YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital, Ahmednagar
• Name of the Head of the institution	Dr. Sunil Natha Mhaske
• Designation	Dean
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	02412778414
• Alternate phone No.	02412778042
• Mobile No. (Principal)	8554990221
• Registered e-mail ID (Principal)	deanmedicalcollegeahmednagar@gmail.com
• Alternate Email ID	rajaneesh.tolahunase@gmail.com
• Address	Opp. Govt. Milk Dairy, Vadgaon Gupta, Post. M.I.D.C., Ahmednagar
• City/Town	Ahmednagar
• State/UT	Maharashtra
• Pin Code	414111
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education

• Location	**Rural**
• Financial Status	**Private**
• Name of the Affiliating University	**Maharashtra University Of Health Sciences, Nashik**
• Name of the IQAC Co-ordinator/Director	**Dr. Rajaneesh Tolahunase**
• Phone No.	**02412778042**
• Alternate phone No.(IQAC)	**02412778414**
• Mobile No:	**9971177044**
• IQAC e-mail ID	**iqac.vimsmch@gmail.com**
• Alternate e-mail address (IQAC)	**sunilmhaske1970@gmail.com**
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.vimsmch.edu.in/AQAR20-21
4.Was the Academic Calendar prepared for that year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.vimsmch.edu.in/Academic_Calendar

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A+**	**3.26**	**2022**	**15/03/2022**	**14/03/2027**

6.Date of Establishment of IQAC	**10/01/2018**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
DVVPF's Medical College & Hospital, Ahmednagar	National Programme for Control of Blindness (NPCB)	District Blindness Control Society, Ahmednagar	30/03/2022	.95 Lakhs
DVVPF's Medical College & Hospital, Ahmednagar	Rajiv Gandhi Jeevandayee Arogya Yojana & Mahatama Jyotirao Phule Jan Arogya Yojana	State health Assurance Society, Government of Maharashtra	31/07/2022	2706.59 Lakhs
DVVPF's Medical College & Hospital, Ahmednagar	Mobile Medical Unit (MMU)	District Health Society, Zilla Parishad, Ahmednagar	31/07/2022	24.52 Lakhs
DVVPF's Medical College & Hospital, Ahmednagar	Scholarships / Freeships for UG Students	Government of Maharashtra	31/07/2022	2326.35 Lakhs
DVVPF's Medical College & Hospital, Ahmednagar	NSS Funds	MUHS, Nashik	31/07/2022	.11 Lakhs

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
• Upload latest notification of formation of IQAC	[View File]()
9.No. of IQAC meetings held during the year	4
• Were the minutes of IQAC meeting(s) and	No

compliance to the decisions have been uploaded on the institutional website?		
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**Yes**	
• If yes, mention the amount	**35.43 Lakhs**	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Spread of quality awareness in workplace with NAAC A+ Accreditation to the institution in SSR Cycle 1. Institution recieved accreditation on 15/03/2022

Upgradation of Operation Theatres and increase in ICU beds to accommodate COVID-19 care and care other associated complications.

Training of Faculty in Research Methodology and Quality initiatives: Faculty were trained during workshops and professional development programmes.

Welfare measures to students: IQAC had suggested strengthening of student welfare activities. Career Guidance and progression to higher education was the focus of the current academic year.

Community Care services: Instititute is listed as the top service provider under Rajiv Gandhi Jeevandayee Arogya Yojana & Mahatama Jyotirao Phule Jan Arogya Yojana.

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

Plan of Action	Achievements/Outcomes
Preparation of AQAR after SSR Cycle 1	**The Institution received NAAC A+ Accreditation for the first time. AQAR 2020-21 was prepared and submiited successfully.**
Faculty Development programmes	**Faculty trained during the year - 198 faculties were trained**

	under various faculty development programmes such as communication skill workshop, Curriculum Implementation Support Programme, Quality Initiative Training on "Use of Mobile for online lectures through use of various applications", Technology Enhanced active learning, Basic Workshop in Research Methodology, etc. Regular CME's were conducted regarding recent advances and covid-19 related issues.
Improvement in Hospital Infrastructure	**Operation thetres were upgraded and ICU beds increased.**
Innovations in Teaching-learning	**Several faculty development programmes were conducted on the initiatives of IQAC. As a result many new innovations were introduced in the teaching-learning process such as Smart board, e-learning, Case Based Learning, Evidence Based, Medicine, OSCE and OSPE, experiential learning, toxicology garden, Moot Court, etc.**
Seminars/Conferences/guest lectures to be conducted	**Various national, international, state and institution level conferences/seminars and a series of guest lectures were organized for the students and staff during the year.**

13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name	Date of meeting(s)
Board of Trustees and Management	25/01/2023

14.Does the Institution have Management Information System?	Yes

- If yes, give a brief description and a list of modules currently operational

Management Information System include the following:

1. Student Lifecycle Management system (developed using Syncronic ERP) is a highly useful solution to automate the entire process related to student tenure in the institute.
2. Academic Management System is used for the teaching and learning process.
3. Performance Analysis System is used for the faculty performance evaluation.
4. Library Management System uses both Syncronic ERP and DelNet.
5. Financial Accounting System (developed using Syncronic ERP, Tally ERP9 & TDS).
6. Purchase and Inventory System (developed using Syncronic ERP)
7. System for Hospital and Medical Records Department - MRD (developed using Disintech).
8. Imaging Management System (developed using Mediff Technology).
9. System for CCL – Central Clinical Laboratory.
10. System for Civil works and Maintenance.
11. Administrative procedures including Evaluation and examination procedures, Research, etc.
12. Patient Management System, Biometric attendance system for all the staffs, etc.

15.Multidisciplinary / interdisciplinary

Vision of the institute is to achieve 'Global Excellence' in experiential and technology-driven medical education, transformative research, patient centered clinical care, and promotional and preventive health care services, through creative medical professionals, leading to national and global development.

DVVPF's Medical College and Hospital is dedicated to providing quality education in the field of Medicine along with Foundation's broader vision for integrating Tertiary and Community Health care with Nursing, Physiotherapy, Pharmacy, Engineering, Agriculture, Primary education, Secondary Education, Science, Commerce,

Management, etc.

The teaching faculty of the Institution plays an important role in this process by adopting various student-centric teaching-learning methods. The institute integrates cross-cutting issues relevant to gender, environment & sustainability, human values, health determinants, Right to Health, emerging demographic issues and professional ethics into the curriculum.

We have introduced Instructional sessions for students on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Institute has effectively participated in timely transportation of organs from brain-dead patients using GREEN CORRIDOR to needy patients in Pune and other cities. Also, students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood and adulthood. Both organ donation and vaccination involve extensive community engagement.

Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital has emerged as an excellent center in Medical Education, Training and Research activities at National level and Health Care Services especially to underprivileged and marginalized people at their door steps. Over 960 bedded Dr. Vikhe Patil Memorial Hospital (that include 200 beds facility for COVID-19 and other epideimics in the community) with state of the art ICUs, SICUs, PICUs, NICUs, laboratories, equipments as well as other facilities and four primary Health centers namely Dehare, Jeur, Walki and Mehekari, One Urban Health Center at Burudgaon and one Rural Health Training Center at Wambori for undergraduate training, have all been well established where most of the patients are treated free of cost. Also, Hospital honors to have super-specialty facilities like oncology and radiotherapy center, cardiology and cardiothoracic surgery, Nephrology with well-established Dialysis unit, joint replacement center, IVF Center, Imaging technology center, District Disability Rehabilitation Center (DDRC), COVID hospital, etc.

Institution takes efforts in providing tolerance and harmony towards cultural, regional, linguistic and other diversities by organizing various programmes all throughout the year. The Institution celebrates various national and international commemorative days, events and festivals to create a sense of inclusiveness among all the students and staff.

16.Academic bank of credits (ABC):

Being an affiliated College, the Institution lacks with academic flexibilities. Restrictions of apex Regulatory Councils and affiliated university are in the form of fixed syllabus, fixed teaching hours for every subject, fixed assessment process, fixed number of teaching days and vacations, etc. Restrictions of Regulatory Councils in permitting Choice-based Credit System, and in implementing Credit transfer facility between Faculties of the same University and between MoU partner universities within India and outside India are hindering the scope and globalization of higher education within Indian Universities.

As per draft of the National Higher Educational Qualification Framework (NHEQF) released recently in 2022 by the University Grants Commission (UGC), the fields of Medicine and Law are yet to be included for ABC (Academic bank of credits) due to unique nature of the professions. However, in future there may be potential to have transfer of credits between Medicine, STEM and humanities.

Institute provides excellent and comprehensive medical education and hands-on training to undergraduate and postgraduate students for the advancement of medical knowledge, skills, competences and research, in order to make significant contributions to raise the health standards of all the citizens of our nation and across the globe.

The Institution has sufficient manpower, physical facilities and patient load to start various programs for medical and paramedical people. e.g., Fellowship in Critical Care Medicine, Fellowship in Laparoscopic Surgery, Fellowship in Joint Replacement Surgery, etc.; Certificate courses in Clinical Cardiology, Basic Health Research, etc.; Graduation Courses like B. Sc. (Ophthalmic Technology), B.Sc. (Medical Lab Technology), Diploma in Medical Imaging Technology, Diploma in X-ray Technology, etc. Institute has a strategy in place to seek collaboration for internationalization of programs and degrees.

Institute provides support to students to foreign examinations like USMLE and PLAB so that they can seek placements and collaborate with international institutes for career progression and advancement of global health care. Faculties are encouraged and supported to gain higher qualifications that are global in nature like MRCP, FRCS and FAIMER fellowships.

Institute aims at implementation of 'Research-Booster' strategies through institutional/inter-institutional/and international collaborations/schemes to enhance extramural research funding as well as funded and thrust research activities. Institute constantly

put efforts for good networking with governmental and nongovernmental organizations at every level - local, district, state, national and international.

Management gives freedom and opportunities to innovate in health care, teaching and research which should be preferably community centered; such as use of various innovative teaching-learning and assessment methods like OSCE/OSPE, Fellowship in Medical Education Technology, Basic and Advanced Course in Research methodology, etc.

17.Skill development:

Institute employs several capability enhancement and development schemes for the students that include - Soft skill development, Language and communication skill development, Yoga and wellness, Analytical skill development, Human value development, Personality and professional development, and Employability skill development.

Institute has a mission to create new genera of doctors with quality medical knowledge, highest levels of skill and competence, committed to excellence, guided by professional ethics, moral and social values, ready to serve and lead the world for better tomorrow. Institute provide primary, secondary and tertiary health care and services of global standards to the needy population, especially the rural and marginalized sections of the society.

The Institution helps students to get benefit of Scholarship from government and Non- government agencies each year. Institution organises various capability enhancement schemes for up-gradation of students' knowledge and skills.

Institute has an advanced Clinical Skills Laboratory that provide extensive training to students in skills needed to practice as a competent medical professional. Programs at the Skills lab and simulation-based training include Basic Life Support, Advanced Life support, Surgical and Medical skills, Paediatric and Obstetric Skills.

Because of close proximity to international holy places like Saibaba Shirdi, Nashik and Shani Shinganapur, institute has plans to develop Medical tourism in our institute. Local talent will be put to abundant exposure for student learning and skill enhancement.

