



# **SELF STUDY REPORT**

**FOR**

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

## **DR. VITHALRAO VIKHE PATIL FOUNDATION'S MEDICAL COLLEGE AND HOSPITAL, AHMEDNAGAR**

DR. VITHALRAO VIKHE PATIL FOUNDATIONS MEDICAL COLLEGE AND  
HOSPITAL, OPP. GOVT. MILK DAIRY, VADGAON GUPTA, POST. M.I.D.C.,  
AHMEDNAGAR - 414111

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[www.vimsmch.edu.in](http://www.vimsmch.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Dr. Vithalrao Vikhe Patil Foundation, Ahmednagar is in the service of education since 1986. This Foundation is registered under Bombay Public Trust Act 1950, dated - 5th July, 1982- Reg. No-MAH-/544/ANR/82/BPT/Act-490(Ahmednagar). The foundation is dedicated to provide quality education in the field of Engineering, Pharmacy, Medicine, Physiotherapy, Nursing, Agriculture, Primary education, Secondary Education, Science, Commerce, Management, Tertiary and Community Health care, etc.

### **How it started:**

The extreme shortage of medical facilities promoted Dr. Vithalrao Vikhe Patil Foundation to establish Medical College at Vilad Ghat, Ahmednagar in 2004. Under the able guidance and mature insight of the founder Late Dr. Eknathrao alias Balasaheb Vikhe Patil (Recipient of Padmabhushan Award) the institute has acquired remarkable achievements both in terms of academic and health services at the grass root level.

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.

### **Educational Programmes:**

The College offers undergraduate course in Medicine (MBBS) with an intake of 150 students per year and Postgraduate Courses in 10 Disciplines. The institute is recognized by Medical Council of India (Superseded by Board of Governors), New Delhi in 2009 and is affiliated to Maharashtra University of Health Sciences, Nashik. The Medical complex is situated in an area of 33 acres in the beautiful scenario of Vilad Ghat, Ahmednagar. Added to this, over 680 bedded Dr. Vikhe Patil Memorial Hospital with state of the art 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, where 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.

### **Vision**

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

### **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.

- To provide 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.
- 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.
- To 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.
- To promote 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.
- To 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.

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

### Institutional Strength

- **Focus:** Institution is focused on providing essential health education which will have positive impact on lives and community.
- **Research:** Institute has more than 800 publications, 10 books, 8 chapters, more than 300 paper and poster presentations in various conferences, 10 copyrights and 11 patents published in Intellectual property journal of India.
- **Micro-ethics:** helps the students and the staff to develop the right character and attitudes towards patient care and also being professional at the same time.
- **Total Quality Management:** Institution tries for the holistic development of the students including physical, psychological, academic, professional, social and spiritual dimension.
- **Awards and recognition:** We have more than 40 awards for teachers including the prestigious award- "Dr. Sharadini Dahanukar Best of Best teacher award and Best teacher award" by MUHS, Nasik.
- **Retention of faculty:** The admirable rate of retention of faculty speaks for excellent human resource management and institutional policies. Stress-free working environment and timely appreciation of staff is one of the major factor responsible for this.
- **Providing treatment with latest technology:** The Institution is the one and only in central Maharashtra to have the Linear Accelerator (Triple Energy Radiation Machine) to provide the best form of radiotherapy for cancer patients.
- **VIMS Health Sciences Journal:** The Institution's own official scientific publication
- **Sports facilities:** provides best facilities for the indoor and outdoor games.
- **Extension and outreach activities:** are carried out in rural and tribal areas to provide services to poor and marginalized peoples
- **Campus ambience:** The Institution has a spacious Green campus with local species which are highly preserved in order to maintain local ecosystem along with new plantation and herbal garden which are maintained by recycled water.
- **Campus amenities:** The facilities required for the staff and students staying in the campus are available within a span of approximately 100 yards.

- **Facilities for education of children of staff:** The Institution has established a CBSE affiliated English Medium School for the children of the staff staying within the campus.
- **Helipad:** are helpful for airlifting and transferring the patient in case of extreme emergency.
- **Approachability:** Institution is very well connected by road, railway and airways.

### Institutional Weakness

- **Restrictions being an affiliated college:** Reduced mobility and flexibility in academics and staff appointment and appreciations in view of the restrictions of apex Regulatory Councils and affiliated university in the form of fixed syllabus, fixed teaching hours for every subject, fixed assessment process, fixed number of teaching days and vacations, etc.
- **Not having sufficient time for research:** Faculty does not have protected time for research after patient care and teaching including theory and practical classes, internal assessment and evaluation, central assessment process, university examination duties for theory and practical and other administrative duties.
- **Difficulty in starting a new programme:** With so many regulations and so many approvals, it is difficult to start any new post-graduate course, Superspeciality course or increase the existing number of seats for different courses. In addition to that it is difficult to expand within given infrastructure and difficult to build new buildings as the Institution is a charitable one and runs on 'No loss – No profit' basis.
- **Increased down-time for machines:** The Institution has lot of major machines required for diagnostic and therapeutic purposes. In case of malfunction in any of those, the down-time is more and is mainly because of the rural location of the Institute; the reason being some spare parts are not available easily or trained or skilled technician to repair has to be called from outstation.
- **Not having permission to conduct medico-legal autopsy:** Being a private medical college, we are not legally permitted to perform post-mortems; hence the under-graduate students have to go to the government hospital to learn about this medico-legal procedure.

### Institutional Opportunity

- **Start new programmes:** The Institution has sufficient manpower, physical facilities and patient load to start various programmes 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.
- **Recognition of institute** by governmental and non-governmental agencies as a pioneer in community based innovations in medical education.
- To create **awareness of health insurance policies** and government health schemes.
- 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.
- **Good networking** with governmental and nongovernmental organizations.
- **Medical Tourism:** Because of close proximity to international holy places like Saibaba Shirdi, Nashik and Shani Shinganapur, there are chances and opportunity to develop Medical tourism in our institute.
- **Skilled faculty:** 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.

### **Institutional Challenge**

- **Lack of academic flexibility:** Being an affiliated College, the Institution lacks with academic flexibilities though the faculty is very much interested in using various innovative methods during the academic sessions.
- **Restrictions of Regulatory Councils** in permitting Choice-based Credit System, and implement Credit transfer facility between Faculties of the same University and between MoU partner universities within India and outside India; hindering globalization of higher education within Indian Universities.
- **Liaison with other organizations:** The Institution works in association with many governmental and non-government organizations who work in the medical and social field. The challenge is to establish a close working liaison with these organizations and the get the funds for the research in medical field by establishing academia collaboration.
- **Follow-up of patients:** Our hospital caters to the wide geographic population with patients coming from different regions of Maharashtra. In case of chronic diseases like cancer, the follow-up of the patients is a challenge that we are facing resulting in incomplete epidemiological data.
- **Full-time superspecialist consultant:** Attracting Superspeciality consultant from metropolitan cities is one of the challenge and most of the times they are the vising ones hence the follow up of all the patients by the superspecialists' himself/herself becomes difficult.
- **Rising cost of health care:** Overall cost of providing health services is rising. New imaging techniques, new laboratory tests, new operative technology and new machinery for providing treatment are made available, but the cost of all these newer facilities is very high and it becomes difficult to provide such services free of cost to all the patients is a challenge that we are facing. For this efforts are put to get the funds from various NGOs; so to involve as many such organizations to this noble cause is a challenge.
- To ensure that the state of arts **healthcare facility within the reach of the poor** and marginalized community.
- Navigating the process for the national and international higher education and job opportunities.

## **1.3 CRITERIA WISE SUMMARY**

### **Medical Part**

All the 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.

