programs are conducted to maintain the guidelines laid down by the respective accreditation bodies.

Various Committees of the institution actively take part in quality enhancement activities of the institution. Committee members regularly meet to discuss the issues pertaining to their committees. Discussions are documented as minutes of the meeting. Committees take steps to safeguard the interest of various stakeholders of the institutions. Members of the committee actively participate in all the activities leading to growth of the institution. Following is the list of the committees:

Scientific committee	Ethics committee
Medical education unit	Alumni Association
Anti-ragging review committee	Internal Complaints Committee
Grievances redressal cell for student	Grievances redressal cell for Teaching faculty
Grievances redressal cell for non-teaching staff	Journal committee
Library committee	Mentorship committee
Parent Teacher association	Student development committee
International Student cell	Women empowerment cell
Career guidance cell	Committees formed as per NABH guidelines

File Description	Document
Any additional informaton	[View Document]
Link for the structure and mechanism for Internal Quality Assurance	[View Document]
Link for minutes of the IQAC meetings	[View Document]
Link for any other relevant information	[View Document]

Other Upload Files	
1	[View Document]

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

Response: 41.62

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

2018-19	2017-18	2016-17	2015-16	2014-15
213	79	81	56	67

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	[View Document]
Institutional data in prescribed format	[View Document]
Link for Additional Information	[View Document]

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 4

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	0	0	0

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Students:

 Gender equity starts from the entry of students to the institution. Admission is purely based on the merit and girls are not deprived of admission on gender basis. Fr Muller Medical College follows co-education system. Equal opportunity is given to the students to participate in co-curricular and extra-curricualr activities.

a) Safety and Security:

Safety of women is of prime concern in the campus.

- Hostels: All ladies hostels are inside the college campus. Female resident wardens and supervisors are appointed for the day-to-day management of the hostel and maintenance of discipline. For the

effective management of the hostel, wardens stay in their respective hostels. The hostel is manned by female security guards who monitor the movement of the wards and the visitors too. In addition to this adequate number of CCTV cameras are also installed. The wards have to take prior permission when they leave the premises.

- Anti-ragging review committee and Flying squad: Anti-ragging committee of the institution work towards prevention of ragging of students. Flying squad members (female teaching staff) give surprise visit to the hostel. Management strongly discourages any kind of inhuman and nefarious activity in any form. Students who involve in such activities will be expelled from the hostel and college, and information will be passed on to the police.

b) Counseling:

Counseling plays an important role in the welfare of students in the campus. Hence, a full time female counselor is available to support students both academically and emotionally. The counselor addresses the groups of students at the beginning of each academic year. Individually the students are facilitated by the campus counselor.

c) Common Room:

Rest room facilities are provided in each floor and in all buildings both for male and female students separately. They are well maintained by the house keeping department.

d) Rest room during hospital duty:

Separate restrooms with adequate facilities including safety are provided to the female interns and junior residenst who are on duty in the hospital.

e) Institution has Internal complaints committee:

The committee is headed by female staff to deal with issues like sexual harassment inside the campus or any other gender related issues.

Staff:

Management promotes and supports gender equity. Gender sensitisation programs are conducted to sensitise the faculty about gender related issues at work place. Following points reflects the gender equity policy of the management:

- Representation of female staff in the managing committee, administrative post and various committees of the institution.
- Appointment and promotion of staff is exclusively based on the academic qualification, experience etc. Equal opportunity is given to amle as well as female staff.
- Various facilities provided by the management are applicable all in the same manner.

Institution has **Internal complaints committee** headed by female staff to deal with issues like sexual harassment at workplace or any other gender related issues.

Institution has **Women Empowerment Cell** consisting of teaching and non-teaching staff which organises regularly sessions relating to women empowerment.