Students are additionally trained and made ready to handle emerging and reemerging infections, ever increasing non-communicable diseases (NCDs) like Diabetes Mellitus, Vascular disease, Infertility and

Cancer. Institute has carefully integrated Neglected Tropical Diseases (NTDs) like Snake bite poisoning into both academics and community health services. Graduate students and interns regularly visit institute's specialty centers related to cardiac care, IVF, and oncology. They get first hand experience in skills needed for the specialty care.

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

Institute promotes the highest standards of quality and ethical values among the students and staff in patient care, medical education, training and research, leading to excellent performance in diverse professional and cultural settings of our country.

Institute also promote integrated sustainable development, environmental conservation, protection and preservation of culture, heritage, fundamental duties, human rights, gender sensitization, tolerance, harmony and national integrity among all the stakeholders towards a humane society.

Institute lies in mostly Marathi speaking community. Foundation course that is conducted as per NMC guidelines when students make entry to MBBS course includes Marathi language teaching. During discussions for teaching, especially during clinical teachings at wards and OPDs Professors use Marathi language. Arrangements are in place to help manage patient's who speak other languages like Hindi and several regional languages. Students and faculty from other states fully participate in managing patients using local Marathi language, and in supporting management of patients speaking other languages.

Institution carries out number of various extension and outreach activities in terms of education, environmental issues like Swachh Bharat, health and hygiene awareness and socio-economic development in collaboration with industry, community, government and non-government organizations engaging NSS, institutional clubs etc. The Institution has been recognized with various awards and certificate of appreciation for providing services to the community. In all these activities students follow and strengthen Indian Culture and traditions.

Micro-ethics is among the best practices of the institute that helps the students and the staff to develop the right character and attitudes towards patient care and also being professional at the same time.

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

To enable implementation of Outcome Based Education (OBE) in the field of Medicine, institute has fully adapted Competency Based Medical Education (CBME). The Teaching-Learning methods include:

1-Experiential learning: To develop clinical skills, students are exposed to patients in hospital and community health care set ups all through the pre-clinical, para-clinical and clinical phases. Learning at the bedside of patients while referring to all the case details enable development of effective communication skills, effective seeking of the details of illness, analytical skills for deciding on right diagnoses, deciding on right investigations and effective utilization of the resources for the cost-effective, timely and humane management of the illness.

2-Integrated/Interdisciplinary learning: Horizontal and Vertical integrated teaching learning process is adopted in all phaaes and follow the guidelines provided in the CBME curriculum. All diseases are learnt starting from anatomical ,physiological and biochemical aspecects to clinical and community aspects. Focus is on the community needs.

3-Participatory learning: Faculty and students participate in Journal club, Integrated Academic Sessions organized by Academic Cell, Seminars, Clinical meets and Case presentations, Small-Group teaching by students (PG and UG), and Early Clinical Exposure from 1st year itself.

4-Problem - Solving Methodologies: Students start from the clinical problem and analyse all the required cocepts to solve that problem. Different resources are used to learn those concepts - both pre-clinical and clinical.

5-Self-directed learning: The student prepares for and learn several topics on his/her own under the guidance of a teacher. Seminars on various topics and Journal Clubs (particularly for P. G. students) discussing scientific papers are highly useful to promote lifelong learning.

6-Patient-centric and Evidence-based learning: Student are exposed on learning and teaching based on the the evidence available from the research. Even the various teaching methods are also Evidence-Based, and are strictly taught during MET programs for faculty.

7-Learning in the Humanities: Talks and workshops on History,

bioethics, interpersonal relationship and communication, leadership, trust and compassionate care are supportive in shaping both students and faculty.

8-Project-based learning: Both UG and PG students learn by participating in projects sanctioned by national and international agencies. The PG students carry out research project in a chosen problem area.

9-Role play: All subjects related to medicine are taught by utilizing role plays. Students develop deeper understanding of the community problems and become effective in communication, inter-personal relations, and in effective disease management.

Institute strives to extend and share the knowledge acquired and new knowledge generated for the development of the society in health management, through collaborative research, extension and outreach activities.

A best practice of the Institution, Total Quality Management (TQM), tries for the holistic development of the students including physical, psychological, academic, professional, social and spiritual dimension. Such a holistic approach is part of the recently adopted Competency Based Medical Education (CBME). Institute has developed methods to define and implement the Medical graduate attributes such as Clinician, Leader and member of the health care team and system, Communicator, Lifelong learner and Professional with a system of evaluation of attainment of the same.

20.Distance education/online education:

Institute is providing patient care with latest technologies: The Institution is one and the only in central Maharashtra to have the Linear Accelerator (Triple Energy Radiation Machine) to provide the best form of radiotherapy for cancer patients. Students, faculty and technicians receive add-on training in the latest technology so that they can provide efficient services at the community level. Latest online and software technologies are used in such advanced patient care and in learning from such clinical scenarios. The same extentds to to other clinical areas like infertility management, advanced imaging, kidney transplantation, dialysis, advanced cardiac care, critical care and trauma care.

Institute has established Smart Classrooms with advanced technologies. Teachers receive regular training regarding advances in medical education technology and they put to use these new

learnings and technologies in their regular teaching. Teachers and students also use various e-learning resources such as NPTEL, SWAYAM, etc.

Institute has a depository of Videos of Lectures for students who need revision and deeper understanding in topics of their choice.

Extended Profile

1.Student

2.1	**920**
Total number of students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.2	**184**
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.3	**229**
Number of first year students admitted during the year	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

2.Institution

4.1	**10560.8063**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

3.Teacher

5.1	**325**

Number of full-time teachers during the year:

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

5.2	**325**
Number of sanctioned posts for the year:	

File Description	Documents
Institutional Data in Prescribed Format	[View File](#)

Part B

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.

Curriculum Planning:

Curriculum planning is executed in a manner to abide by the recommendations of the NMC & MUHS to ensure that the learning outcomes for UG & PG programmes are achieved. The College Curriculum Committee meets regularly to discuss the curricular aspects of the syllabus. Faculties are appointed as members on Board of Studies, Board of Research & Board of Examination in MUHS.

Effective Delivery:

Effective delivery of the curriculum is done systematically as follows:

- **Academic calendar, Time Table**
- **Infrastructure: Availability of appropriate audio-visual aids, smart board, internet, departmental & central libraries, animal house, herbal & toxicology garden and OPD & IPD with super specialties.**
- **Faculties are trained for Basic & Advanced MET & CISP workshops.**
- **Student-centric learning methods like Experiential, Integrated/interdisciplinary, Participatory, Self-directed, Patient-centric & Evidence-based learning & Problem solving methodologies & Role play are practiced.**

- **Emphasis given to disease emerging as a consequence of COVID 19, global warming and global recession.**

Evaluation:

Evaluation of teaching-learning of students on curriculum is done by internal assessment, University Examinations, and feedback received from students, teachers and parents. College Curriculum Committee periodically evaluates these feedbacks and effectively makes changes accordingly.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.vimsmch.edu.in/AQAR22/1.1.1%20College%20Curriculm%20Minutes%20of%20the%20meeting.pdf
Any other relevant information.	https://www.vimsmch.edu.in/AQAR22/1.1.1%20Any%20other%20College%20curriculum%20commitee.pdf

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

5

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

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

63

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

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

622

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

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

To integrate the above mentioned cross cutting issues, different types of courses are included in the curriculum as prescribed by the MUHS, Nashik as follows:

Gender Equity:

The gender equity and women empowerment programme is regularly conducted under the National Service Scheme (NSS).

Environment Awareness & Sustainability:

Environmental awareness and sustainability programmes are regularly conducted through the NSS & Department of Community Medicine.

Human Values:

Human values like honesty, loyalty, reliability, efficiency & commitment that help in building a character are also imparted to the students apart from academics.

Health Determinants:

The Department of Community Medicine conducts various activities through which the students are exposed to various factors of health determinants.

Right to Health:

Topics like Right to Health of refugees and other marginalized population is taught to the students in Community Medicine.

Demographic Issues:

Demographic issues like population explosion and skewed male female ratio, population pyramid is discussed in community Medicine.

Professional Ethics:

Topics related with medical ethics and negligence have been conducted every year under the FMT department.

File Description	Documents
List of courses with their descriptions	https://www.vimsmch.edu.in/AQAR22/1.3.1%20list%20of%20courses.pdf
Any other relevant information	NIL

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

5

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

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

780

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

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

604

File Description	Documents
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://www.vimsmch.edu.in/AQAR22/1.4.1%20URL%20for%20feedback%20report.pdf
Data template	View File
Any other relevant information	View File

1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected	**B. Any 3 of the Above**

File Description	Documents
URL for stakeholder feedback report	https://www.vimsmch.edu.in/AQAR22/1.4.2%20URL%20for%20feedback%20report.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

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.

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

63

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File
Data template	View File

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

2.1.3.1 - Number of students from other states; during the year

1

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

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

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

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

Number of Students	Number of Full Time Teachers
229	**325**

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

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)

The institute implemented outcome-based learning with archetype shift from traditional learning to demonstration of learning which enable to nurture innate talent.

A) SOCIAL ACTIVITIES:

The extramural activities are fostered in students through participate in various student clubs, cultural activities , social activities and NSS activities. The Institution has registered for the "Youth Red-Cross Society" under which the young students perform with various roles.

B) Swachh Bharat Abhiyan & Swacchta Pakhwada: To maintain hygiene in rural settings, field activities have been conducted. Students participate in Independence Day, Republic day , yoga day etc.

c) NATURE'S CLUB TO AROUSE GENERAL AWARENESS:

The Institution has Nature's Club to provoke general awareness among students regarding the different environmental problems which are of major concern to survival of mankind.

D) WALL MAGAZINES:

The Institution has introduced the concept of "Wall Magazine" to give medical students an opportunity to explore and exhibit their concealed talent and passion for literature.

E) CULTURAL & SPORTS ACTIVITIES:

annual social gathering is conducted includes several events like

drama, debates, elocution, and a lot more. In order to nurture the sportsmanship among the students, various intercollege sports competitions are organized during the period of annual social gathering.

File Description	Documents
Appropriate documentary evidence	https://www.vimsmch.edu.in/AQAR22/2.2.3%20%20Appropriate%20documentary%20evidance.pdf
Any other relevant information	NIL

2.3 - Teaching- Learning Process

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

1-Experiential learning: Students do hands - on-minds- on experience withouthelp from the teacher. Students are exposed to various levels dissection, physiological,biochemical reaction, community posting, bacteriology, specimens for histopathology, drug studies. Second, third,fourth MBBS students are rotated in clinical OPD Postgraduate students are focus at the bedside of patients.

2-Integrated learning: In horizontal, e.g. Combined teaching learning of thyroid structure,function by anatomy, physiology, biochemistry. In vertical e.g. combined –learning of renal failure by Pathology and Medicine departments.

3-Participatory learning: Activities like journal club, discussion on various x-rays scan CT-scan, seminar, case presentations, group discussion and early clinical exposure from 1st year are conducted.

4-Problem - Solving Methodologies: Clinical cases given to the students have logical thinking and develop problem solving ability.