Few of the fulltime teachers have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad.

The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns. We have introduced Instructional sessions for students on the

Medical, Legal, Ethical and Social Issues involved in organ transplantation. Also Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization. The Institution has adopted methods to define and implement Medical graduate attributes 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.

The Medical Education Unit of the Institution conducts a range of faculty development programmes in emerging trends in Medical Education Technology. The Institution is ISO 2009-2015 certified and Maharashtra Medical Council has approved the Institution for conducting accredited CMEs, workshops and seminars. The laboratory of the Institution is accredited by NABL while the NABH accreditation of the hospital is in process.

All the UG/PG students and teaching- non teaching staff are provided with prophylactic immunization against Hepatitis-B and Injection Tetanus Toxoid as they are working in clinical environment.

### **Curricular Aspects**

The Institution is affiliated to the Maharashtra University of Health Sciences, Nashik and is committed for the effective planning, implementation and delivery of the curriculum prescribed by the university and ensures transparent evaluation process. Teachers from the Institution are also part of Board of Studies and Academic Council of various universities; where they provide valuable inputs in reforming the curriculum.

The Institution offers various inter-disciplinary and inter-departmental training courses across various programmes. We also encourage students to acquire additional knowledge by designing add-on subject related certificate courses and value added transferable and life skills courses.

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 continuously keep on adding topics on current health issues and advances in fields of Medicine, Emerging illnesses like Corona virus pandemic and others making the syllabus updated and understandable to students.

The Institution has developed a system to collect time to time feedback from students and other stakeholders regarding teaching, curriculum planning & implementation and have an inbuilt review mechanism to analyse the collected feedback and take appropriate action.

### **Teaching-learning and Evaluation**

Institution takes efforts to serve students of different backgrounds and abilities, through effective teaching-learning experiences and use of interactive instructional techniques that engage students in higher order 'thinking' and investigation.

The Institution follows a transparent, well-administered mechanism of admission process complying with all the norms of the concerned regulatory/governing agencies including state and central governments, especially regarding the reservation policy.

The Institution makes special efforts to assess the learning levels of the students and reach out to their special learning needs in addition to nurturing the innate talent of the students.

The Institution has adopted various student-centric learning methods for enhancing learning experiences including clinical skills laboratory for simulation-based training. Teachers use different teaching-learning methods which help in development of creativity, analytical skills and innovation among students along with ICT-enabled tools including online e-resources. Institution maintains a ratio of 1:10 for mentorship programme.

The Institution maintains quality of teachers in terms of qualification, teaching experience, etc. and the posts are filled as sanctioned.

The institution strictly adheres to the academic calendar for the internal evaluation process with provision for midcourse improvement. There is a mechanism in place to deal with examination related grievances to make the process robust and transparent.

The Institution has clearly defined learning outcomes and graduate attributes as stated by the university. Assessment processes are aligned with these stated learning outcomes which are reflected in the incremental pass percentage of the students. The Institution regularly conducts parent-teaching meetings; suggestions are followed up and appropriate actions are taken.

### **Research, Innovations and Extension**

The Institution has Post-graduate courses in different disciplines and has PG guides recognized by university. Institute provides financial support to faculty to attend the conferences and workshops international, national and state level and provides opportunities for funded projects in collaboration with industries and other agencies.

Institution has created an incubation center for innovations, creation and transfer of knowledge among students and faculty. Institute regularly conducts various workshops and seminar for students and faculties on research methodology, intellectual property rights, good clinical practices, good laboratory and collection practices, industry- academia collaborations, etc.

Institutional Ethics Committee (IEC) oversees the implementation all Research Projects. Institution has plagiarism check software based on the institutional policy. IEC follows strict guidelines and rules for research ethics, research publications, submission of dissertations and synopsis and ensures implementation of its stated Code of Ethics. Teachers and students have published number of research papers in the various national, international indexed Journals and teachers also have some books and chapters in books to their credit.

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.

The Institution is having number of functional MoUs with industries and various institutions in India for academic, clinical training, project work and collaborative research programme.

## **Infrastructure and Learning Resources**

Institution has 680 bedded hospital with adequate facilities for teaching-learning. Institution has well equipped sports complex along with the auditorium and the amphitheatre which provide facilities for the students and staff for organising various sports & cultural activities. Adequate general campus facilities are provided within the campus only and the overall ambience in the campus is very pleasant.

Institution has adequate clinical & laboratory equipments along with animal house and herbal garden – used as learning resources by UG & PG students. There are Rural Health Training Centre, Primary Health Centre & Urban health centre attached to the Institution for the community based learning of the students.

The Central Library of the Institution is fully automated using ILMS software. It consists of adequate number of textbooks and journals with membership for various e-library disciplines. Learner sessions are arranged for the newly joined teachers and students regarding the in-person and remote access usage of the library. Teachers and students also use various e-learning resources such as NPTEL, SWAYAM, etc.

Institution has updated IT facilities and sufficient number of computers, printers, projectors with internet facility for teaching-learning. IT facilities are updated frequently and the students are provided support for computers and internet including Wi-Fi. Available bandwidth of the internet connection in the Institution is 86 MBPS.

Institution spends sufficient amount on maintaining physical facilities, academic support facilities, library enrichment and infrastructure development. Institution has established standard operating procedures for the maintenance & utility of physical & academic support facilities.

## **Student Support and Progression**

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. Along with this, Institution also provides training and guidance for various competitive examinations. Institution has well established international student cell for helping international student for their stay, visa and other academic activities. Institution has developed transparent mechanism for timely redressal of student grievances, prevention of sexual harassment and prevention of ragging.

Every year, significant number of students qualify in various entrance examinations at different levels; but being a medical Institution, most of the students are self-employed by establishing their own hospitals/clinics. Some of the postgraduate students also proceed for super-speciality and fellowship courses.

Apart from academic performance, students also participate in various sports and cultural activities at state and national level and have been awarded medals and certificates on various occasions. Annually the Institution organises various sports and cultural competitions where student and teachers take active part. The Institution has established student council and students are part of various academic and administrative committees of the Institution which is proved to be beneficial for the welfare of the students.

The Alumni association of the Institution is registered and annual meeting of all committee members is arranged to discuss various issues. Many alumni of the Institution have contributed a lot to the Institution in various ways. VIMS alumni association is light house to present and past students of our Institute.



## **Governance, Leadership and Management**

The Institution has stated the vision to achieve 'Global Excellence' in each and every part of medical education along with health care system. It works on principles of participatory mode of governance with all stakeholders participating actively in its administration.

The management decentralizes all the administrative and academic powers to Dean who accomplishes the administration by an appropriate committee based participative handling of all its major activities.

Dean guides Heads of departments to take all important academic decisions and forwards respective departmental requirements to the governing body of the Institute for approval. Institution has implemented e-governance in various areas of operation like academic planning and development, administration, finance and accounts, student admission and support and examination.

Institution has effective welfare measures for teaching and non-teaching staff leading to the motivation of staff for self-development in all aspects. The Institution provides financial support to the faculties for attending various conferences and workshops. The Institution regularly conducts various professional development and administrative training programmes and various orientation, induction programmes, refresher and short term courses are organized for the professional development of faculties.

Systemic Performance appraisal for Teaching and Non-teaching staff is regularly done.

Institution has a transparent and well planned financial management system. Financial resources accrued are judiciously budgeted and utilized for all-round development and quality enhancement of institute. Regular internal and external audits, Finance Committee and BoM effectively monitor optimum utilization of Resources.

IQAC is established in 2018 under chairmanship of the Dean of institute which holds quarterly meeting.