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

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

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

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

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

Response:

Biomedical waste management:

Policy for Biomedical waste disposalhas been implemented in accordance with Karnataka Biomedical Waste Management Rules and NABH guidelines. The hospital has got the consent to operate under pollution control board. Hospital adopts colour coded segregation of biomedical waste in all patient care areas. The hospital has a MoU with RAMKY (Common waste management facility approved by The Karnataka Pollution Board).The waste is collected from the collection area of hospital by RAMKY workers twice a day and transported in acovered vehicle to the treatment facility of RAMKY.Details of segregation, collection and disposal are mentioned in the Hospital Infection Control Committee manual.

Hazardous chemicals and radioactive waste management:

Elekta Radioactive substances used for radiotherapy are supplied by the manufacturer of the radiotherapy instrument 'ELEKTA' (licensed supplier) and the unused radioactive substances are handed over to the supplier for the disposal. Procedure of management of radioactive substances has been included in the **Safety manual of the Hospital**.

Hazardous chemicals are managed/ disposed as per Karnataka Biomedical Waste Management Rules and NABH guidelines. Hazardous chemicals are handed over to RAMKY (Common waste management facility approved by The Karnataka Pollution Board) for disposal.

E-waste management:

Criteria for condemnation like beyond economical repair, technically obsolete, equipment that has been damaged by contamination has been laid down and in-charges of electronic devices write report to condemnation and disposal stating the reason for condemnation and disposal. All items to be condemned will be discussed in the condemnation and disposal committee and decision on disposal will be taken by the committee members. Once the request for condemnation is approved by the committee the item is brought back to IT department. The items are disposed in following ways:

- The equipment undergoes a process called cannibalization were as far as possible the spare parts are used up.
- A list of all the equipments to be disposed is made and sent to the general stores from where it is given out for disposal to the vendors authorized by the Pollution Control Board to buy e- waste.

Details of condemnation and disposal are mentioned in the Information and Technology manual.

Waste water recycling system:

Waste water is treated at Sewage Treatment Plant present inside the campus and recycled water is used mainly for watering the plants and toilet use. Sewage treatment plant is maintained by the Maintenance department. Regular analysis of the treated water is done to assess the process performance.

General Solid and Liquid waste management:

Domestic waste like leftover food particles, vegetable wastes, fruit peelings etc are collected in green coloured non-chlorinated plastic bags or containers and transported to City Corporation dump yard for disposal. Stationary (dry) waste like bottles, cosmetics, stationary items, papers etc are collected in pink coloured non-chlorinated plastic bags or containers and handed over to the authorized recycler.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Four of the above

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

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: B. Any four of the above

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

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

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

Response: B. Any four of the above

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

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

Response:

Father Muller Medical College irrespective of being a Christian minority institution respects values of other religion too. Students and faculty of different cultural, regional, linguistic, communal, socio-economic etc background are employed in the institution.

- Christmas is celebrated with joy by Christian and non-christian students and faculty. Management hosts thanks giving function and new year celebration for its employee in the first week of every year.
- During *Ayudha pooja*, as a part of celebration of Dasara, all equipments of the hospital, laboratory and sports are worshipped. Unique practice of *Ayudha pooja* in Father Muller Medical College is that it is done by Administrator of the institution who is a Christian priest.
- *ONAM*, celebration of new year by people of Kerala is celebrated in the institution. Students and staff from Karnataka and states other than Kerala also join in the celebration of *ONAM*.

Father Muller Medical College being a constituent unit of Father Muller Charitable Institutions, the motto of the instituion is 'Heal and Comfort'. Health care is provided to the needy and poor. various outreach activities like health camp, blood donation camp, health awareness talks etc are organised to serve the community.

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

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Any other relevant information	[View Document](#)

Web link of the code of conduct	[View Document](#)	
Link for additional information	[View Document](#)	

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

Response:

Father Muller Medical College conducts various activities on National and International commemorative days and festivals.