5-Self-directed learning: Seminars, posters, Journal Club, home assignment is given to the students

6-Patient-centric and Evidence-based learning: Evidence based treatment includes full history taking, physical examination, systemic exam, investigation, visual diagnosis, differential diagnosis and final diagnosis.

7-Learning in the Humanities: It contains talks on History, bioethics, interpersonal communication, stress Management, Health Psychology.

8-Project-based learning: STS, ICMR projects taken up by UG students. The PG students carry out research project.

9-Role-plays: Role plays are aroused by students on various topics Eg Doctor patient relationship

File Description	Documents
Learning environment facilities with geo tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning	**B. Any 3 of the Above**

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

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

Learning Management System (LMS) & E- Learning Resources:

-Learning Management Systems (LMS) is influential way for the

association and presentation of curricular learning materials, for monitoring student.

The academic book with academic calendar, lesson plan, lab manuals and question banks are made accessible at the very beginning of the academic year. The use of LCD projectors, smart board, classrooms with 24/7 internet enabled computer, laptops systems are generally working in classrooms.

-The electronic resource packages are easily available e.g. DELNET, NPTEL, SWAYAM PRABHA and Digital Library. Video courses from NPTEL and MUHS, Nashik are accessible to faculty and students.

-Online tests are conducted through 'Google forms' software, google meet, zoom for sharing of knowledge and assessment.

- Sufficient number of books, Journals, e-journals and e-books are available in the library.

- Urkund software is available for plagiarism

Academic Management System:

AMS is related to various academic and teaching learning activities. It is an online-platform that is meant to manage entire academic issues pertaining to the students- from registration of course, registration by the faculty, allocation of courses to the faculty, student attendance, internal assessment, term-end assessment, and conversion of marks to grades, grade card generation, distribution and all etc.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://www.vimsmch.edu.in/AQAR22/2.3.3%20Details%20of%20%20ICT%20enabled%20tools.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.vimsmch.edu.in/AQAR22/2.3.3%20list%20of%20teachers%20using%20ICT%20enabled%20tool.pdf
Webpage describing the "LMS/ Academic Management System"	https://www.vimsmch.edu.in/AQAR22/2.3.3%20Webpage%20describing%20LMS.pdf
Any other relevant information	NIL

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
80	800

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	[View File](#)
Any other relevant information	[View File](#)

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

1. Creativity:

a. Case-based learning: Students are exposed to case based learning. Case scenarios are arranged and finalized by departmental faculties and discussed with students, they will be familiar with problems which will face in clinical practice.

b. Use of animated videos: Animated video are used so that students comprehend it conceptually.

c. Poster presentation: Every year departments arrange poster presentation competition. Students present the various diseases in small groups.

d. Chart based learning: Department uses chart based learning for elucidation of graphs, diagrams for the students.

e. Model-construction: Model creation activity gives to students so as to snatch out creative ideas.

f. Peer-Assisted learning- In this method a group of students are nominated and trained by a faculty. These students then act as implementers enabling discussions and demonstrations

2. Analytical skill:

a. Debate and Quiz: Debate and Quiz competition conducts in which provide outstanding opportunity and platform to students which share knowledge and update it.

c. Seminar: Every department keeps the seminar which improves the

depth of learning, teacher-student and student-student interactions.

3. Innovative skill:

Different topics circulate to students for write up activity e.g. can humans colonize to another planet? Cell debris: can cell reviving? Etc.

File Description	Documents
Appropriate documentary evidence	https://www.vimsmch.edu.in/AQAR22/2.3.5%20Appropriate%20documentary%20evidence.pdf
Any other relevant information	NIL

2.4 - Teacher Profile and Quality

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

325

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
Any other relevant information	No File Uploaded

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

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

57

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	**No File Uploaded**

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

3546

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	View File

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

325

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

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

8

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	**No File Uploaded**

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

1. **Academic Calender: It is prepared in discussion with HODs and accepted by Dean. Students can get through whatsapp and same will be uploaded in the college website.**
2. **Notification for Internal Assessment: The schedule of internal assessment will follow as per academic Calendar strictly**
3. **Time table: It will be provided one month prior to exam.**
4. **Conduct of examination: Strictly follows guidelines of university. Invigilators will be assigned from other disciplines, Carrying mobile phones or any reading material by**

the invigilator, students is strictly prohibited. The examination hall is fully equipped with CCTV surveillance

5. **Assessment system:** Evaluation will be done by senior faculty followed by second faculty and HOD. Continuous internal evaluation is carried out by asking some questions or giving case for identification during lecture.
6. **Display of the results:** Result will be displayed on notice board in time
7. **Transparency in Examination:** Centralized seating arrangement is made and junior supervisor ensure the smooth conducts of examination. In case of any discrepancy, in answer key, HOD may take necessary action. Answer booklets, and related documents should be retained one year after declaration of university examination result. Records must be destroyed by shredding or appropriate method

File Description	Documents
Academic calendar	https://www.vimsmch.edu.in/AQAR22/2.5.1%20Academic%20calender.pdf
Dates of conduct of internal assessment examinations	https://www.vimsmch.edu.in/AQAR22/2.5.1%20Dates%20of%20conduct%20of%20internal%20assessment%20exam.pdf
Any other relevant information	NIL

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

1. **Grievance regarding External Evaluation by the University:**

Grievances before Examination

Mechanism for Redressal of Grievance

Late filing of application form of exam

Communicate to the University Examination Section and resolved.

Wrong entries in exam form

New exam form given to the student.

Admit cards are not received

Informed to controller of examination and resolved

Grievances during Examination:

Discrepancy in question paper

Responsibility taken by center incharge, observer and act as per instruction of the university.

Problem dealing with answer sheet

Buffer answer sheet will be given.

Grievances after result declaration:

Evaluation of answer book and result.

Application is forwarded to university for correction.

B) Grievances regarding exam at institute level:

1. The college follows guidelines of university for internal examinations.
2. Time table of exams given to the students quite earlier
3. Institute has separate exam center.
4. During examination, any student finds discrepancy in question, fresh question paper will be provided.
5. Paper evaluation is done by experienced staff.
6. After evaluation, answer sheets are shown to students to have an idea of their performance.
7. Assessments report, shown to students, if any grievances, resolved it, copy of same is forwarded to dean and student section.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

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

1.Examination Procedure: The examination system is transparent, follows guidelines of the university. Examination Committee is spine of it. Time-table, syllabus is display to notice board and web site. Exam conduct in centralized examination hall is equipped with CCTV surveillance. Evaluation will be done by senior faculty and randomly checked by HODS. Display result on notice board and website. 2. Processes integrating IT: a. Fully automated Examination System: Applications forms, exam fees, attendance and marks entriesare done by online. Admit cards can download by students section, provide to students. b. Checking Plagiarism: URKUND software is used 3. Continuous Internal Assessment System: Continuous internal evaluation is carried out during or after lecture by asking some questions to the students or by giving in any case for identification related to topic. Some faculty conducts the assignment test. 4. Competency based assessment: OSCE and OSPE are used to make students competent and fit to practice independently 5. Work placed based assessment: Students are posted in OPD, wards, casualty, laboratories, OT, skill laboratories, blood banks and dialysis unit. 6-Self Assessment: Seminar, group discussion, quiz, debate are organized by departments 7-OSCE/ OSPE: OSCEs and OSPEs are conducted so that students can trained individually

File Description	Documents
Information on examination reforms	https://www.vimsmch.edu.in/AQAR22/2.5.3%20Information%20of%20examination%20reforms%202021-22.pdf
Any other relevant information	NIL

2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support	A. All of the Above

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

2.6 - Student Performance and Learning Outcomes

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

Indian Medical Graduate Attributes

Clinician, who understands and provides preventive, curative, palliative and holistic care with compassion

Work as a leader member. Educate, motivate others to work in a

collaborative and collegial fashion for achieving maximum benefit of patients

Communicator with patients, families, colleagues and community – skills of communication with patient/families competently, politely and effectively that improve health care outcome and patient satisfaction,

Professional –Socially responsible entrepreneurs, respect others competencies.

Ethics and Law –Students are sensitized about ethical issues, laws of medical practice.

Life-long learner committed to continuous improvement of skills and knowledge –

Encourage for continuous learning, updating technologically, acquiring knowledge based skills and applied.

METHODS FOLLOWED BY THE INSTITUTION FOR ASSESSMENT:

MBBS (UG): Assessment using formative, summative methods - Maintaining attendance, practical record books, conducting internal theory, practical exams. Failed students can re-appear exams scheduled immediately, Followed by final university theory and practical examinations.

For Interns -

Assessment by maintaining daily attendance at department where the intern is posted, completion of internship report given by the Dean of the institute.

For the MD/MS (PG)-

Assessment by journal clubs, clinical case discussions, seminars, log books, six monthly progress reports, dissertations, final theoretical and practical examination including viva.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://www.vimsmch.edu.in/AQAR22/2.6.1%20%20Relevant%20Documents%20pertaining%20to%20learning%20outcomes%2020-21.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://www.vimsmch.edu.in/AQAR22/2.6.1%20%20%20Methods%20of%20assessments%20of%20learning%20outcomes%20and%20graduate%20attributes%20%2020-21.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://www.vimsmch.edu.in/AQAR22/2.6.1%20Course%20Outcome%20(Course%20Exit%20Survey).pdf
Any other relevant information	NIL

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

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
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 File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

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

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

TEACHING AND LEARNING PROCESS

The institute follows curriculum guidelines from MUHS, Nashik and NMC, New Delhi. Curricular aspects are discussed in Curriculum Committee. Institute uses interactive, and ICT based teaching learning methods. Institute conducts guest lectures, CME, Workshops, Conferences, and Live interactive sessions.

Students have been taught and they have learnt:

"Health for all" a national goal and availing good health care facilities is a right of every citizen.

1. Gross & microscopic structure, normal human structure, functions, development of human body.
2. Concepts of health and diseases, social, ethical and humanitarian principles.
3. Pathological role of organs, role of microbial agents, immunological mechanisms and use of drugs, medico-legal responsibilities.
4. Principles of general medicine, surgery, obstetrics, Gynaecology, Paediatrics, Orthopaedics etc.,

Learning Outcome Evaluation process:

1. Good Clinician - Who understands and provides preventive, curative, palliative and holistic care with compassion.
2. Good learner –During the internal and university examinations all students are assessed for acquisition of knowledge based skills
3. Good professional - student's social responsibility.
4. Good Communicator – While taking case history or attending patients in outpatient departments, families, colleagues seniors or juniors
5. Good Leader - Able to work as leader and a part of team.

File Description	Documents
Programme-specific learning outcomes	https://www.vimsmch.edu.in/AQAR22/2.6.3%20Programme%20specific%20learning%20outcome.pdf
Any other relevant information	NIL

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

PRESENCE AND PERIODICITY OF PARENT-TEACHER MEETINGS

Parent teacher meeting is a prominent and notable feature of the institute curriculum. In an academic year PTM is held for First MBBS students twice:

1. **First PTM: - After first internal assessment in mid of July.**
2. **Second PTM: - After the preliminary examination in mid of January**

Rules:

1. Parent should attend PTM on scheduled time.

2. Concerned parents of those students are not showing promising progress, they can come official timings.

3. Parents have to take prior appointment of meeting after consultation with Co-ordinator of PTM.

4. Parents are not allowed to contact any teaching faculties directly

5. PTM Co-ordinator coordinates between UG/PG Co-ordinators, HOD's, and Mentorship Committee to keep tract of the student's.