## **Institutional Values and Best Practices**

Our institute is committed to gender equality and organizes various programmes which provides platform for aspirations, abilities and professional welfare of female staff and students. Efforts are made to feel the women valued, equal and safe inside the campus.

The Institution has adopted the environmental friendly practices and has well defined policy for all types of degradable, non-degradable and biohazard waste generated in the Institution and the Hospital. The efforts are made for the conservation of water and to minimize the wastage of water. The campus is eco-friendly with appropriate landscaping of trees and plants.

Special care is taken for the differently-abled people by providing them various facilities and making barrier-free environment.

Institution takes efforts in providing tolerance and harmony towards cultural, regional, linguistic and other diversities by organizing various programmes all throughout the year. The Code of conduct is followed by all the students, teachers and academic and administrative staff including the Dean/Officials and support staff. The

Institution celebrates various national and international commemorative days, events and festivals to create a sense of inclusiveness among all the students and staff.

Institution always tries to evolve and develop certain practices that have positive impact on regular functioning of the Institution. Two such practices “Micro-ethics centre” and “Total quality management” have been described in detail.

The social concern and social responsibility towards community is the distinctive feature of the Institution. As a part of social responsibility Institution is taking holistic care of families of the farmers who have committed suicide.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. VITHALRAO VIKHE PATIL FOUNDATION'S MEDICAL COLLEGE AND HOSPITAL, AHMEDNAGAR
Address	Dr. Vithalrao Vikhe Patil Foundations Medical College and Hospital, Opp. Govt. Milk Dairy, Vadgaon Gupta, Post. M.I.D.C., Ahmednagar - 414111
City	Ahmednagar
State	Maharashtra
Pin	414111
Website	<a href="http://www.vimsmch.edu.in">www.vimsmch.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sunil Natha Mhaske	0241-2778414	8554990221	0241-277976 2	deanmedicalcolleg eahmednagar@gm ail.com
IQAC / CIQA coordinator	Pritish Raut	0241-2778042	9764848940	0241-277804 3	dr.pritishraut@gma il.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>	
Date of establishment of the college	02-08-2004

<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>		
State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	<a href="#">View Document</a>	07-04-2017	60	

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Dr. Vithalrao Vikhe Patil Foundations Medical College and Hospital, Opp. Govt. Milk Dairy, Vadgaon Gupta, Post. M.I.D.C., Ahmednagar - 414111	Rural	33	128632

## 2.2 ACADEMIC INFORMATION

NAAC

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	MBBS,Medical	66	UG NEET Exam	English	150	150
PG	MD,Medical	36	PG NEET Exam	English	3	3
PG	MS,Medical	36	PG NEET Exam	English	2	2
PG	MS,Medical	36	PG NEET Exam	English	3	3
PG	MS,Medical	36	PG NEET Exam	English	2	2
PG	MD,Medical	36	PG NEET Exam	English	4	4
PG	MS,Medical	36	PG NEET Exam	English	4	4
PG	MD,Medical	36	PG NEET Exam	English	2	2
PG	MD,Medical	36	PG NEET Exam	English	4	4
PG	MD,Medical	36	PG NEET Exam	English	1	1
PG	MD,Medical	36	PG NEET Exam	English	4	4

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	20				42				70			
Recruited	16	4	0	20	34	8	0	42	54	16	0	70
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	30				2				23			
Recruited	27	3	0	30	1	1	0	2	18	5	0	23
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				33				32			
Recruited	0	0	0	0	18	15	0	33	24	8	0	32
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				1				46			
Recruited	0	0	0	0	1	0	0	1	29	17	0	46
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				231
Recruited	153	78	0	231
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				62
Recruited	37	25	0	62
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### Qualification Details of the Teaching Staff



<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	0	0	2	2	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	42	7	0	34	9	0	70	19	0	181
<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	3	0	25	8	0	37

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	87	0	0	0	87
	Female	63	0	0	0	63
	Others	0	0	0	0	0
PG	Male	13	2	0	0	15
	Female	13	1	0	0	14
	Others	0	0	0	0	0

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	8	6	7	9
	Female	5	5	5	3
	Others	0	0	0	0
ST	Male	1	5	3	4
	Female	5	1	2	1
	Others	0	0	0	0
OBC	Male	27	42	35	59
	Female	17	20	25	33
	Others	0	0	0	0
General	Male	59	51	49	26
	Female	57	49	53	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		179	179	179	178

<b>General Facilities</b>	
<b>Campus Type: Dr. Vithalrao Vikhe Patil Foundations Medical College and Hospital, Opp. Govt. Milk Dairy, Vadgaon Gupta, Post. M.I.D.C., Ahmednagar - 414111</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>283</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>301</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>Yes</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>

• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>Dharmashala (Dormitory), Creche, Temples, Herbal Garden, Amphitheater, Sewage Treatment Plant</b>

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
* Boys' hostel	2	398
* Girls's hostel	2	311
* Overseas students hostel	1	0
* Hostel for interns	0	0
* PG Hostel	2	251

## Extended Profile

### 1 Students

#### 1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
904	905	894	866	825
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
191	190	167	166	124
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
178	179	179	179	178
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
261	268	248	256	258
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
261	268	248	256	258
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
4579.6	5011.43	2675.93	3110.01	2939.81
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		



## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

**Response:**

Institution is affiliated to Maharashtra University of Health Sciences (MUHS) Nashik. All the Courses are approved by MUHS, Nashik and MCI, New Delhi.

**Planning:**

Our College follows the Curriculum guidelines from MUHS, Nashik and Medical Council of India (MCI) New Delhi. Periodic guidelines, Notifications and Suggestions from above authorities are inculcated in the syllabus of MBBS and PG Courses.

Curriculum given by MCI and MUHS is implemented here in such a way that the medical graduate from our institute, should be able to understand the Indian ethical values and traditional system of medicine along with highest degree of integrity and compassion towards poors and marginalized.

In addition, our teaching faculties are appointed as member on 'Board of Studies', Board of Research and Board of Examination on MUHS, Nashik. These faculties get opportunity to make valuable contribution in the changes being made in the curriculum of MBBS and / or PG Course Syllabus.

Teaching faculties are provided with the support from MUHS, Nashik in the form of various teaching workshop by the way of Medical Education Technology Unit and Board of Research in the form of Basic, advanced and AETCOM MET workshops, basic and advanced research methodology workshops.

The Institution regularly conducts meetings of College Curriculum Committee where all curricular aspects of UG and PG Syllabus are discussed. Syllabus Specific inputs are conveyed to higher regulatory bodies.

Academic calendar is prepared every year at the beginning of academic year and status about completed syllabus is checked regularly during the College Curriculum meetings. To impart transferable and life skills in the students various courses like value added courses and foundation course have been planned and effectively conducting every year.

**Effective Delivery:**

For Academic improvement and recent update on Subject our college promotes teaching faculty to attend workshops, CMEs, Conferences at all Levels.

We follow the Participative and Self Learning Promotion Pattern in academics. Our teaching faculty practice student-centric learning methods such as Experiential learning, Integrated/interdisciplinary learning, Participatory learning, Problem solving methodologies, Self-directed learning, Patient-centric and

Evidence-Based Learning, Role play for enhancing learning experiences.

Our College uses interactive, innovative and ICT based teaching Learning methods, where webinars, Online Lectures, Power Point Presentations are delivered to group of UG and PG Students periodically. Also we regularly conduct Guest Lectures, CME, Workshops, Conferences and Live interactive sessions with National and international Faculties.

With the help of our Research Cell, we help the students and teachers in research project, to get approval for funded research projects from MUHS, Nashik, ICMR or other agencies.