Republic day and Independence day:

National commemorative days like Republic day and Independence day are celebrated every year. Function which includes flag hoisting, speech by chief guest and director of Fr Muller Charitable Institutions is organized. one of the unique practices of the instituion is providing opportuinity to its faculty of hoisting National flag on the Republic day and the Independence day.

The Institution celebrated 70th year of Independence – *Yaad Karo Kurbani* with candle light march, various competitions for staff and students were conducted in August 2016.

Health days:

Commemorative days concerned with health like World cancer day, World tuberculosis day, World Health day, World haemophilia day, World blood donor day, World heart day, World AIDS day, Breast feeding week, World Alzheimer's day etc are conducted. Onthese days activities related to the event like free camp, guest lecture etc are oganised by the departments.

Children's day:

Every year on 14th November Children's day is celebrated by the dept. of Paediatrics and various competitions are conducted for children.

Teacher's day:

Teacher's day is organsied by the Student council of the institution to thank the teachers. Fun games are also organized for the teachers.

International worker's day or May Day:

International worker's day or May Day is celebrated to commemorate the historic struggles and gains made by workers and the labour movement. The Feast of St Joseph, Patron of Workers is also celebrated as a part of International Worker's Day and lunch is hosted for all the employee of the institution.

International day against drug abuse and illicit trafficking:

International day against drug abuse and illicit trafficking was observed to create awareness about harmful effects of drug abuse on 26th June 2019. Activities like Skit that was performed by MBBS students on spreading awareness among the public related to "Drug abuse and its effects" at Forum Mall, Mangalore, guest lecture was organised for the students and faculty and a poster competition on the theme "No to drug – Yes to life".

International Yoga day:

International Yoga day is observed every year on 21st June. Guest lecture is arranged from eminent Yoga teachers for the students and the staff.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

7.2.1 Describe two Institutional Best Practices as per the NAAC format provided in the Manual

Response:

Best Practice I.

1.Title of the Practice:

"Simulation based medical education (SBME) & conduct of Simulation educator Faculty

development programs"

2.Goal:

Our mission is to improve patient safety and clinical outcomes by integrating simulation into the educational curriculum.

3. The Context:

The main contextual factors of SBME is

- Simulation centre infrastructure
- Fiscal
- Simulation Educator training
- Student scheduling
- Curriculum Integration
- Simulation modalities
- Deliberate practice
- Debriefing & Feedback
- Interprofessional team based simulation
- Outcome measurement (Competency assessment & Program Evaluation

4. The Practice:

The first step was needs assessment followed by curriculum integration. The lesson plan was prepared by the coordinators representing each department based on the MCI curriculum after discussion with the heads. After approval by the Dean , the head of the simulation centre then prepared a schedule to various departments for the conduct of thesesessions. The challenging issue we faced here was accommodating large number of learners. The lesson plan included few skills & select few commonly encountered clinical cases. The instructors who take these sessions have undergone formal training by international faculty. Regular train the trainer courses &interprofessional faculty development programs are conducted in the centre.

The framework for simulation methodology includes briefing of the scenario prior to the session, orientation to the simulator & environment, followed by the short simulation experience and the final debriefing session where the actual guided reflective learning takes place.

5. Evidence of success:

The various methods of outcome measurements for competencies we follow in our centre are observer ratings, trainee responses (constructed or selected) & use of haptics. The performance feedback is mainly formative through the process of debriefing based on observational ratings except for the AHA certified resuscitation programs, where we conduct summative assessment. The steps we follow are,

(a) Note the performance gaps

(b) Provide feedback

(c) Investigate the basis for the gap

(d) Help close the gap through discussion

Trainee responses are mostly selected using MCQ based questionnaire regarding learner satisfaction & attainment of the learning objective. Feedback from the learners have been unanimous regarding the need for simulation based learning, the data suggests that they feel more confident & prepared to transfer the skills acquired to clinical practice. Literature on Simulation based research in an Indian healthcare setting is scarce and we have contributed a few.