MEASURES UNDERTAKEN

1. **Concerns raised by the parents related to academics (subject) are discussed with concerned Head of Department.**
2. **Concerns raised regarding extracurricular activities are discussed with concerned committees.**
3. **Concerns related other than academics and extracurricular are referred to the concerned mentor.**

The teachers monitor academic performance , interact repeatedly with students to understand their issues related to academics and extracurricular activities and help them to improve.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://www.vimsmch.edu.in/AQAR22/2.6.4%20Proceedings%20of%20parent%20%E2%80%93teachers%20meetings%202021-22.pdf
Follow up reports on the action taken and outcome analysis.	NIL
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/2.6.4%20Any%20other(SOP%20PTM2021-22).pdf

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

https://www.vimsmch.edu.in/AQAR22/2.7.1%20Any%20other%20relavent%20document.pdf

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

41

File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	**No File Uploaded**

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

6

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

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

Number of Research Projects	Amount / Funds Received
00	00

File Description	Documents
List of research projects and funding details during the year (Data template)	[View File](#)
List of research projects and funding details during the year (Data template)	**No File Uploaded**
Link for funding agencies websites	[NIL](#)
Any other relevant information	**No File Uploaded**

3.2 - Innovation Ecosystem

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

1. Incubation Centre

The primary impartial of the Incubation center is to strengthen new measures in research speculator activities in Healthcare related areas emphasis on producing dedicated entrepreneurs and converting novel research into valuable intellectual property. Thus efforts are made to establish an internal entrepreneurial ecosystem channelizing the student's creative and innovative ideas into business premise. The basic idea is to offer students an alternative career option of being job creators instead of job seekers.

It covers the following processes:

1. **Infrastructure and service provided to incubates**
2. **Mandatory Mentorship**
3. **Period of incubation**
4. **Intellectual Property Right evaluation**

2. Research Cell and IPR Committee (R&IPR):

This Committee monitors and addresses issues related to research and Intellectual Property. Framing and implementation of the R& IPR committee is involved in the following activities are:

1. Motivate teaching staff for applying to research grants from various funding agencies such as ICMR, UGC, DST and SERB.

2. Till July 2022 Institute had 15 Patents and 16 Copyrights.

3. Monitors, designs and plans research issues at graduate, postgraduate and doctoral level.

4. Students and staff are encouraged to participate for University/ State/ National level ingenious research project competitions like "Avishkar"

File Description	Documents
Details of the facilities and innovations made	https://www.vimsmch.edu.in/Incubation%20center
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/3.2.1%20Details%20of%20the%20facilities%20and%20innovations%20made.pdf

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

8

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and	**A. All of the Above**

publication guidelines are followed

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

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

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

28

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File
Any other relevant information	**No File Uploaded**

3.3.3 - Number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

53

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	**No File Uploaded**

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

0

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

3.4 - Extension Activities

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

23

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View File
Any other relevant information	View File

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

160

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

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

Extension and outreach activities impact on the health of community and to helping needs of poor village peoples. Our NSS volunteers of our institute organizing activities in villages ,such activities helping for illiterate people for their development, ,communication skills,social responsibility, increase their economy and better prepare for their career make them a good citizen of India.

Various extension and outreach activities organized through

1. NSS unit ,
2. Social cell,
3. Department of Community medicine.

Institute has organized and conducted outreach activities at nearby surrounding villages as to providing the best services to patients in rural areas, solving their health related problems, medication and ambulance cervices etc.

Such extension activities utilized as a platform to strengthen health agenda among them in the programs.

Best award from Bank of India ,Ahmednagar-2021-22 , for Excellence in medical education and best services delivered to the society in the year 2021-22 through various activities such as in the health ,Nutrition, safe food and mother and child health services, organizing health camps.

Best award from Bank of India ,Ahmednagar-2021-22 , for Excellence in Health care and best services delivered to the COVID patients for the society in the year 2021-22 through various programs and activities.

File Description	Documents
List of awards for extension activities in the year	https://www.vimsmch.edu.in/AQAR22/3.4.3%20list%20of%20awards.pdf
e-copies of the award letters	https://www.vimsmch.edu.in/AQAR22/3.4.3%20e%20copies%20of%20award%20letter.pdf
Any other relevant information	NIL

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

Students are encourage to take an active interest in and part in neighborhood community social responsibility initiatives like raising awareness of the value of education, environmental concerns like Swatch Bharat Abhiyan, hygienic issues, and socioeconomic

development of the neighborhood.

Social responsibility activities of Education:

To create the awareness the public about the various ways to use mobile devices for daily news, digital financial transactions, and weather reports By introducing them to agriculture apps, farmers are encouraged to use mobile technology more frequently.

Activities of Environmental issues like Swatch Bharat:

Through the use of various strategies, attention is brought to environmental issues like Swatch Bharat in villages through various programs on cleanliness surrounding the houses and about self-cleanliness with clean clothing.

Activities of health and hygiene awareness

Sanitation of the environment and awareness of viral, bacterial, fungal diseases are encouraged. The use of sanitary pads by teenage girls is especially important. Many additional activities, such as raising awareness of school health surveys, immunization clinics, routine cervical cancer screening clinics, and early disease detection.

Activities of Socio-economic development:

Promoting women's empowerment, advising them to develop the kitchen gardens for vegetables, form self-help organizations,pointing them in the direction of various cartage industries.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://www.vimsmch.edu.in/AQAR22/3.4.4%20Details%20of%20Institutional%20social%20responsibility%20activities.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/3.4.4%20Any%20other%20List%20of%20Programmes.pdf

3.5 - Collaboration

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

5

File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	No File Uploaded

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

20

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. With the foresight of additional intake, the requirements like building space, laboratory equipment, books and journals for the library, IT resources, etc.

Facilities for Teaching- learning:

Total of 5 well-facilitated and ICT-enabled classrooms capacity of 240, examination hall capacity of 1200, 40 departmental demonstrations rooms, 21 libraries cum seminar halls, and a fully automated central library, reading room for UG, PG, and staff, 14departmental practical laboratories, 32specialized laboratories, and 7 museums, with the patented pediatric museum, cranial nerve museum, and medico-legal museum and a skill lab.

Facilities for Clinical learning:

A modern well developed 960 bedded hospital, functional 13 OTs, ICCU, PICU, NICU, RICU, SICU, and MICU units, 31 wards, a central clinical laboratory, blood center, and casualty. 1 RHTC, 1 UHC, and 4 RHCs for field practice to serve as a community learning resource based in the villages, hospital also provides facilities such as super-specialties such as Oncology, Neurosurgery, Cardiac, Joint-replacement, and IVF center.

Teleconferencing Facility:

The institute has a video teleconferencing facility in a separate well-equipped conference hall with LCD television displays, cameras, microphones, and VGA connections in college.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://www.vimsmch.edu.in/AQAR22/4.1.1%20List%20Of%20available%20facilties%20signed.pdf
Geo tagged photographs	https://www.vimsmch.edu.in/AQAR22/4.1.1%20Geotagged%20photos.pdf
Any other relevant information	NIL

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

Overall development of the students, and staff, is achieved by encouraging all to participate in state, university intercollegiate, and institute level sports competitions, extracurricular activities. The sports complex (4446.86 Sq. M), is well equipped with all world-class facilities. Indoor facilities are separate male and female AC gymnasium, 3 badminton courts (528 Sq. M), table tennis, chess, and carom board halls (167.87 Sq. M). Outdoor facilities Tennis court (648 Sq. M), Cricket (5166.5 Sq. M), Basketball (510 Sq. M), Kabaddi (125 Sq. M), Kho-kho (464 Sq. M), Volleyball (162 Sq. M.), Football (6063.91 Sq. M) grounds. The Olympiad size well maintained swimming pool (2456.19 Sq. M). facilities of locker rooms, waiting rooms (223.18 Sq. M), sanitary, and hygienic facilities. Qualified sports trainers, dieticians, and physiotherapists available.

Yoga, and meditation centers for improving mental abilities. To encourage improving core values, concentration, mind-building cultural club, nature's club, and sports club, The Amphitheatre (4098 Sq. M) with more than 2000 seating capacity, and a spacious, furnished Auditorium (1325 Sq. M) capacity of 1200 for conducting various cultural events. Additionally, each hostel has common rooms facilitated with television for socializing and

File Description	Documents
List of available sports and cultural facilities	https://www.vimsmch.edu.in/AQAR22/4.1.2%20List%20of%20available%20sports%20and%20cultural%20facilities.pdf
Geo tagged photographs	https://www.vimsmch.edu.in/AQAR22/4.1.2%20geotagged%20photographs%20of%20sports%20complex,%20gymnasium,%20audiotorium,%20etc..pdf
Any other relevant information	NIL

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

1. General Campus Facilities:

- Water purification plant: Central Water Chlorinationplant & RO systems.
- Other Facilities: Coffee shop, grocery, cosmetics, optical & medical book store, hair salon, beauty parlor, postal/courier.
- Alternate sources of energy: Backup unit of 600 KVA& Solarpanels unit with 2000 KVA & on the rooftops of hostels, quarters.
- STP: STP planttreats the sewage water.
- Road & Signage Boards: All Roads maintain all safety measure, with street lamps and necessary signage boards.
- Greenery: well maintained flowerbeds, plants like medicinal and herbal, trees and lawns.
- Bank & ATM: facilities provide easy financial access.
- Overall ambience

- 24x7 causality & medical store, birth & blood, dialysis, imaging & radiology centers, orthopedic & rehabilitation center, nursing homes,

- Toilets and Washrooms: Sanitary facilities are in sufficient number.
- Canteen and dining facilities: college and hospital, dining halls: boys' & girls', central mess.

- Staff quarters - 6 equipped with all amenities. Guest House-1 for examiners, parents, other visitors.

- Medical facilities:

- For UG & PG hostels - 3 boys' & 4 girls with adequate rooms, basic facilities, 24-hours security & experienced wardens.