The teachers always keep themselves improving and use the Innovative Teaching – Learning methods like Integrated Teaching, Microteaching, Case Based Learning, Problem Based Learning, Bed Side Clinics, Skill Lab, Soft Skill, Working OPD Clinics and Community Visits.

**Evaluation:**

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

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>

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

**Response:** 1.77

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

2019-20	2018-19	2017-18	2016-17	2015-16
07	06	03	04	03

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

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</b></p> <p><b>Response:</b> 75.48</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 117</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 155</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
<p><b>1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</b></p> <p><b>Response:</b> 12.06</p>	
<p>1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p>	

2019-20	2018-19	2017-18	2016-17	2015-16
122	125	125	88	73

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

## 1.3 Curriculum Enrichment

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

### Response:

In order to integrate the above mentioned cross cutting issues, the College has included different types of courses in the curriculum as prescribed by MUHS Nasik.

### Gender Equality & Women Empowerment:

Institution conducts gender equality and women empowerment programme regularly under National Service Scheme (NSS). In this programme we used to teach various aspects of gender issues like importance of girls education, sexual harassment and women empowerment. Institution has made a female grievance committee, where issues and concerns raised by girl students and female employees are dealt with highest priority, sympathy and secrecy. The Female Grievance committee meets every 3 monthly and as and when required.

The institute abides strictly to the **VISHAKHA** guidelines laid down by Hon, Supreme Court under *The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013*. The Department of Forensic Medicine has included topic sexual harassment of women at workplace in their syllabus and teaches the students in detail, all the legal aspects of the same.

Zero tolerance is our policy for all kind of complaints regarding safety and security of women. We have laid down strict rules and have regulatory mechanisms in place and the institution does not show any gender differentiation in pay parity and promotions.

### Environmental Awareness & Sustainability:

To increase environmental awareness among medical students we are regularly conducting environmental

awareness and sustainability programmes through NSS and PSM department. In this programme, we used to discuss about environmental problems like pollution, global warming, ozone layer depletion, acid rain, natural resource depletion, overpopulation, waste disposal, deforestation and loss of biodiversity. In this programme, we also discuss about our role for environmental sustainability.

#### **Human values:**

Apart from teaching we also impart human values such as honesty, loyalty, reliability, efficiency, commitment, compassion, determination and boldness that help in building a character. We regularly plan lectures on human values under PSM department.

#### **Health determinants:**

Through the various field activities conducted by Community Medicine department students are exposed to the various factors and Health determinants like income and social status, social support networks, education and literacy, employment/working conditions, social environments, physical environments, personal health practices and coping skills, healthy child development, biology and genetic endowment, health services, gender & culture affecting the health of the society.

#### **Right to health:**

Topics like **RIGHT TO HEALTH** of refugees and other marginalized population is taught to the students in Community Medicine while discussing the various International Health Organisations like ICRC, UNHCR etc.

#### **Demographic Issues:**

Demographic issues like Population explosion and skewed Male Female ratio, Population Pyramid, Increasing Growth rate of Population, Urban-Rural disproportionate growth leading to imbalance on Health infrastructure is discussed in Community Medicine.

**Professional ethics:** Topics related with medical ethics and negligence have been conducted every year under FMT department. . The basic principle of professional ethics that have been taught in the lectures are autonomy, justice, beneficence, non-maleficence, integrity, respect for human rights, communication with patients, examination of female patients and children and explanation of consequences of treatment.

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

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

**Response: 25**

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

skills.

Response: 25

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

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

Response: 14.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
171	163	167	160	133

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

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

Response: 70.55

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

Response: 611

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

## 1.4 Feedback System

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

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

**Response:** B. Any 4 of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

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

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

NAAC



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 96.62

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

2019-20	2018-19	2017-18	2016-17	2015-16
49	43	47	47	44

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

2019-20	2018-19	2017-18	2016-17	2015-16
50	45	49	47	47

File Description	Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Institutional data in prescribed forma	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>

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

**Response:** 96.61

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2019-20	2018-19	2017-18	2016-17	2015-16
178	179	179	179	178

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

2019-20	2018-19	2017-18	2016-17	2015-16
179	179	189	189	189

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 7.07

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

2019-20	2018-19	2017-18	2016-17	2015-16
03	03	05	06	46

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

## 2.2 Catering to Student Diversity

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

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

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

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

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

**Response:** 3:1

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

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

#### Response:

The institute adopted outcome-based learning with paradigm shift from traditional learning to demonstration of learning and this enabled the institute to nurture innate talent and also differentiate aptitude of learning. This is facilitated not only by classroom teaching but is supplemented with innovative teaching-learning pedagogy like flip classroom, experiential learning, etc. Pedagogy studies promote student development, social development and create a positive attitude

#### A) SOCIAL ACTIVITIES

The extramural activities and beyond the classroom activities are fostered in students through encouraging the students to participate in various student clubs, cultural activities and social activities and NSS activities through college platform. Students group "spread happiness" which is trying to serve society for Education, Hygiene, Personality development, Social awareness.

##### a) Youth Red-Cross Society:

The Institution has registered for the "Youth Red-Cross Society" under which the young students perform with various roles. The main aim is to promote humanitarian principles and values, disaster response, disaster preparedness, health and care in the community. Functions of youth red- cross society are developing a better understanding internally and Influencing behavior in the community.

##### b) Swachh Bharat Abhiyan & Swachta Pakhwada

In order to maintain hygiene and cleanliness in rural settings, field activities have been conducted

#### B) PARTICIPATION IN NATIONAL AND WORLD DAYS OF IMPORTANCE

*Students participate in Independence Day, Republic day celebration with great enthusiasm. Students also participate in various world days competition like fitness day, population day, world water day, world forestry day, environment day, wild life day, food day, human right day, science day,*

#### C) NATURE'S CLUB TO AROUSE GENERAL AWARENESS

The Institution has established Nature's Club to arouse general awareness among students regarding the different environmental problems which are of major concern to better future & survival of mankind. It is also tried to inculcate love and respect among students for nature & thus work with global perspectives. Various activities like tree plantation, creating no-vehicle zone in the campus.

#### D) WALL MAGAZINES- LITERATURE

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. Every month a specific theme is taken up and it offers a platform to express one's views and opinions regarding certain issues. It essentially reflects articles written in English, Hindi & Marathi including both the prose & poetry.

#### E) CULTURAL & SPORTS ACTIVITIES

Every year, annual social gathering is conducted which includes various events where the students get the chance to think, step forward and showcase their talent. All the events conducted have a separate theme and are very unique in their own way. The events include drama, debates, elocution, and a lot more. All these events help to inculcate the importance of teamwork among the students. This festival includes the exhibition of fine art and crafts. In order to nurture the sportsmanship among the students, various intercollege sports competitions like – cricket, football, badminton, basketball competition with Dr Vithalrao Vikhe Patil Engineering, Pharmacy, Nursing, Physiotherapy college, are organized during the period of annual social gathering.

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

## 2.3 Teaching- Learning Process

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

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

#### Response:

##### 1-Experiential learning:

The purpose of the experiential learning is to engage students in direct experience with an

emphasis on reflection to increase the ability of students to develop clinical skills. Students are exposed to various levels of pre-clinical, para-clinical and clinical work like dissection, physiological and biochemical reaction, community posting, bacteriology, virology studies, specimens for histopathology, drug studies. In the second, third and fourth year MBBS students are rotated in clinical OPD for clinical physical examination and provisional diagnosis. Postgraduate students are focus on experiential learning at the bedside of patients; participate in interdepartmental discussions, journal clubs.