6. Problems encountered and resources required:

Simulation tools are expensive and require trained faculty and specifically designed simulation labs. The challenging issues were that we had no prescribed medical simulation curriculum; and had to select the skills & case scenarios from the MCI curriculum which could be integrated to simulation methodology. Another issue was that we found it a struggle to accommodate our larger group. Regarding outcome measurements, we are still relying on observational ratings of learner performance. Main issue we faced here was trying to get the faculty from their parent departments without increasing their workload, mainly due to the lack of acceptance of this teaching methodology among a few senior clinicians.

Best Practice II.

1. Title of the Practice:

"Teaching bioethics topics to the MBBS students."

2. Goal:

- To identify ethical aspects related to medical practice and research.
- To identify the likely problems associated with not following ethical medical practice and research.
- To make decisions under the given circumstances based on acceptable moral concepts and traditional practice.
- To provide rational justification for ethical decisions
- To apply the ethical principles of the Universal Declaration of Bioethics and Human Rights.

3. The Context:

In the last few years, there were increased cases of medical negligence allegations. It was observed that doctor's conduct is one of the reasons for these increased cases. The present doctors are losing the respect and dignity from the society compared to the earlier practitioners. Hence, it is essential to teach the budding doctors about the ethical issues involved with various situations involved with patient interactions, and the behavioural attitude and method of communication in these situations.

Challenges: Lack of syllabus in the medical UG and PG curriculum on addressing these ethical issues.

4. The Practice:

Medical Council of India in its proposed curriculum for Medical UG & PG studies (Regulations on Graduate Medical Education, 2012) gave a lot of emphasis on "Professional development including ethics". With the inception of South India Unit of UNESCO Chair in Bioethics at Father Muller Medical College in 2012, Bioethics syllabus was designed under UNESCO Bioethics Chair for medical UG students.

MCI has introduced the AETCOM (Attitude, Ethics and Communication) sessions as one of the mandatory teaching for MBBS students from 2019 onwards.

Limitations:

- Lack of trained teachers to teach on AETCOM sessions and other bioethics related issues.

5. Evidence of Success:

The students expressed that topics discussed during bioethics classes created an awareness about various ethical issues related to the practice of medicine. They also felt that this knowledge will be of great help during their clinical postings when they deal with the patients.

A short term success would be evaluation of students on the subject 'bioethics' and a long term success would be reduced litigations on the medical practitioners.

6. Problems encountered and resources required:

- Sensitization of the University and faculty members about the importance of teaching bioethics to medical students.
- Motivating the teachers to attend the training programs and involve them in bioethics teaching along with their regular works.
- Time schedule and shortage of faculty for evaluation.
- The students are not serious about attending the bioethics classes and during assessment since it is not a part of University curriculum.
- Training materials/books on AETCOM sessions and other bioethics related issues are required.

Contact Details

Name of the Principal: Dr. Jayaprakash Alva

Name of the Institution: Father Muller Medical College

City: Mangaluru

Pin Code: 575002

Accredited Status: IIQA approved for re-accreditation for 2nd Cycle   Validity Period: --

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　Mobile: 9845206369

File Description	Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

　　Vision of the institution is to Heal and Comfort the suffering humanity with compassion and respect. The Management, Staff and Students of Father Muller Medical College, have been inspired and guided by the motto "HEAL AND COMFORT" instilled by its founder Father Augustus Muller. As a unit of Father Muller Charitable Institutions, the Medical college believes and practices its philosophy and objectives.The staff and students of the Medical college maintain the tradition of 'holistic approach' to patient care.

　　Fr Augustus Keith Muller landed on the shores of Mangalore with a prescription of heal and comfort, love and care for the suffering humanity. When he started dispensing medicine under a banyan tree, it was just a simple and noble thought – one human being thinking good about another. Since 1880, this very noble thought has been carried down with unwavering dedication. The mission of heal and comfort was time and again attuned to the challenges of the day.