- Staff Quarters and Guest house:
- Student Hostels:

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.vimsmch.edu.in/AQAR22/4.1.3%20%20Photographs%20Geo%20tagging%20of%20Campus.pdf
Any other relevant information	NIL

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

4884

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

1. **Teaching Hospital:**

- **Institute has modern well developed 960 bedded hospital consists of 13 operation theatres, 31 wards, CCL, blood center and casualty.**
- **Super-specialty facilities such as Onco and Radiotherapy, Cath lab , Joint replacement, organ donation & IVF Centres, gives the exposure to the most advanced technologies in medical science. Hospital also has Medical, Surgical, Neonatal, Pediatrics, Respiratory ICUs and ICCU. National schemes are implemented like Mahatma Phule Jan Kalyan Yojna, Janani Suraksha Yojna, Registration for eye bank and Keratoplasty center for cost-effective care for the economically backward patients.**

1. **Equipment:**

- **Major equipment available are, MRI GE 1.5 Tesla, CT-Scan, X-rays 800 MA with II TV, Ultrasonography, Color Doppler, Digital mammography, Challenger Amplifiers, Cath Lab, Trocar anthroscope, Dialysis, ventilators, succession pump, etc. Radiation therapy with Positron Emission Tomography (PET) is also available.**

1. **Clinical Teaching Learning facilities:**

- **Hospital has advanced teaching facilities like Nephrology units, Knee & Hip joint replacement, laser in Skin, advanced technology in ENT, Ophthalmology and OBGY.**
- **Hospital has DOTS center for TB, ICTC center, Physiotherapy units & AYUSH OPD.**

1. **Laboratory Facilities:**

- **CCL performs approximately 1200 diagnostic tests per day. Biochemistry, Pathology and Immunoassay labs are equipped with fully automated and Microbiology is semi-automated. Recently RTPCR facility has been added for viral detection.**

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.vimsmch.edu.in/AQAR22/4.2.1%20The%20facilities%20as%20per%20the%20stipulations%20of%20the%20respective.pdf
The list of facilities available for patient care, teaching-learning and research	https://www.vimsmch.edu.in/AQAR22/4.2.1%20The%20list%20of%20facilities%20available.pdf
Any other relevant information	NIL

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

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

489567

File Description	Documents
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://www.vimsmch.edu.in/statistical
Any other relevant information	No File Uploaded

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

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

650

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations	B. Any 3 of the Above

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	**No File Uploaded**

4.3 - Library as a Learning Resource

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

- **Name & features of the ILMS Software:**

Library is fully automated using Integrated Library Management System (ILMS). The ILMS is used for quick access of documents, journals and housekeeping operations. It supports to all latest technologies through OPAC & M-OPAC.

- **OPAC: Gives information about the status of documents, availability of books, journals etc. The user profile, member profile, journal master entry, admin master facilities like password change, member search, counter services, transfer of books, re-transfer, transfer for binding, stock verification and reservation of documents are enabled in the software.**

- **M-OPAC: The subject specialty related databases subscribed can be accessed by the faculty and students in and out of the campus through Sack info with a unique ID and password. ILMS offers sound generation of summary reports of number of documents circulated. The use of online resources through remote access facility provided to the users.**

- **Nature of Extent & Automation: Fully automated, Version – 6**
- **Year of Commencement & Completion of Automation: - 2007**

- **Security features such as CCTV Cameras, Fire Extinguisher & various important notice display board. Multimedia computers,**

dissertation, thesis, DVD's, & user orientation and customized assistance of Library staff are held to provide best services.

File Description	Documents
Geo tagged photographs of library facilities	https://www.vimsmch.edu.in/AQAR22/4.3.1%20Geo%20tagged%20photographs%20of%20library%20facilities.pdf
Any other relevant information	NIL

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

1. **Total textbooks: 10702**
2. **Reference volumes: 3049**
3. **Departmental library books:2597**
4. **Journals: 61**
5. **E books: MUHS 373 & Delnet 375**
6. **E journals: MUHS 1460 & Delnet 5088**
7. **Total thesis/ dissertation: 168**
8. **Rare books: 193**
9. **Manuscripts: 40**
10. **Digitalized traditional manuscripts: 10**
11. **Ancient Indian language books:22**
12. **Special reports: 06**
13. **Other knowledge resources: 243**
14. **Marathi literature-**
15. **Novels-20, Story books-28, Autobiographys-33, Marathisrushti articles-24, Religious books-14, Poetry books-21, Other books-23. Total 163 books**
16. **English Literature-**
17. **Novels 12, Story Book 23, Autobiographys 12, Other books 33. Total 80 books.**

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://www.vimsmch.edu.in/AQAR22/4.3.2%20Data%20on%20acquisition%20of%20books%20final.pdf
Geotagged photographs of library ambiance	https://www.vimsmch.edu.in/AQAR22/4.3.2%20Geotagged%20photographs%20of%20library%20ambiance.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/4.3.2%20Any%20Other%20Relavent.pdf

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

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

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

30.95

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

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

1. In-person Access:

Central Library is fully user oriented. It is divided into reading halls for UG, PG & staff, stack room, journal room, reference section, video cassette room, internet section, newspaper section, and staff rooms.

Physical access to the library is granted by the digitalized identity card. Library maintains catalog records of physical access by taking in and out signatures of library users. The users can lend any book, journal or reference book for a period of maximum 15 days. Library also provides book bank facility.

Reading halls which are open during duty hours, a night hour reading facility is also available. Security features such as CCTV cameras and fire extinguisher are provided in the library.

1. Remote Access:

Library provides remote access to the e-resources for its users. The library has an Online Public Access Catalogue facility for its users through a mobile application 'Sack Info powered by SyNchRoniK Inc' software. All users are provided with the username and password. Various services are provided through this application. Users can check any important notice regarding the library, outstanding dues against them. They can mainly locate the books, journals, theses or CD/DVD available at the library.

File Description	Documents
Details of library usage by teachers and students	https://www.vimsmch.edu.in/AQAR22/4.3.5%20A%20teachers%20and%20students%20library%20usage%20data.pdf
Details of library usage by teachers and students	https://www.vimsmch.edu.in/AQAR22/4.3.5%20B%20teachers%20and%20students%20library%20usage%20data.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/4.3.5%20any%20other%20document.pdf

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other	D. Any 1 or 2 of the Above

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

4.4 - IT Infrastructure

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

66

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	No File Uploaded

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s)

and nature of updation within 100 - 200 words

- **IT Facilities:**

1. **Computer Facilities:**

Institute has total 365 computers & 148 printers. The Internet Centre is equipped with 40 Linux systems computers and high-speed internet. In addition, college provides computer systems to every department. All the computers in the campus are interconnected using high speed internet cables (LAN).

1. **Wi-Fi or Internet Facilities:**

Institution frequently updates band width connection 86 Mbps 1:1 Pulse LL. The backbone of the network is of high-speed Fiber Optic Cable (OFC) i.e., inter building connectivity with in the campus. The institution provides internet access through Jio Leased Line. Wi-Fi facility is available at all places in the campus.

- **Up-gradation:**

- Servers, Desktops, Laptops and Thin clients (LCD) - 200 to 365, upgraded to 256 SSD Hard Disc & 8 GB ram.
- Up-gradation of Windows 10 Professional Base & Upgrade licenses in 2019, Net protector total security Anti-virus.
- Up-gradation of Internet Lease Line (IIL) Jio Fiber 34 Mbps to 86 Mbps in 2018-2019.
- SAN Storage for our database and radiology imaging has been implemented.

- **Maintenance**

IT department conducting regular checks and updates for recovery. It is responsible for daily maintenance and management of all the biomedical equipment used in the hospital.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://www.vimsmch.edu.in/AQAR22/4.4.2%20Documents%20related%20to%20updation%20of%20IT%20and%20Wi-Fi%20facilities.pdf
Any other relevant information	NIL

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	No File Uploaded

4.5 - Maintenance of Campus Infrastructure

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

1830.75

File Description	Documents
Audited statements of accounts on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

4.5.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

- **Maintenance of Campus Infrastructure:**

Institute has a well-organized system and process for maintaining physical and academic support facilities. The maintenance of campus infrastructure is a continuous process and every year separate budgetary allocations are made for the same. The Institution has

defined guidelines and developed a policy for repairing and maintenance activity to ensure time bound maintenance work.

The maintenance is categorized as follows:

- Maintenance by Central-Campus personnel:

This includes maintenance work of various facilities on campus such as college and hospital building, hostels, gardening, electrical generator, plumbing and piping systems, electrical connection and services, maintenance of sports complex, maintenance and services of elevators, structural maintenance and painting of buildings, pavements, walls, etc.

- Maintenance work specific to College & Hospital:

Maintenance work of laboratory, class rooms, auditorium, library, computer labs, equipment, furniture, Fire extinguishers, drinking water facilities, water tank, plumbing, toilets, STP, etc. are maintained on daily basis through Maintenance Committee.

Laboratories: Maintained by the Bio-medical Department and engineers. Non-medical equipment is maintained by civil and maintenance department.

Computers: The IT department takes care of computers, IT and internet.

Hospital: Maintenance of hospital OPDs and wards of all clinical departments are supervised by Heads of respective departments.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://www.vimsmch.edu.in/AQAR22/4.5.2%20Minutes%20of%20the%20meetings%20of%20the%20Maintenance%20Committee.pdf
Log book or other records regarding maintenance works	https://www.vimsmch.edu.in/AQAR22/4.5.2%20Log%20book%20or%20other%20records%20regarding%20maintenance%20works.pdf
Any other relevant information	NIL

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

516

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	View File
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development	A. All of the Aboe

File Description	Documents
Link to Institutional website	https://www.vimsmch.edu.in/stud_dev
Details of capability enhancement and development schemes(Data Template)	View File
Any other relevant information	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

453

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://www.vimsmch.edu.in/AQAR22/5.1.3%20Copy%20of%20circular%20brochure%20report%20of%20the%20event.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	No File Uploaded

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

In the year 2017-18 an International Student Cell was created. It's working under International Student Cell committee. The role of the International Student Cell is to lead the development of internationalization at the college by acting as the central coordinator and facilitator of all internationally related initiatives and activities. It ensures that international students are supported and included in institution events. It provides resources for preparing for several international exams such as the TOEFL, PLAB and USMLE. It is coordinating with the alumni association. Some alumni communicate with the cell by connecting via video conferencing. The cell assists students in gaining knowledge and new information about research initiatives, new superspeciality courses. The student Cell maintains contact with international tourism agencies and agents. They are directing students, Concerns passports, visas and currency exchange. Mr. Srivastava & Nakoda travels offers assistance during their stay. Student Cell periodically refers to the revised UGC policies for international student admission and provides contact information of the committee members to enable round-the-clock help in an emergency.

Goal: To direct simple communication and career development on a global scale.

File Description	Documents
For international student cell	https://www.vimsmch.edu.in/AQAR22/5.1.4%20International%20students%20cell.pdf
Any other relevant information	NIL

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

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://www.vimsmch.edu.in/AQAR22/5.1.5%20Circular%20web%20link%20committee%20report%20justifying%20the%20objective.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

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

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

4

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	No File Uploaded

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

157

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

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

13

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

14

File Description	Documents
Duly certified e-copies of award letters and certificates	*View File*
Any other relevant information	*View File*

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

Students` cell Council: A group of students who are elected by other students to represent, to help and to plan activities for the students under guidance of dean of the college. Students will be involved in learning about democracy, leadership and to generate money for purposes such as social events, community projects, and helping the needy. A hierarchical structure is maintained, with positions like President, Vice-President, Secretary, treasurer, fundraising officer, boys & girl's representative &member Selected from each class. 1. Orientation: information for new students about their programs, hostel and rules and regulations. 2. Counselling: Work on academic and extracurricular issues, aid in performance improvement, and offer advice, support, and counselling for issues 3. Extra-Curricular Activities: to promote interest in social, cultural, and sports. 4. Personality Development/ Stress Management: Lectures and programs are organized. Students are sent to several colleges for competitions. 5. Computer Facilities: Access to a computer and the internet. Providing a language laboratory to help students enhance their vocabulary. Representation of students in academic committee: as a member and by approving academic rules. chosen from every class. Representation of students in administrative committee: Participating in administrative committees such the Grievance Redressal Cell, Anti-Ragging, Sports etc.