## **2-Integrated/Interdisciplinary learning:**

The term integration in education means coordination in the teaching–learning activities to ensure the harmonious functioning of the educational processes. Horizontal and Vertical integrated teaching learning process is conducted. In horizontal, two or more disciplines of any phase of MBBS curriculum (pre –clinical, para- clinical or clinical) e.g. Combined teaching –learning of renal structure and function by anatomy, physiology and biochemistry. In vertical, two or more disciplines of two or more phases of MBBS curriculum, e.g. Combined –learning of renal failure by Pathology and Medicine departments.

## **3-Participatory learning:**

Participatory learning helps the students to gain real-life experiences. Activities are journal club, discussion on various x-rays, CT-scan, seminar, clinical meets include case presentations, group discussion (PG andUG) and early clinical exposure for 1st year.

## **4-Problem - Solving Methodologies:**

Problem solving approach is used in all disciplines to develop analytical skills - Clinical case diagnosis to make the students have logical thinking and practical knowledge to develop problem solving ability.

## **5-Self-directed learning: students can learn only through own learning activities-**

- a. Seminars- The student prepares for seminar on his/her own contributions under the guidance of a teacher
- b. Group Discussion - Special Topic Given to the group & group members discuss the topic.
- c. Journal Club for P. G. - discuss scientific paper found in research journal
- d. Clinical cases are taken up for the UG students- Students attempt to learn diagnosis, treatment and management of patients
- e. Home assignment is given to the students

## **6-Patient-centric and Evidence-based learning:**

It is based on differential and provisional diagnosis. Evidence based treatment includes full history taking, physical examination, systemic exam, investigation, visual diagnosis, differential diagnosis and final diagnosis. Student will learn on latest technology as per available latest dugs and as per evidence available under the supervision of experience senior faculty.

### 7-Learning in the Humanities:

It includes lectures on History, bioethics, interpersonal relationship and communication; stress Management, Health Psychology, Counseling and Guidance, Interpersonal Skills as electives.

### 8-Project-based learning:

Students are directed to take up scientific research either individually or in groups under the guidance of senior faculty member. 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 at Pre, Para and Clinical level. For pre - Doctor patient relationship, for Para- Diabetes, Lipid profile awareness and for clinical level Cancer, HIV etc

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

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

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

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

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

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

#### Response:

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

-Learning Management Systems (LMS) is a powerful way for the organization and presentation of curricular learning materials, for monitoring student learning academic performance.

-Information & Communications Technology enabled teaching methodologies and advanced technologies are being followed by the faculty members in classrooms.

-The academic book with academic calendar, lesson plan, lab manuals and question banks of all discipline are made available at the very beginning of the academic year. Hence students are very well aware of all their academic activities well before, and are able to prepare it and follow it properly.

-The use of multimedia teaching aids like, LCD projectors, classrooms with 24/7 internet enabled computer, laptops etc systems are usually in use in all classrooms.

-Use of power point presentations is very common practice at our institute for smooth and better conceptual learning of students.

- Creativity and innovation in teaching is enhanced by the availability of technology for recording developing e- content. The electronic resource packages are easily available, with special mention are like DELNET, NPTEL, SWAYAM PRABHA and Digital Library. The faculty members effectively utilize Audio Visual aids from National Programmes on Technology Enhanced Learning to enhance the learning experience.

-The USB Hard disk with containing sufficient web and video courses (offline) from NPTEL and MUHS, Nashik are accessible to faculty and students from the server installed in the library. These courses are the



part of LMS. The 2D animations are common practice.

-Online tests (For Multiple choice questions) are conducted through 'Google forms' software. And individual faculty makes use of google classroom, google meet, zoom, loom for sharing of knowledge and assesment.

- Sufficient number of books, Journals, e-journals and e-books are available in the library. The research journals are available online and facility is provided for accessing these journals.

- Manuscripts for publications are routinely submitted online to editorial board of college journal which are scanned using Urkund software for plagiarism

-All the departments conduct seminars on various topics, workshops and guest lectures on the new developments in the core subjects for effective teaching and learning by the faculty members and students in each year.

- Not only lecture hall but also the all Seminar hall is equipped with multimedia facilities using ICT tools. Invited talks and webinars are conducted in seminar hall using ICT facilities.

### Academic Management System

It is web enabled system for management of all the academic activities of the institution. This comprehensive tool caters to the need of different users: Dean, Registrar, Professors, Heads, Guides, Teachers, Students and Administrators to overcome the challenges in the process of college admissions and post admission. AMS is also related to various academic and teaching learning activities. This tool is an online-platform 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	Document
File for list of teachers using ICT-enabled tools (including LMS)	<a href="#">View Document</a>
File for details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for webpage describing the "LMS/ Academic Management System"	<a href="#">View Document</a>

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

**Response:** 10:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 91

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

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

#### Response:

Developments of creativity, analytical skills and innovation in medical students are important because students are able to find solutions to common problems and make decisions about what actions to take next.

#### A) Creativity:

Creativity of students develop by taking the study case based learning, chart based learning, poster competition, hand based model competition etc

- **Case-based learning:** We follow such protocol that students are exposed to case based learning from phase I MBBS level itself. Case scenarios are prepared and finalized by departmental faculties and discussed with the students, they will be familiar with problems which they will face in clinical practice.
- **Use of 2D animations:** By utilizing various learning technology like 2D animations are used in Anatomy for effective delivery of embryology lectures so that students understand it conceptually.
- **Poster presentation:** Every year all departments organize poster presentation competition for the first year MBBS students. Students present the various diseases in small groups.
- **Chart based learning:** Department uses chart based learning for interpretation of graphs, diagrams for the students.
- **Model construction:** Various department conduct competition on Model construction in MBBS students dividing them into small groups, so as to snatch out creative ideas
- **Jigsaw Technique of learning :** Jigsaw technique is organized in classroom activity. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the jigsaw (puzzle). It helps increase the co-operative learning approach and their creativity
- **Peer-Assisted learning-** In this method a group of students are selected and trained by a faculty.

These students then act as facilitators enabling discussions and demonstrations with their peer group during practical Physiology classes.

- **Unconventional Learning Exercises — Use of analogies, puzzles:**

In this, the students are divided into small groups during the regular tutorial sessions and the learning of concepts is made through responding to “Critical thinking questions”, answering worksheets, solving puzzles, etc.

**B) Analytical skill:**

- **Debate:** Debating develops analytical skill, thinking, empathy, and verbal communication of medical students. Debate conducts on various topics like “Strict control over the cost of live saving drugs”, “Are the private sectors in medical science helpful? Or they are just for making money, etc.
- **Quiz:** Quiz competition conducts in various departments which provide excellent opportunity and platform to students which share knowledge and update it.
- **Seminar:** Every department keeps the seminar on specific topics related to syllabus which improve the depth of learning, teacher-student and student-student interactions.
- **Integrated modular teaching:** A module topic is selected, moderators and speakers from different departments are identified and module is brought to execution

**C) Innovative skill:** Creativity and innovation have strong links with knowledge and learning. While intelligence. Different topics like ageing process, can treat hereditary disease what do you think, can we stop virus mutation, can absolute fertility possible, cell debris: can cell reviving, etc circulate to students for write up activity. So that student can show their innovative ideas, increase their knowledge, skills and attributes in a specific context.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 18.45

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

2019-20	2018-19	2017-18	2016-17	2015-16
48	49	49	47	45

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

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

**Response:** 12.68

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

Response: 3310

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

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

**Response:** 54.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
141	139	137	140	141

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

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

**Response:** 0.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	4	1	1	1

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

**2.5 Evaluation Process and Reforms**

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

**Response:**

### **A) Academic Calender**

Academic calendar is prepared in consultation with HODs and finally approved by Dean and co-ordinator. The Schedule of all examinations is given in academic calendar.