MENTAL HEALTH:

　　Father Muller Medical College known for its service to the mentally ill person. Psychiatry as a division of medicine in the general hospital of the Father Muller Charitable Institutions came in to existence in 1966. It is one of the oldest Psychiatric care unit in Southern India. The clinical service of the department for psychiatric patients includes outpatient service, specialty clinics, emergency clinical service, inpatient service and day care for suitable patients. Special Clinics include Geriatric Clinic, Psychomotor Clinic, Bipolar Clinic, Deaddiction Clinic and Child Psychiatry Clinic. Staff regularly provide psychiatric care to the people of various old age home.

DE-ADDICTION CENTER:

　　De-addiction Center was established in 1992 with the aim of providing quality treatment to individuals abusing alcohol, tobacco, and other drugs.　Center has been providing clinical services, follow up and community outreach services. Centre operates under　the name of *"Vailankanni Ward"*. Center has separate

building with all the modern medical facilities, playground, library and common meeting hall. Members of the team involved in the care are deeply committed to their mission. Average of 900 patients with various addiction disorders receive treatment every year. Majority of the patients we treat are from the rural & urban areas of Karnataka. Patients even from neighbouring states like Kerala, Maharashtra, Goa & few other states and few patients from Sri Lanka also received treatment.

REHABILITATION CENTER:

The rehabilitation center became functional in the year 1965. This was mainly started as an occupational therapy for the patients disfigured by leprosy. The Rehabilitation unit provides them work with soft and smooth materials, causing no damage to them. This therapy really helps them to regain their sense of achievement and confidence. The Rehabilitation unit produces beautiful block printed bed spreads and silk shawls, lovely wall hangings, scarves and greeting cards with batic work on them and exquisitely prepared toys. A printing press is also a part of the Rehabilitation unit. The people working here spend their time making letter heads, invitations, envelopes and other material that are required in the Hospital.

File Description	Document
Link for any other relevant information	View Document
Link for appropriate web page in the institutional website	View Document

8.Medical Part

8.1 Medical Indicator

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

Response: 86.41

8.1.1.1 Institutional mean NEET percentile score

Response: 86.41

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

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

Response:

Father Muller Medical College Hospital is accredited by National Accreditation Board for Hospitasl and Health care providers. Sessions on patient safety procedures and quality of care are conducted for undergraduate students before they start their clinical postings by the faculty of Hospital Infection Control Committee (HICC). HICC also conducts sessions on infection prevention and control practices for postgraduates and interns during orientation program. In addition to this, biannual training program on hospital infection prevention and control are conducted for students.

During the session students on Infection prevention for MBBS following topics are discussed:

- Hospital acquired infections.
- Hand hygiene.
- Personal Protective Equipment.
- Transmission based precautions.
- Neede stick injury.

Fr Muller Medical College Hospital follows the guidelines laid down by the NABH about quality of care and patient safety procedures.

Students are educated about safety measures to be taken during examination and treatment of patients when they are posted to different clinical departments.

Students are given hands on training about patient care and safety procedures at Father Muller Simulationn and Skills Centre.

File Description	Document
Any additional information	[View Document](#)
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.3 Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.)

Response: 20.61

8.1.3.1 Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate

2018-19	2017-18	2016-17	2015-16	2014-15
73	65	57	50	39

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

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

Response:

Institution has introduced following methods to measure the attainment of specific clinical competencies by MBBS students/interns:

Exit examination for interns:

Traditionally medical graduates are evaluated for their knowledge. It is during the internship where a medical graduate acquires not only clinical skills but also communication and managerial skills that are necessary for a practicing doctor as laid out by the Medical Council of India (MCI). In achieving clinical competency, interns are not only required to demonstrate that they know the facts which underpin clinical practice but also know how to apply these facts. Crucially they also need to show that they can perform the clinical tasks and skills.This facet of clinical competence relates more to behavioral than cognitive attributes.