File Description	Documents
Reports on the student council activities	https://www.vimsmch.edu.in/AQAR22/5.3.2%20reports%20of%20the%20activities.pdf
Any other relevant information	NIL

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

24

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	View File

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

Alumni Association has been formed & registered to charity commissioner office of Ahmednagar (Maharashtra -899/2015/Ahmednagar and F-19081). Aim: cooperation and understanding of the past students passed from the Institution. It conducts yearly batch wise & common meeting for undergraduate and postgraduate students. Also arranges quarterly lectures of regarding career counseling, placement at various national & international organizations. We organized webinars of our foreign alumni regarding career placement. The membership is awarded to any Graduate & Postgraduate or Post Doctoral Degree/ Diploma student passed from the institutions to become Alumni members of the Association with Voting Rights. It raises funds for objectives of the Association & charity work. Also books, Journals etc. for library. Virtual Alumni Meet in 2021 is Farewell function to outgoing batch of MBBS students. Our alumni association's transactions are regularly audited & association is in contact with charity commissioner office and its guidance. Our teachers and administrative staff along with management is very active in alumni association. It is connected to PRAVARA Portal.

File Description	Documents
Registration of Alumni association	https://www.vimsmch.edu.in/AQAR22/5.4.1%20Link%201%20Alumni%20registration.pdf
Details of Alumni Association activities	https://www.vimsmch.edu.in/AQAR22/5.4.1%20Link%202%20Alumni%20Activities.pdf
Frequency of meetings of Alumni Association with minutes	https://www.vimsmch.edu.in/AQAR22/5.4.1%20Link%203%20MOM%20ALUMNI.pdf
Quantum of financial contribution	https://www.vimsmch.edu.in/AQAR22/5.4.1%20link%204%20quantum%20of%20financial%20contribution.pdf
Audited statement of accounts of the Alumni Association	https://www.vimsmch.edu.in/AQAR22/5.4.1%20Link%205%20Alumni%20Audit%20report%202021-22%20(kadu%20Sir).pdf

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

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance,

perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

To achieve 'Global Excellence' in experiential technology-driven medical education, transformative research, patients centered clinical care and preventive health care services, through creative medical professionals.

Mission:

To create new genera of doctors with quality medical knowledge, skill, competence, guided by professional ethics, moral and social values,ready to serve.

To extend and share the knowledge acquired and new knowledge generated for the development of society.

To provide health care and services of global standards to needy population,especially in rural.

To promote environmental conservation, preservation of culture, heritage, human rights, gender sensitization, harmony and national integrity among all the stakeholders towards society.

Nature of Governance:

The institution works on principles of participatory mode ofgovernance with all stakeholders participating actively in administration.

Perspective Plan:Inputs from all stakeholders are obtained and incorporated into a Perspective Plan.

Participation of Stakeholders in Decision-Making Bodies: Dean is the head of academic affairs. Medical Superintendent looks after to hospital.

Students: They help qulititatively by giving feedbacks

Alumni: They help to achieve institutional excellence

Employers: Management always follows principles of participatory mode of governance.

Parents: They help in continuous improvement by giving their regular feedbacks.

Institutional Excellence in medical education:It is achieved through total quality management and micro ethics center.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.vimsmch.edu.in/AQAR22/6.1.1%20Link%201%20Vision%20and%20mission.pdf
Achievements which led to Institutional excellence	https://www.vimsmch.edu.in/AQAR22/6.1.1%20link%202%20Achievements.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/6.1.1%20link%203%20Any%20other.pdf

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

Organogram: Dean oversees academic matters and communicates with stakeholders. All other management concerns involving institute employees are handled by the institute's secretary. Medical superintendent oversees hospital.

System that runs smoothly and emphasizes decentralization and participatory management:

Management decentralized all academic and administrative functions to the Dean. Institute has decentralized its management by a suitable committee based on participatory handling of all its major activities.

1. Academic management: Every year, a calendar of classes for undergraduate and graduate students is created

2. Administrative management: All HODs of the respective department prepare responsibilities of teaching and non-teaching staff.

3. Management of human resources: Recruitment, appointment, posting, retirement, transfers other matters are covered in consultation with Dean.

4. Financial management: Only after consultation with all stakeholders are annual financial managements prepared.

5. Management of disciplinary actions: A separate policy has been developed

6. Maintenance management: Each department has maintenance manual

7. Research: Faculty members and students are urged to conduct research.

8. Faculty: Majority of faculties are given responsibility and authority in order to develop their leadership skills.

9. Non-teaching Staff: Institute offers non-teaching staff members support to take responsibility for their work.

File Description	Documents
Relevant information /documents	https://www.vimsmch.edu.in/AQAR22/6.1.2%20Link%201%20Orgonogram%20of%20the%20college%20management.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/6.1.2%20Link%202%20Any%20Other%20%20All%20SOP.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

Organizational structure

Dean is in charge of the Institution's operations as well as those of its academic and administrative divisions. By coordinating academic and administrative facets, development targets, directions, and guidelines are created, along with detailed plans for implementation, which raises general standard of institutional provisions. He advises the HOD on all significant academic decisions and submits relevant departmental requirements to Institute's governing body for approval. When dean is not present, deputy dean handles all relevant tasks and is occasionally assisted by secretary. Medical superintendent is responsible for management of hospital and effectively oversees Assistant Registrar (Clinical), Super specialty in charge, Matron, Sister I/C OPD, Sister I/C IPD, staff nurses.

Deputy Director and Dean are in charge of overseeing the operation of all administrative departments. Campus security is overseen by administrative officer. Under direction of Deputy Director, several departments including Establishment, Human Resources, Student Section, Accounts, Purchase, Central Store, Civil, Electrical, Maintenance, and Transport are in operation.

Chairman of various committees and cells, together with its members, take part in decision-making processes and are crucial to developing and putting into practice institutional policies.

Statutory Bodies/committees:

Numerous statutory bodies, committees, and cells are in operation and following their regular operating procedures.

File Description	Documents
Organisational structure	https://www.vimsmch.edu.in/AQAR22/6.2.1%20Link%201%20Organisational%20structure.pdf
Strategic Plan document(s)	https://www.vimsmch.edu.in/AQAR22/6.2.1%20Link%202%20Strategic%20plan.pdf
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://www.vimsmch.edu.in/AQAR22/6.2.1%20Link%203%20College%20council%20MOM%20Final.pdf
Any other relevant information	NIL

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

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

Teaching staff always get motivation for self-development program, assistance, support and No Objection Certificate whenever required for higher education.

Following are various Welfare schemes for teaching and non-teaching staff:

1. Provident Fund

2. Group Gratuity Scheme

3. Health care

4. Research and publications:

5. Insurance:

6. Accommodation:

7. Fitness facilities:

8. Celebrations/ activities

9. Bank loans, institutional loans and Society loans:

12. Leaves: Various leaves are granted to teaching and non-teaching staff as vacation leave, casual leaves and sick leaves per year.

Special leaves with pay are provided for teaching faculties to attend and present research papers in Conferences and to conduct University practical examinations.

A maternity leaf for staff is granted as per state government rule.

13. Internet: Provides at free of cost to all the employees.

14. Grievance Redressal cell: Institute is having grievance redressal cell as well women's complaint redressal cell for prevention of sexual Harassment of woman at work Place.

15. Uniforms: provided for Class III & IV Employees at free of cost.

16. Promotions: Whenever any faculty fulfills required eligibility he /she will be promoted irrespective of vacancy in that department.

File Description	Documents
Policy document on the welfare measures	https://www.vimsmch.edu.in/AQAR22/6.3.1%20Link%201%20Policy%20Document%20Final%20Merged.pdf
List of beneficiaries of welfare measures	https://www.vimsmch.edu.in/AQAR22/6.3.1%20Link%202%20Beneficiries%20Walfare%20List.pdf
Any other relevant document	https://www.vimsmch.edu.in/AQAR22/6.3.1%20Link%203%20%20Any%20othe%20document%20leave%20rules.pdf

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

3

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

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

13

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

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

181

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

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

Performance Appraisal System (PAS) refers to procedures used to increase staff productivity and performance. Evaluation of teaching and non-teaching staff is done by the institution using a performance-based appraisal system. It is based on the staff members' annual performance as measured by their involvement in academic, research, and extracurricular activities.

It is done in a systematic manner for all staff at beginning of every year from 1st January to 10th of January. Forms designed by Institute for undertaking exercise of performance evaluation are circulated to all employees, who must complete them and return them to the HOD by January 10th, along with any necessary supporting documentation. The HOD reviews these forms and makes notes. Before January 15th, all HODs submit forms to the Dean, who then reviews them. The HR department further reviews the overall report, and the office sets up and confidentially records the final performance functioning status so that everything is finished before the end of January.

PAS advantages include helping to improve employee performance, Promotion, pay raise, and other compensation.

File Description	Documents
Performance Appraisal System	https://www.vimsmch.edu.in/AQAR22/6.3.5%20Link%201%20SOP%20SAF%20&%20Other%20details.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/6.3.5%20Link%202%20Any%20othwe%20filled%20PAF%20sample.pdf

6.4 - Financial Management and Resource Mobilization

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

Our institution's financial management system is open. The resource mobilization policy is centered on helping the institution reach its goals and objectives.

Various strategies are adopted for mobilizations of funds are:

1. Mahatma Gandhi Jan Arogya Phule Yojana:

2. Solar system:

3. Book Grants for Students:

4. Water tank:

5. Working women hostel:

6. Textbook Donation:

7. Research grants:

8. Alumni donors contributed money for the purchase of literature and instruments.

9. Ambulance: The Janseva Foundation donated one ambulance to our institution.

11. Tuition fees: They are used for academic and infrastructure purposes.

Optimal Resource Utilization

Financial resources accumulated are wisely budgeted and used for

overall development and quality improvement of institute with aid of vision plan of institution. The established internal and external audits, Finance Committee, and Board of Management successfully monitor use of resources, and university-level committees implement plans in a timely way.

Resources are used for following purposes:

1. Academic
2. Conferences and workshops
3. Stationery and printing
4. Upkeep, equipment, and repairs
5. Staff salaries and other benefits
6. Transportation
7. Medical facilities
8. Health Camp
9. Hospital facilities - equipment, medications, and supplies
10. Laboratory and department
11. Infrastructure: expansion and maintenance

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://www.vimsmch.edu.in/AQAR22/6.4.1%20Link%201%20Resource%20Mobilization%20policy.pdf
Procedures for optimal resource utilization	https://www.vimsmch.edu.in/AQAR22/6.4.1%20Link%202%20procedure%20for%20optimum%20resource%20utilization.pdf
Any other relevant information	NIL

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

Through the Control of Central Pooling System and Audit, institution keeps track of the Chartered Accountants' effective and efficient use of financial resources. Internal and external financial audits are regularly conducted by the institution. KSS and Company conducts an internal financial audit of the institution. Finance Committee of our institute annually recommends a budget for revenue spending Internal Control

Internal auditing is an impartial, unbiased assurance and consulting

process intended to enhance and enhance an institution's operations. By bringing a systematic, disciplined approach to evaluate and enhance the effectiveness of risk management, control, and governance processes.