It is prepared for academic year wise MBBS PhaseI, PhaseII, PhaseIII part I and Phase III part II and PG students.

Method of communication-In the beginning of the academic session the students are apprised of academic calendar through whatsapp and email and same will be uploaded in the college website.

### **B) Notification for Internal Assessment:**

- 1) The schedule of internal assessment will follow the academic calendar strictly.
- 2) If there are any changes expected or happened due to unforeseen circumstances, student will be given sufficient time to read just.

### **C) Time table:**

- 1) Time-table will be provided one month prior to the exam.
- 2) The time table comprises Time & venue for the examination will be displayed on the notice board and in the college website.
- 3) Further the syllabus, pattern & evaluation system for formative exams are notified to students through displaying on notice boards

### **D) Conduct of examination:**

1. Institution strictly follows pattern of university.
2. Invigilators will be assigned for the internal examination will be from other disciplines, who invigilate the entire examination to avoid any sort of bias.
3. Carrying mobile phones or any reading material by the invigilator, students is strictly prohibited.
4. The invigilator is expected to be vigilant and take frequent rounds in the exam hall.
5. The invigilator is expected to be tactful while dealing with complex situations
6. The examination hall is fully equipped with CCTV surveillance.

### **E) Assessment system:**

1. It is transparent with due weightage to formative and summative evaluation.
2. Evaluation will be done by senior faculty of department and followed by second faculty and randomly checked by HOD.
3. Continuous internal evaluation is carried out during lecture or after lecture in lecture hall by asking some questions to the students or by giving in any case for identification related to topic

### **F) Display of the results:**

- 1.Result will be displayed on notice board in time after the completion of internal assessment examination along with ideal model answers.
- 2.To make the result more crystal clear, answer scripts are shown to the students and as proof, signature will be taken on the answer sheet.

**G) Transparency in Examination:**

- 1.The institute form Internal Squad Committee, Examination Committee For the smooth conduct of the Examination and the Evaluation thereafter.
2. Centralized seating arrangement is made and examination is conducted in exam blocks, junior supervisor ensure the smooth conducts of internal examination.
- 3.In case of any discrepancy, in the Provided Answer key, HOD may take necessary action.
4. Answer booklets, question papers and related documents should be retained at least one year after declaration of university examination result. Then we stand the procedure of disposal through the central store. Records must be destroyed by shredding or any other appropriate means.

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

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

**Response:**

A standard operating procedure is prepared and followed in our institute for any type of grievances of students related to examination and results.

**A) Grievance regarding External Evaluation by the University:**

Sr. No.	Grievances before Examination	Mechanism for Redressal of Grievance
1	Late filing of application form of university exam	Student contact to student section department then problems communicate to the University Examination Section and resolved at the earliest and helps them for filing the application form..
2	Wrong entries done by the students in the exam form	University sends the soft copy of exam form to the student section and student section provides new exam form to the student.
3	Admit cards of examinations are not received within time	It is informed to the controller of examination in the university. and immediately releases the admit card or gives written permission through the e-mail

	<b>Grievances during Examination</b>	<b>Mechanism for Redressal of Grievance</b>
1	Discrepancy in question paper	Full responsibility lies with center incharge and center observer and act as per instruction of the university.
2	Problem dealing with answer sheet	Buffer answer sheet will be given. Junior supervisor may write his remark with counter signature on report. Thereafter cancelled answer book will be put in sealed packet and sent to the university along with detailed report.
	<b>Grievances after result declaration:</b>	<b>Mechanism for Redressal of Grievance</b>
1	Grievances regarding to evaluation of answer book and result.	The application is forwarded to university for corrective actions.

**B) Mechanism to deal with internal assessment examination related grievances which are conducted at institute level:**

At the college level, an examination committee handles the issues regarding evaluation process.

- 1.The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals and term-end examinations.
- 2.Time table for internal assessment exams which is prepared well before and communicated to the students quite earlier so that they will be having sufficient time for their preparation.
- 3.Students seating arrangement displayed on the notice board along with the Internal assessment examination time table.
4. Institute has separate exam center. All exams are conducted under the supervision of other subject faculties to avoid any sort of bias.
- 5.During internal Examinations, if any student finds discrepancy in question, e.g. given answer options are not correct, out-of syllabus questions; in such cases fresh question paper will be provided to students.
- 6.After examination paper evaluation is done by all experienced staff. Students and faculty members are made aware of the transparency to be maintained in the system of assessment.
- 7.After evaluation of internal assessment answer sheets, same are given to students to have an idea of their performance in the exam and to have self-assessment.
- 8.After preparing the assessments report it is shown to the students, if any grievances are there, they can be resolved immediately and submitted by the concerned faculty to the department, a copy of the same is forwarded to dean and student section.

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



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

#### **Response:**

#### **Examination Procedure:**

The Examination Committee is backbone of the examination system .The examination system is transparent and strictly follows rules provided by the university.

The internal evaluation examinations are conducted according to the time-table. The detailed syllabus is notified to the students by the department or display to web site.

Exam conduct in centralized examination hall is fully equipped with CCTV surveillance. In seating arrangement, students seat on separate bench with specific distance. Students enter in exam hall with writing material. Invigilators will be assigned for the internal examination from other disciplines, who invigilate the entire examination to avoid any sort of bias. Evaluation will be done by senior faculty of the respective department and followed by second faculty and randomly checked by HODS. Display of the result of internal assessment on notice board and website.

Feed- back analysis of exam and examiners taken from students which help continuously improve examination procedure.

#### **Processes integrating IT:**

**a. Fully automated Examination Management System (EMS) in Place:** Online applications from students for University examinations, payment of fees through centralized payment gate-way, online feeding of attendance by colleges. Admit cards can be downloaded and give to the students by student section.

#### **b. Digital entry of marks at Centralized Paper Assessment Centre:**

Answer papers evaluated at CAP centers, using unique software to automatically digitize

and upload marks directly from answer books to University server online.

**c. Checking Plagiarism:** URKUND software is used

#### **Continuous Internal Assessment System:**

Institute has a well established and efficient continuous evaluation system with different types of assessment. Various reforms are undertaken that have made a positive impact on examination management. Continuous internal evaluation is carried out during or after lecture in lecture hall by asking some questions to the students or by giving in any case for identification related to topic

In case a student is absent for the internal assessment examination, additional internal assessment examination is conducted.

Institute follows semester system and the performance of a student in each semester is evaluated subject wise with eligibility marking system. Some faculty conduct the online assignment test as a part of the formative assessment.

#### **4-Competency based assessment –**

Clinical / practical skills training methods e.g. by direct observational practical skills ,OSCE and OSPE are adopted to make students competent and fit to practice independently

**5- Work placed based assessment-** Students are assessed on site by their supervisors while posted in OPD, wards, casualty, laboratories, OT, skill laboratories, blood banks and dialysis unit.

#### **6-Self Assessment-**

We also conduct seminar, group discussion, show & tell, quiz, debate and evaluate the active performance of participants during these co-curricular activities by appointing the judges.

#### **7-OSCE/ OSPE –**

The OSCE examination consists of about 15-20 stations each of which requires about 4-5 minutes of time. All stations should be capable of being completed in the same time. OSCEs and OSPEs can be made for any subject. At the end of the examination, the scores obtained in the procedure stations can be total to give the candidate score.