The Objective Structured Clinical Examination (OSCE) is one of the most effective tools to evaluate accurately the various domains of clinical competency. OSCE is a versatile multipurpose evaluative tool that can be utilized to assess health care professionals in a clinical setting. It assesses competency, based on objective testing through direct observation. It is precise, objective, and reproducible allowing uniform testing of students for a wide range of clinical skills.

This has helped us to identify areas of weakness in the curriculum and/or teaching methods, and thus served as a mechanism to improve educational effectiveness. We could assesses a wide knowledge area and as well as clinical skills and communication skills. In conclusion, the outcome of the examination was not affected by prejudice rather objective evaluation took place.It also helped us in our objective of standardized interns coming out of our institute according to the competency listed out by the MCI.

Training and assessment of interns in Basic Life Support technique:

Institution initiated training of interns in Basic Life Support technique (BLS) in 2014 with the help of external International Training Centre (ITC). The program got real boost when our state of the art simulation and skills center became recognized as ITC by American Health Association in 2016. Now, the training and assessment is done by the in-house certified instructors. The students receive pre-course reading material at least two weeks before the training program. BLS training program and assessment is conducted in our Simulation and Skills center. Interns are assessed by MCQ based theory exam and an OSCE model of a hands on skill testing competency exam.

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

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

Response:

Organ donation saves lives. Making the decision to donate organs is the most *important* gift we can ever give. Students are made aware of various issues involved in organ transplantation during classes in Forensic Medicine and clinical postings. Medical and legal aspects of organ removal and transplantation are covered in Forensic Medicine class in MBBS Phase II as per The Transplantation of Human Organs Act, 1994. Provisions of the Act are discussed in detail. Along with the Act, ethical and social issues involved in organ donation and transplantation are also discussed. Medical aspects are discussed during clinical postings too. Fr Muller Medical college Hospital is authorized by the competent authority to carry out cornea transplantation and renal transplantation.

A session was organized in association with Indian Medical Association, Mangalore and AMC Trust, Mangalore for students about importance of organ donation on 22nd November 2018. Resource persons enlightened the students about what is organ donation, common problemareas, Concerns about organ donation and how we have to encourage people for this nobelcause. Around 400 students attended the talk also many of the students pledged for organdonation.

File Description	Document
Link for National/State level policies on organ transplantation as adopted by the Institution	[View Document](#)
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic

functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

Immunization clinic is an integral part of Paediatric department. Immunization clinic is functioning everyday i.e. Monday to Saturday in this hospital. Ice lined Refrigerator (ILR) has been procured for the purpose of storing vaccines. Vaccines are stored in the ILR according to WHO guidelines. Quality maintenance is done periodically and records are maintained. Classes on immunization are taken for undergraduate students. The classes include immunization schedule (both national and IAP vaccination). Details about individual vaccines are also taught. A class on newer vaccines is also included in the teaching schedule. Students are encouraged to observe immunization and are supposed to observe the storage of vaccination, how the vaccine is given, the route of administration and interact with the children.

Interns on their OPD days are actively involved in immunization / vaccination of children visiting the outpatient clinic. Interns also go to postnatal wards to help in giving BCG to the postnatal babies.

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

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

Response:

Institution has framed teaching learning and assessment process towards implementation of Medical graduate attributes. Curriculum committee of the institution along with Medical education Unit takes active role in implementation of the medical curriculum. These units are guided by the Dean, Vice-dean and course co-ordinators.

Academic calendar earmarks teaching and evaluation schedules for students to acquire clinical and surgical skills. Student centric learning is achieved through simulation based teaching, small group teaching, e-learning resources supported by ICT, research projects and outreach programs.

As the institution is affiliated to RGUHS, academic programs/ activities are conducted to meet the course outcomes prescribed by the University. Medical education is provided through well planned and executed academic process.

Teaching schedule/ timetable is prepared taking into account the minimum number of hours for each subject as prescribed by the University. Classes are conducted as per the teaching schedule. In addition to the traditional method of teaching other methods of teaching-learning like simulation based learning, case based learning, bed side teaching, integrated teaching, community teaching are used.