Functioning

Regular internal audits are conducted by an outside organization, and quarterly reports are submitted.

A yearly inventory check is done in the stores.

External audits performed by a team from an auditing firm led by chartered accountants.

Results of the audit

Accuracy of financials is attained and maintained through use of both internal and statutory audits. Audit team's report is immediately corrected, and precautions are taken to prevent similar mistakes in the future to comply with accepted accounting principles. Audit hasn't raised any significant objections to this point.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.vimsmch.edu.in/AQAR22/6.4.2%20Link%201%20Audit%20Report%20Compressed.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/6.4.2%20Link%202%20any%20other.pdf

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

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
2732.97	NIL

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

Internal Quality Assurance Cell (IQAC) was founded in 2018 and is led by institute's dean. Eight senior professors, mostly HODs from different departments, make up the majority of the members of the cell, along with deputy director of medical college, three senior administrative officers, one nomination each from local society, students, and employers, and two coordinators. The chairman and co-coordinator of IQAC run and oversee the group's regular meetings.

Vision: Our vision is to uphold high operating standards in all academic and administrative endeavors.

Mission: Consistent staff knowledge upkeep and resource improvement to energies the academic setting to advance the caliber of research, teaching, and learning improving faculty knowledge and abilities for better quality in research, teaching, and documentation. Motivate the staff & students for research and publications.

Functions of the IQAC are:

- To create and implement quality standards for the institution's numerous academic and administrative activities.
- Organize for student, parent, and other stakeholders' feedback

- on institutional processes that affect quality.
- Organization of workshops, seminars, CME, and conferences
- The creation of the Annual Quality Assurance Report (AQAR), which must be filed, in accordance with NAAC's requirements.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://www.vimsmch.edu.in/AQAR22/6.5.1%20link%201%20IQAC%20Committee%20Updated%202021-22.pdf
Minutes of the IQAC meetings	https://www.vimsmch.edu.in/AQAR22/6.5.1%20Link%202%20IQAC%20MOM%202021-22%20Compressed.pdf
Any other relevant information	NIL

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	View File

6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder

A. All of the Above

collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)

File Description	Documents
Information as per Data template	[View File](#)
Annual report of the College	[View File](#)
Minutes of the IQAC meetings	[View File](#)
Copies of AQAR	https://www.vimsmch.edu.in/AQAR22/6.5.3%20Link%203%20AQAR%202020-21%20submitted.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	[View File](#)
Report of the workshops, seminars and orientation program	[View File](#)
Copies of the documents for accreditation	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year

4

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

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

Gender Equity: By celebrating International Women's day every year, arranging special sessions for womens empowerment, safety, social issues like Dowry, Equal education and equal pay for women etc. and creating awareness through marathon, role plays and various debate, short talk competitions institute provides platform for aspirations, abilities and professional welfare of female staff and students. Counselling: Institute provides assistance to the female students and staff in the form of guidance and counselling in resolving their problems. Along with this the female students are monitored by a female mentor under the mentorship programme. Ladies Common Rooms: We have a dedicated ladies common room at our college building; all the female students and staff use that room whenever necessary. Chair and table for having food and snacks, Washroom, TV for entertainment, Newspapers & Magazines, Chessboard & Carom for recreation, Water purifier for safe drinking water, Complaints box. Safety & Security: All the efforts are made to feel the women safe inside the campus. A 24 x 7 security guard is present outside all the ladies hostels. There is one separate female warden appointed at each girl's hostel.

File Description	Documents
Annual gender sensitization action plan	https://www.vimsmch.edu.in/AQAR22/7.1.2%20%20Annual%20gender%20sensitization%20action%20plan.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.vimsmch.edu.in/AQAR22/7.1.2%20Specific%20facilities%20provided%20photos.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/7.1.2%20Any%20Other.pdf

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

File Description	Documents
Geotagged Photos	https://www.vimsmch.edu.in/AQAR22/7.1.3%20Geotagged%20photos.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	**No File Uploaded**

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

Solid waste management: Horticulture waste and garden waste generated from the premises is stored separately and disposed of. The biodegradable waste generated from our campus is dumped in the landfills in the nearby area of the college.

Liquid waste management: The liquid waste generated from toilets and

from other places like kitchen, bathroom, cloth wash, vessel wash, etc. is transferred to Sewage Treatment Plant (STP) through the sewerage system and is used for gardening and maintaining the greenery around in the campus.

Biomedical waste management: The segregated waste is stored at safe, ventilated and secured location. The laboratory waste, microbiological waste, blood samples and blood bags, along with waste generated at medical college in the various departments are pre-treated and then sent to common bio-medical waste treatment facility

E-waste management: All the electrical and electronic devices categorized as E-waste are handed over to the Industrial Training Institute affiliated under the same organization.

Waste recycling system: Solid bio-degradable waste is composted and reused as manure. The liquid waste is treated at STP and effluent is used for gardening.

Hazardous chemicals and radioactive waste management: Chemical wastes from institute are collected in Yellow colored containers.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.vimsmch.edu.in/AQAR22/7.1.4%20Relevant%20documents%20like%20agreements%20MoU.pdf
Geotagged photographs of the facilities	https://www.vimsmch.edu.in/AQAR22/7.1.4%20Geotagged%20photos.pdf
Any other relevant information	NIL

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://www.vimsmch.edu.in/AQAR22/7.1.5%20GEOTAGGED%20photos.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://www.vimsmch.edu.in/AQAR22/7.1.6%20Geotagged%20photographs%20weblink.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	**No File Uploaded**
Reports to be uploaded (Data Template)	View File

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

A. All of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	**No File Uploaded**

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

Response:Unity in diversity is used as an expression of harmony and unity between individuals or groups from various linguistic, cultural, communal and regional differences. The institute is committed to provide an inclusive environment for all.

Cultural Diversity: Institute organizes annual cultural gathering, where the students and the staff participate in various events like singing, dance, drama and fashion show. During all these events, participants exhibit different cultures and traditional art forms defining various parts of the country.

Linguistic Diversity: Every year, the Institute celebrates various national and international language days such as Marathi Hindi, etc. Various events like poetry recitation, essay writing, cultural events and seminars are conducted on the occasion. Rhetoric competitions are held & the winners are rewarded.

Communal Diversity: Institute also makes efforts in promoting communal harmony by celebrating various religious festivals of different communities. We celebrate Ganesh festival, Dusshehra, Navratri, Mahavir Jayanti, Bouddha Pornima, Eid-Ul-Fitr, Christmas with same enthusiasm. Students and staff from all religion take active part in those celebrations. Sadbhavana Diwas also known as Communal Harmony Day is observed every year on 20th August.This day is observed to encourage national integration, peace, affection and communal harmony among people of all religion.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://www.vimsmch.edu.in/AQAR22/7.1.8%20Supportive%20documents.pdf
Any other relevant information/documents	NIL

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

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://www.vimsmch.edu.in/Rules
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File

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

DVVPF'S Medical College and Hospital actively participates in

various national and international commemorative days.

World Health Day:

Every year, we observe World Health Day on 07th April as a mark of W.H.O.'s founding. W.H.O. sets a theme every year, to draw worldwide attention to a subject of major importance to global health.

International Women's Day:

The Institute celebrates International Women's Day every year to promote gender equality and organizes events to sensitize the students and staff about women's rights, women safety, women empowerment and organizing health check-up camps for the female staff and students.

Health Related Days:

In our institute celebrates all health related days defined by WHO.

National Service Scheme (NSS):

The National Service Scheme (NSS) unit of DVVPF'S Medical College & Hospital performs many activities like street march, street plays, one to one interactive sessions with the general public to create awareness like Swachh Bharat Mission, Road safety,

Festivals:

Our Medical College & Hospital celebrate various festivals of different faiths, religion and communities to maintain the communal and regional harmony enable among all its employees and students.

Commemorative days:

The Institute celebrates birth & death anniversaries of great personalities.

7.2 - Best Practices

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

Title of the Practice:-Tapping Alternative Sources of Energy (Solar Energy) & Conservation of Energy

- The institution has connectivity of rooftop solar PV system of

950 kw for load of 1312 KW.

- The institution has installed solar LED Bulbs throughout Medical college & Hospital campus and solar hot water plant (geyser) in the student's hostels (Both boys & Girls) which provides continuous warm water to boarders.
- The campus lighting is now totally shifted to solar light.
- Initiative towards reduction of global warming and consumption of hydro-electricity.
- The institute's heavy burden of electricity expenditure has also reduced significantly which can be seen as follows. The electricity expenditure for the year 2022 wherein Solar energy use was implemented is 55%+ less than previous two consecutive years.

Title of Best Practice:- Providing low-cost oncology Health care services for rural drought prone areas surrounding Ahmednagar district.

- The institute has 960 bedded NABH accredited super speciality hospital, which is fully functional with state-of-the-art modern facilities (like MRI, CT scan, Advance Surgeries etc.)
- Our institute has adopted flagship Govt.healthcare scheme MJPJAYto provide oncology healthcare to all strata of rural society at affordable cost. 40000+ patients have benefited from this service.

File Description	Documents
Best practices page in the Institutional website	https://www.vimsmch.edu.in/AQAR22/7.2.1%20Best%20Practice%20Page%20in%20website.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/7.2.1%20Any%20Other.pdf

7.3 - Institutional Distinctiveness

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

Social Responsibility:Adopting families of the farmers who committed suicide Community Problems: Being a draught affected district, many farmers were committing suicides. Committing suicide is not the solution for any problem; it creates more problems for the family members they left behind. There is hardly any support these families receive after they have lost the earning member. Hence, the

Institution has taken steps to take care of such families as a part of social responsibility.

So, Institution has adopted 283 such families and offering holistic care to these families. We provide free Hospital Treatment to all the family members of farmers who committed suicide. Helps in solving psychiatric problems, providephysical, social, psychological and economic support to the families also we help in education of their children. The Institution tries to make sure that these families are benefitted from various Government schemes

Teaching faculty and student's involvement:

Teaching faculties from various departments actively take part in this project. Students have been allotted families in their respective professional years and they help the institute in maintaining regular contact with the families and getting the program running, it's a great opportunity for the students to learn their social responsibility from this program.

File Description	Documents
Appropriate web page in the institutional website	https://www.vimsmch.edu.in/pdf/institutional_deactiveness/Social_Responsibility.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/7.3.1%20Any%20Other.pdf

MEDICAL PART

8.1 - Medical Indicator

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

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentil e scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
150	51.08 – 97.25	91.58	10.38

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic yea	View File
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	View File
Any other relevant information	View File

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.

Quality of Care:

A three days orientation programme called as MEDKNOW was organized for the newly admitted undergraduate and postgraduate students as well as new faculty as per the WHO guidelines. Students were led by clinical facilitators to observe and learn the following quality of care and patient safety procedures as and when they occur in both out patient and in patient wards:

- Prevention of Thrombosis
- Use of appropriate antibiotics
- Informed Consent
- Airway clearance
- Prevention of bedsores
- Prevention of Catheter related infections
- Disaster management and fire safety procedures
- Safe hospital design that includes railings for children's beds and ramp.
- Prevention of entry of animals
- Medical Error prevention: diagnostic, transfusion, radiation, documentation and iatrogenic diseases. E.g., checking the drug before administration.