<b>File Description</b>	<b>Document</b>
Link for Information on examination reforms	<a href="#">View Document</a>

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

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

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

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

## 2.6 Student Performance and Learning Outcomes

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

### Response:

Current movement of major reforms, substantial improvement in medical education has started to achieve set of global standards acquisition of basic, advance competencies. The competencies “Shows How” (SH) or “Perform” (P) are important skills & must be acquired, the requisite knowledge, attitudes, values, and responsiveness to become a physician of first contact of the community while being globally relevant. Well-defined learning outcomes are to be acquired by the learners as endorse by regulatory bodies.

Learning outcomes and graduate attributes are communicated to the students & teachers through the institute website and separate one copy is provided to the students of IMG graduate attributes.

### Indian Medical Graduate Attributes

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

Demonstrate knowledge, skills as clinical problem solving, judgment, ability to interpret; generate differential diagnosis, patient management including preventive, promotive, therapeutic goals effectively with compassion. Appreciate rationale for different therapeutic modalities; familiar with administration of ‘essential drugs’ and common side effects.

### Leader and Member of the health care system –

Work as a leader/team member. Educate, motivate others to work in a collaborative and collegial fashion for achieving maximum output for benefit of patients in providing better healthcare facilities in a cost effective, fair manner. Work in compliance with national health care policies.

### **Communicator with patients, families, colleagues and community –**

Equipped with skills of communication with patient/families competently, cautiously, politely, and effectively that improve health care outcome and patient satisfaction, helping gathering and sharing necessary information in special situation by respecting patient's preferences, values, prior experiences and beliefs able to secure patients data confidentially.

### **Professional –**

Socially responsible entrepreneurs, respect others competencies. Maintain professional boundaries between colleagues, with patients, families.

### **Ethics and Law –**

Students are sensitized about ethical issues, laws of medical practice contextual to gender, social and economic status, patient preferences and values.

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

Encourage for continuous learning, updating technologically, acquiring new knowledge based skills and applying skills. Critically search literature for research & apply relevant information for patient health care.

Subject/Programme specific attributes for each department are mentioned separately in details are attached in Weblink.

### **METHODS FOLLOWED BY THE INSTITUTION FOR ASSESSMENT:**

#### **MBBS (UG) –**

1. Assessment using formative, summative methods - Maintaining attendance, practical record books, conducting internal theory, practical exams, which includes multiple choice questions, short answer questions, long answer questions, practical/clinical exams, viva-voce.
2. Failed students can re-appear exams scheduled immediately after internal examinations.
3. Followed by final university theory and practical examinations.

#### **For Interns -**

Assessment by maintaining daily attendance at department the intern is posted, log books, completion of internship by each department head in writing with a satisfactory remark and final report from the Dean of the institute. The final self-assessment by indirect method of course exit survey of student.

#### **For 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 after 3 years of course.

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

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

**Response:** 81.57

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

2019-20	2018-19	2017-18	2016-17	2015-16
216	183	158	158	128

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

2019-20	2018-19	2017-18	2016-17	2015-16
249	241	203	191	149

File Description	Document
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	<a href="#">View Document</a>
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	<a href="#">View Document</a>

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

#### **Response:**

#### **TEACHING AND LEARNING PROCESS**

The institute abides to follow the curriculum guidelines from Maharashtra University of Health Sciences (MUHS), Nashik and Medical Council of India (MCI) (Now National Medical Council – NMC), New Delhi. The Curriculum Committee where all curricular aspects of UG and PG syllabi are discussed. Syllabus Specific inputs are conveyed to higher regulatory bodies.

Institute uses interactive, innovative and ICT based teaching learning methods where webinars, online lectures, power point presentations are delivered to students. Institute conducts guest lectures, CME, Workshops, Conferences, and Live interactive sessions with National and International faculties. Institute's research cell encourages and supports to the innovative minds of students and teachers as well in research projects to secure funded projects from the National and State agencies.

#### **Students have been taught and they have learnt:**

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

1. Gross & microscopic structure, normal and abnormal human structure, functions, development and biochemical processes of normal and abnormal human body.
2. Concepts of health and diseases, social, ethical and humanitarian principles. National and Regional Health care policies, including National Health Mission that incorporates National Rural Health Mission and National Urban Health Mission frameworks, economics, systems influencing health promotion, healthcare delivery, disease prevention, effectiveness, responsiveness, quality and patient care.

3. Functional and pathological of all organs, role of microbial agents, immunological mechanisms and essential and commonly used drugs, medico-legal responsibilities.
4. All principles of general medicine, surgery, obstetrics, gynaecology, paediatrics, orthopaedics, dermatology, psychiatric, respiratory medicine, otorhinolaryngology, ophthalmology, radio-diagnosis, anaesthesia.
5. The teaching process is aligned horizontally and vertically in all the subjects to learn comprehensive investigations and diagnosis.

The institute caters teaching learning in the following patterns:

- Experiential learning
- Integrated/interdisciplinary learning
- Participatory learning
- Problem solving methodologies
- Self-directed learning
- Patient-centric & evidence based learning
- Learning in the humanities
- Project-based learning
- Role play

#### **Learning Outcome Evaluation process:**

Apart from assessment of theoretical and practical knowledge in departments like Community Medicine and other Clinical department's students are also assessed for acquisition of learning outcomes as follows:

1. Good Clinician - Who understands and provides preventive, promotive, 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 while they examine the patients or answering questions in viva-voce which confirms about the quality of becoming a good learner.
3. Good professional - Student's ability or students social responsibility, respectability to others is constantly checked during the entire tenure of carrier in an institute to be a good professional.
4. Good Communicator – While taking case history or attending patients in outpatient departments, families, colleagues seniors or juniors it is observed the student is able to gather, share necessary information in special situations by respects patient's preferences, secures data confidentiality.
5. Good Leader - Able to work as leader and a part of team. Educate, motivate others to work collaborative and collegial fashion for achieving maximum output for improvement of healthcare system.

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

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

**Response:**

**PRESENCE AND PERIODICITY OF PARENT-TEACHER MEETINGS**

Parent teacher meeting is a prominent and notable feature of the institute curriculum. The agenda of these interactive meets of the parent and teachers to discuss the overall development in academic and extracurricular activities of the student and to get a solution for any problem pertaining to academic and extracurricular growth of the student.

**SCHEDULE OF PARENT TEACHER MEET (PTM)**

In an academic year PTM is held for First MBBS students twice:

1. First PTM: - After first internal assessment in mid of January of every year.
2. Second PTM: - After the preliminary examination in mid of April of every year.

**Rules and Regulations:**

1. Those parents who are not able to attend the PTM on scheduled time should provide written intimation.
2. Concerned parents of those students is not showing promising progress and those not able to attend the PTM are always welcome to the institute during official timings.
3. To discuss issues related with academics and extracurricular activities with concerned HOD's, Professors, and teaching faculties, parent 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 in respective departments as per the rules of institute.
5. PTM Co-ordinator coordinates between UG/PG Co-ordinators, HOD's, and Mentorship Committee to keep tract of the student's overall performance and communicate their parent.

**MEASURES UNDERTAKEN**

PTM Committee is the most important bridge between the teachers and parents for solving all issues of students

1. Concerns raised by the parents related to academics (subject) are discussed with concerned Head of Department and are solved.
2. Concerns raised regarding extracurricular activities are discussed with concerned committee heads such as Sports/Cultural etc. and are solved to the best of parent's satisfaction.
3. Concerns related other than academics and extracurricular are referred to the concerned mentor for the best solution.
4. Measures undertaken by the PTM Committee related with the issues raised by the parent are communicated with the parents.

**OUT-COME ANALYSIS**



The teachers monitor academic performance and interact frequently with such students to understand their issues related to academics and extracurricular activities and to assist them to improve and overcome with issues that affect their ability to learn or impede their academic success.