Evaluation of the students for achievement of course and subject specific objectives is done by regular teaching – learning activities are meticulously planned in order to achieve the objectives of under graduate and postgraduate curriculum. Dean, Head of departments and Course co-ordinators are involved in planning and implementation of teaching – learning programs.

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

Other Upload Files	
1	View Document
2	View Document

8.1.8 Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Prgrammes in emerging trends in Medical Educational Technology.

Response:

The Medical Council of India encourages the SPICE model – a student centric, problem based, integrated, community set education, with electives. Over the last 5 years, Basic Medical Educational Technology workshops and Revised Basic Course Workshops have been conducted to train faculty in the skills required for this method of education. The 3-day workshops, under the observership of a faculty from a nodal center for medical education St John's Medical College Bangalore include the following aspects – principles of adult learning, progression of learning, writing educational objectives, principles of assessment, teaching methods, small and large group teaching, lesson planning, planning assessment and quality assurance, effective clinical and practical skills teaching and self-directed learning.

As there is emphasis on integrating basic science and clinical teaching, we conducted a workshop wherein faculty from preclinical, paraclinical and clinical departments collaborated to construct MCQs based on clinical scenarios which illustrated key basic science principles.

Interns are trained in various aspects of professionalism – the elements of professionalism, presenting oneself professionally, and communicating professionally. Annual programs have been conducted for interns, most recently a career fair, which introduces them to the various career options available after MBBS, as well how to prepare for entrance exams.

The responsibility ofPG guides is increasing as apart from the PG thesis, they are expected to assist their PGs with the poster presentation, podiumpresentationand research publication, as well as do research themselves. With this in mind, the MEU conducted a workshop for the newly inducted PG guides, to train them about the basic aspects of research.

In addition to this, training programs are conducted for the residents to write and submit their thesis synopsis, as well as refine their thesis and submit it as an article for publication.

Since leadership and conflict management become progressively more important as one ascends the ladder of seniority, faculty in potential leadership positions (heads of departments and committees) attended a workshop 'WELCoM' (Workplace Exploration of Leadership and COnflict Management)

As per MCI regulations, senior residents do not attend the Revised Basic Course Workshop in Medical Education Technology.Therefore, a two day workshop on essential teaching skills was conducted for the benefit of the senior residents.

In preparation for the CBME that was introduced for the current batch of MBBS students, the MEU faculty have been visiting St John'sMedical College for training in the innovations and implementation of the curriculum. A Curriculum Implementation Support Program was conducted – this was a three day workshop which trained 30 college faculty from various departments in the essential aspects of Competency Based Medical Education. The concept of CBME, integration, and the newer elements of the curriculum – the electives, foundation course, AETCOM module, early clinical exposure were discussed, as was assessment of competency-based education.

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

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

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

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links for e-copies of Certificate/s of Accreditations	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
150	150	150	100	150

8.1.10.2 Number of first year Students addmitted in last five years

2018-19	2017-18	2016-17	2015-16	2014-15
150	150	150	100	150

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

8.1.11 Steps/procedures adopted by the College to expose students to contemporary medico-legal

practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

Students are exposed to contemporary legal aspects of practice of medicine during MBBS Phase II under Forensic Medicine subject.

Following topics are discussed:

- Rights of Registered Medical Practitioner.
- Duties of Registered Medical Practitioner.
- Patient Rights.
- Sections of criminal laws related to medical practice (Indian Penal Code, Criminal Procedure Code and Indain Evidence Act).
- Acts pertaining to medical profession like,

  Consumer Protection Act 1986

  Workmen's Compensation Act 1923

  Professional Indemnity Insurance

  Medical Termination of Pregnancy Act

  Preconception and Prenatal Diagnostic Techniques Act

  Transplantation of Human Organs Act etc.