Patient safety and Infection Prevention Practices in the hospital were taught guided by Hospital Infection Control Committee. Various procedures were shown to students in the hospital wards like:

1. Hand washing technique:
2. Hepatitis B and Tetanus Toxoid Vaccination: In addition to learning students, teaching staff these.
3. Sterlization of all Wards and OT: CSSD (Central Sterile

Services Department) unit supports training.
   4. COVID-19 Prevention and Management:

Institute observes WHO World Patient Safety Day on 17th September
every year.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://www.vimsmch.edu.in/AQAR22/8.1.2%20[A]%20Document%20Pertaining%20to%20Quaility%20of%20Care%20&%20Patient%20Safety%20Practices.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/8.1.2%20[B]%20Any%20Other%20Relevent%20Infomation%20Patient%20Saftey.pdf

8.1.3 - Number of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, PhD in Medical Education etc.) (excluding those mentioned in metric 2.4.2)

1

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomassuch as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the year	View File
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

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

MBBS students' attainment of specific clinical competencies as
stated by NMC were measured using OSCE/OSPE and Case based

Discussions in all the departments.

- Formative evaluations that also include Class tests, Tutorials, Mentoring and Feedback Sessions, Term end and Preliminary exams, were the basis for certifying the eligibility to appear in summative examination.
- Summative evaluation as per the guidelines of the MUHS, Nashik was the basis for certifying eligibility for moving to next phase, and include Theory, Practical and Viva.

Interns maintains a record of work which is verified and certified by the incharges of various departments under whom he/she works.

Interns are certified by assessing their proficiency of knowledge and skills expected to manage each case and their capacity to work in team with professionalism of higher caliber.

During certifying the attainment of clinical competencies students were assessed for their ability to demonstrate:

- ability to elicit and record history from the patient and caregivers that is complete.
- ability to choose the appropriate diagnostic tests, interpret these tests, and plan appropriate therapy.
- familiarity with basic, clinical and translational research.

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the year	https://www.vimsmch.edu.in/AQAR22/8.1.4%20[A]%20Report%20on%20the%20List%20&%20Steps%20Taken%20by%20the%20College.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://www.vimsmch.edu.in/AQAR22/8.1.4%20[B]%20Geotagged%20Photographs%20of%20the%20OSCE%20-%20OSPE.pdf
Any other relevant information.	NIL

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

transplantation.

Our college has a well established organ transplantation unit headed by Dr. Bipin Vibhute. In the current year 6 kidney transplantations have been successfully conducted from living donors to patients who were suffering from chronic kidney disease. Instructional sessions on Organ and Tissue transplantation are conducted to all MBBS, Intern,PG students during each of these organ transplantation procedures, both donor and recipient. Students, teachers, staff nurses and other concerned staffs are given hands on training through workshops, live webinars and demonstrations. Various departments that include-Surgery, Anatomy, Forensic Medicine, Medicine and Community Medicine participate in these sessions. These instructions follow the theme prescribed as per Transplantation of Human Organ & Tissues Act(THOTA) national and state level policies. These sessions includetopics like

1. Medical Issues:

- Types of donors
- Matching and cross-matching
- Age of donor and recipient
- Health problems in donor
- Transplant rejection

1. Legal issues:

- Death definition-brain stem and cardiac
- THOTA
- Appropriate Authorities in organ transplantation
- Working guidelines in organ transplantation

1. Ethical issues:

- Shortage of organs
- Equal access of organ transplantation
- Priority of organ transplantation
- Organ selling, business practices

1. Social Issues:

- Removal of other organs too from the body during donation
- Religious, social aspects.

1. Transportation, storage of Organs and Tissues

- **Green Corridor**

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	https://www.vimsmch.edu.in/AQAR22/8.1.5%20[A]%20National.State%20level%20Policies%20on%20Organ%20Transplantation.pdf
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	https://www.vimsmch.edu.in/AQAR22/8.1.5%20[B]%20Report%20of%20Activity%20%20Organ%20Transplantation.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/8.1.5%20[C]%20%20Any%20Other%20Hospital%20Data%20for%20Organ%20Transplantation%20for%20the%20Year%202021%20-%202022.pdf

8.1.6 - Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization. Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 100-200 words.

Our institute has its own immunization clinic under the Department of Paediatrics. The immunization is conducted on Monday and Thursday of every week. Universal Immunization program is adopted in our institute to control vaccine preventable diseases (VPDs). National immunization schedule (NIS) is followed that include vaccines as below:

1. BCG (Bacillus Calmette Guerin)

2. DPT (Diphtheria, Pertussis and Tetanus Toxoid)

3. OPV (Oral Polio Vaccine)

4. Measles

5. Hepatitis B

6. TT (Tetanus Toxoid)

7. JE vaccination

8. Hib containing Pentavalent vaccine (DPT+HepB+Hib)

Students visit immunization clinic on these days and learn by directly observing the immunization procedures under the guidance of facilitators. Students learn the organization and operational features of the Immunization Clinic functioning as per guidelines of WHO, National and State level policies.

- Importance of nutritional status assessment and cold chain maintenance for selected vaccines is emphasize to the students. Students are encouraged to be advocates of UIP and they learn about available government programs and NGOs in the field of immunization.
- They learn the features of Quality Maintenance Records:
- In addition, students learned about COVID-19 and other specific vaccinations like
- rabies.

File Description	Documents
Report on the functioning of the ImmunizationClinic	https://www.vimsmch.edu.in/AQAR22/8.1.6%20[A]%20Report%20on%20the%20Functioning%20of%20the%20Immunization%20Clinic.pdf
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	https://www.vimsmch.edu.in/AQAR22/8.1.6%20[B]%20Report%20on%20the%20Teaching%20Sessions%20Carrried%20out%20on%20the%20Immunization%20Clinic.pdf
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	https://www.vimsmch.edu.in/AQAR22/8.1.6%20[C]%20Quality%20Maintenance%20Record%20with%20WHO%20Guidelines.pdf
Any other relevant information.	NIL

8.1.7 - The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same. Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same (100-200 words).

Methods to define Medical Graduate Attributes(MGA):

MGA are defined based on the CBME prescribed by NMC, adopted by MUHS, and structured by academic council.

Methods to implement MGA:

Attributes of being a Clinician are learned by medical students during their postings during second and final MBBS phases and learn to care with compassion.

During field visits and community-based learning students imbibe the skills of being a Leader and a Member in an inter-professional health care team.

Skills as an effective Communicator are learnt during history taking and planning management along with other senior doctors and health care workers(HCW), and when communicating the management outcomes with patients and caregivers. They develop the ability to communicate adequately, sensitively, effectively and respectfully.

Students are encouraged to participate in academic meetings on recent advances, journal clubs and seminars and develop the habit of being a Lifelong learner. Students appreciate that they need to be committed to continuous improvement of skills and knowledge.

Students learn skills of being a highly respected Professional by observing management by senior doctors and practicing the same during internship.

System of evaluation of attainment of MGA:

- MBBS: Students are assessed for the attainment of MGA during formative and summative assessment.

File Description	Documents
Medical graduate attributes as described in the website of the College.	https://www.vimsmch.edu.in/AQAR22/8.1.7%20[A]%20%20Medical%20Graduate%20Attributes%20as%20Described%20in%20the%20Website%20of%20the%20College.pdf
Any other relevant information.	NIL

8.1.8 - Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology. Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year.

Main objective of Medical Education Technology (MET) Unit of our college, aided by MUHS, Nashik, is to fulfill the recently introduced CBME of National Medical Commission (NMC). It regularly

organizes programmes for all concerned teachers. During the previous academic year, the focus of training was on the recent trends in the following:

1. Principles of Adult Learning: Pedagogy, Andragogy & Heutagogy:

Training highlighted the shifting trends of role of faculty from conventional role of being a passive preacher to active facilitator of learning.

1. Understanding Goals & Competencies in Medical Education:

This Programme was intended to further strengthen the confidence of faculty in curriculum implementation as trained in the mandatory CISP of NMC.

1. Appropriate use of Media

Considering the online teaching requirements of faculty during COVID-19 pandemic, this program was highly helpful for teachers in planning and executing the impartation of revised NMC curriculum.

1. Formative Assessment:

Since the aim of the NMC is in attaining specific clinical competencies and imparting medical graduate attributes, the restructured formative assessment was highlighted during this Programme.

1. Flipped Classroom Methods:

Student centric learning is becoming the new norm. This program highlighted the implementation of flipped classroom and its planning and execution.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year- wise during the last year.	https://www.vimsmch.edu.in/AQAR22/8.1.8%20[A]%20List%20of%20Seminars%20Conference%20Workshops%20on%20Emerging%20Trends%20in%20MET.pdf
list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the year	https://www.vimsmch.edu.in/AQAR22/8.1.8%20[B]%20Year%20Wise%20List%20of%20Teachers%20Who%20Participate%20in%20the%20Seminar%20Confernce.pdf
Any other relevant information	NIL

8.1.9 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.	**B. Any 4 of the Above**

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	**No File Uploaded**
Data Template	View File

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

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
200	**200**

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of first year students, teachers and hospital staff, who received such immunization during the year	View File
Any other relevant information	No File Uploaded
Data Template	View File

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

Medico legal practices

- Our institution has acquired permission to teach post mortem prodedures at the ahmednagar district hospital which is legally permitted to do post mortems. Students learn post mortem procedures by directly observing during their visits
- Our institution has received patent for the court procedures called 'MOOT COURT'. Students learn by actively participating in mock proceedings of moot court arranged at the institute by department of forensic medicine
- Students also learn court proceedings related to visit of the physician for expert opinion in medico legal cases. Batch of few students are taken to the court visit for the same.

In addition, students received instructional sessions on contemporary medico-legal practices.

Third-party payers/insurance mechanisms, indemnity insurance protection

- Institution regularly updates third party insurance for all the vehicles. Students accompany ambulance personnel during transit of emergency patient to hospital and learn about third party insurance mechanism in interactive manner.
- Institution has obtained indemnity insurance for clinical faculty. During clinical postings students learn about these

protection mechanisms for doctors through small group teaching sessions.

- **Instructional sessions and case-based learning on these topics were conducted to all MBBS, Intern, PG students and all faculty.**

Office of the Medical Superintendent provided the necessary support.

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	https://www.vimsmch.edu.in/AQAR22/8.1.11%20[A]%20Policy%20Documents%20Regarding%20Relevent%20Indemnity%20Insurance.pdf
List of clinical faculty covered by medical indemnityinsurance policy by the Institution	https://www.vimsmch.edu.in/AQAR22/8.1.11%20[B]%20List%20of%20Clinical%20Faculty%20Covered%20by%20Indeminty%20Insurence.pdf
Any other relevant information	https://www.vimsmch.edu.in/AQAR22/8.1.11%20[C]%20Any%20other%20Medico%20legal%20Practices%20Taught%20to%20Student.pdf