- Aspects of Medical negligence including defenses against medical negligence and precautions to avoid medical negligence.

During clinical postings, students are exposed to legal issues associated with treatment of patient like consent, professional secrecy etc.

Clinical faculty of Father Muller Medical College Hospital are covered under Medical indemnity insurance.

File Description	Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	[View Document](#)
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	[View Document](#)

5. CONCLUSION

Additional Information :

Father Muller Medical College is the first medical college among the medical colleges affiliated to Rajiv Gandhi University of Health Sciences to get NAAC accreditation. It is the first college in the State to have accreditation from all the three major National accreditation bodies NAAC, NABH and NABL.

The Management, Staff and Students of Father Muller Medical College, have been inspired and guided by the motto "HEAL AND COMFORT" instilled by its founder Father Augustus Muller. As a unit of Father Muller Charitable Institutions, the Medical college believes and practices its philosophy and objectives. The staff and students of the Medical college maintain the tradition of 'holistic approach' to patient care.

Fr Augustus Keith Muller landed on the shores of Mangalore with a prescription of heal and comfort, love and care for the suffering humanity. When he started dispensing medicine under a banyan tree, it was just a simple and noble thought – one human being thinking good about another. Since 1880, this very noble thought has been carried down with unwavering dedication.

Concluding Remarks :

Father Muller Medical College is involved in giving quality medical education to the students and prepares them to be responsible member of the society in providing quality health care. The institution is quality conscious and committed to provide services to all stakeholders. The hospital serves the community with the motto of "heal and comfort."

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
2.4.2	Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities. 2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered. Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>7</td><td>7</td><td>8</td><td>8</td><td>8</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>6</td><td>6</td><td>7</td><td>7</td><td>7</td></tr></table> Remark : Relevant Ph. D degrees or certificate has not shared b HEI.
2.4.5	Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years 2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1</td><td>3</td><td>0</td><td>1</td><td>4</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : None of the awards are relevant to this metric.
3.2.2	Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research

methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	19	17	19	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	15	14	14	10

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
109	93	76	58	37

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
70	60	55	30	11

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
483	506	453	350	183

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
220	233	257	171	93

	Remark : DVV has made the changes as per shared report of students participating in activities by HEI. DVV has counted one activity once for a year.
3.5.2	Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years 3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years Answer before DVV Verification : 44 Answer after DVV Verification: 30
4.2.4	Availability of infrastructure for community based learning Institution has: 1. Attached Satellite Primary Health Center/s 2. Attached Rural Health Center/s other than College teaching hospital available for training of students 3. Residential facility for students / trainees at the above peripheral health centers / hospitals 4. Mobile clinical service facilities to reach remote rural locations Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : DVV has select any three of the above as per SL. No. 2, 3 and 4 by HEI.
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>1026.90</td><td>901.56</td><td>756.66</td><td>586.59</td><td>1004.56</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>851.86</td><td>726.44</td><td>630.20</td><td>463.67</td><td>869.40</td></tr></table>
6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years 6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and

towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
22	32	20	17	27

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
22	30	20	25	23

| 6.3.3 | Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
85	107	73	99	81

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
60	61	33	54	39

| 6.3.4 | Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
192	184	163	147	164

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
192	184	162	147	164

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7.1.5	Water conservation facilities available in the Institution: 1. Rain water harvesting 2. Borewell /Open well recharge 3. Construction of tanks and bunds 4. Waste water recycling 5. Maintenance of water bodies and distribution system in the campus Answer before DVV Verification : All of the above Answer After DVV Verification: Any Four of the above Remark : DVV has select any four of the above as per SL No. 1, 2 , 4 and 5 by HEI.
7.1.6	Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any four of the above Remark : DVV has select any four of the above as per shared supporting facilities of SL No. 2, 3, 4 and 5 by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of sanctioned posts year-wise during the last five years Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15	 	332	332	332	332	332	 Answer After DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15	 	331	331	331	331	331	