Following steps are taken:

1. One to one teaching: Subject related queries arised by parents are solved with personal attention for those students weak in particular subjects.
2. Assessment: Use shorter test, oral tests, repeated tests, feedback.
3. Counselling towards their disabilities in learning.
4. Revision of practical's and demonstrations.
5. Provision of lecture notes.
6. Discussion on previous assessments.
7. Special classes/Tutorial classes.
8. Home assignments: Every student has provided home assignments and particular teacher checks these assignments and explains the students how exactly and precisely he/she can write the assignments and earn good scores in the subjects.
9. Ability to follow multi-step directions.
10. English language classes to develop better communication and writing skills.
11. Personality development/Soft Skills workshops for them.

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

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 2.95

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 14.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
39	39	39	37	36

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

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

**Response:** 3.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	17	2	9	12

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

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

**Response:** 17

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

2019-20	2018-19	2017-18	2016-17	2015-16
06	03	01	01	06

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	<a href="#">View Document</a>
Link for funding agencies websites	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

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

**Response:**

The founder Chairman of the College Dr. Balasaheb Vikhe Patil Predicted a Corporate Culture and his efforts fructified with the development of this Institute, DVVVPF'S Medical College & Hospital, Ahmednagar started in 2004 which laid the seed to establish an ecosystem to encourage research and innovation. The ecosystem evolves with Collaborative research with Various other research institutes in India and abroad. A couple of department of the college being recognized as PhD research centre are the assets of the institute.

The following Committees in the College are actively involved in the establishment of a research culture and promote initiatives for creation, transfer of knowledge and formation of incubation center.

1. Incubation Centre
2. Research Cell&IPR Committee.
3. Ethics Committee

## **1. Incubation Centre**

The primary objective of the Incubation centre is to foster innovation research and entrepreneurial activities in healthcare related areas focusing on creating a generation of zealous 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 propositions and enabling them to monetize the same. The basic idea is to offer students an alternative career option of being job creators instead of job seekers.

The Incubation Centre with a vision to promote entrepreneurial spirit amongst students, and faculty members. The alumni/researchers if approached with newer concepts, college help these researchers to generate proof-of-concept through lab level experimentations and validate minimum viability of concept.

It covers the following processes:

1. Infrastructure and service provided to incubates
2. Mandatory Mentorship
3. Period of incubation
4. Intellectual Property 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 research policy is one of the primary responsibilities of the committee, further the R&IPR committee is involved in the following activities

1. Encourage teaching staff for applying to research grants from various funding agencies such as ICMR, UGC, DST and SERB.
2. Purchase of sophisticated instruments and software for augmenting the research.
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 innovative research project competitions like "Avishkar".
5. To maintain scientific temperament for which expert talks are arranged.

## **Achievements of the Committee:**

1. Publication of numerous research articles in reputed medical journals.
2. Establishment of Research museum.
3. Organization of National Research Conference -2020.
4. Book publications: "Research Guide" and Research Compendium.
5. 10 patent applications have been published at the Indian Patent Office.

6. Received grants from various Agencies such as ICMR, MUHS, NASHIK.

### 3. Ethics Committee:

The college has an Institutional Ethics Committee that scrutinizes all research projects especially involving animal studies. The committee is chaired by a chairperson from outside the institution or affiliated hospitals for preventing bias in judging the projects. All projects need to be approved by Ethics committee before further proceedings.

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

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

**Response:** 43

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

2019-20	2018-19	2017-18	2016-17	2015-16
09	10	08	08	08

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

### 3.3 Research Publications and Awards

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

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

#### 4. Norms and guidelines for research ethics and publication guidelines are followed

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

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 2.44

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

Response: 132

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

Response: 54

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

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

**Response:** 0.07

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>

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

**Response: 0**

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

**3.4 Extension Activities**

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

**Response: 118**

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	27	21	19	20

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

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

**Response:** 72.25

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

2019-20	2018-19	2017-18	2016-17	2015-16
678	628	630	622	615

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

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

**Response:**

Extension and outreach activities impact the health of community and help needy poor village people. Institute is conducting regular as well as special activities. NSS volunteers of our institute take part to understand the practical meaning of NSS slogan “Not Me but You” by organizing activities at village level, thus helping these illiterate needy people for their development of nature, attitude, personality, communication skills, better commitment, self esteem, social responsibility, economy, social value, social expectations and better prepare for their career and be a good citizen of India.

Various extension and outreach activities organized through

- NSS Unit
- Social cell
- Department of Community Medicine

**“Servitor of Humanity Award” in 2016**

The institute is awarded for extensive community activities with involvement in the Health, Nutrition, safe food and water at village level coverage with the mother and child health services, organizing health camp and there is also a provision of providing free care to the poor households and also at NGO Snehalaya, old



age home. Our students, NSS volunteers go regularly and examine their patient and simultaneously giving treatment and advice for free hospitalization if needed.

**“Entrepreneur and Excellence Award in Health Care” from 104 My FM, Ahmednagar**

Institute has organized and conducted outreach activity in nearby surrounding villages as a way to involve men in the health for members to improve their agricultural yield and in turn improve their economical status. This is being utilized as a platform to strengthen health agenda among them in the program.

**“Excellence in Healthcare and Best Services to the Patient & Society” from Central bank of India in 2017 with and in 2018**

Institute takes active role in awareness creation regarding different types of Central and State Government schemes as Jivandayi Yojana, Savitribai Phule Yojana, PM insurance schemes etc.

NSS unit combined with department of Community Medicine, conduct awareness activities in rural areas and villages.

**Institution is awarded by "UMMATI Social Welfare Society" for providing invaluable services in the health sector.**

**“Excellent Patient Care” from Pandit Jawaharlal Neharu Rural Art Academy in 2019**

Institute conducted outreach on awareness creation regarding water-borne and air- borne communicable diseases, non- communicable diseases- cardiovascular diseases, diabetes, prediabetes, cancer, mental health, smoking and using tobacco, pre-hypertension , blood donation, organ and body donation and first aid. The institute carries out various special demonstrative activities on personal hygiene, sanitation drive, importance of cleanliness, hand washing, oral health care, and nutritional awareness during ANC by arranging rally, role play, displaying posters and small group communication with villagers and also assist the village people to take active participation in national programs like Family Welfare, Mother and Child Welfare, Immunization etc.

**“Best Medical College Providing Research facilities” in 2019**

Students collect the data from community during village visit, health camp and collect specimen like blood sample, drinking water etc for different discipline for research analysis. Teaching faculties and clinicians are encouraged to conduct the research work and select the research project that highlights the social community issues with sense of service to them.

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

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

**Response:**

Students are encouraged to take active interest and participation in Social responsibility activities for the neighborhood community like to create awareness about the importance of education, environmental issues like Swachh Bharat Abhiyan, hygiene awareness and socio-economic development of the community. Most of these activities are carried out through the institutional students and staff.

**Social responsibility activities of Education:**

To create awareness and educating the peoples about various issues in the villages.

Organizing meetings and enquiring about girl child dropouts and illiterates about the value of good education which will forth result subsequently in good jobs thus giving them a secure future.

Promoting the benefits of night /evening schools among elder illiterates.

Encouraging the villagers to use the mobiles for knowing daily news and weather reports.

Particularly for farmers mobile technology usages is encouraged by educating them about agriculture apps, which will be helping them in selecting the cultivation of seeds according to the soil types and the type fertilizers to be used.

**Activities of Environmental issues like Swachh Bharat:**

Adopting various methods attention is drawn towards environmental issues like Swachh Bharat cognizance of villages is drawn by setting them know various programs on cleanliness surrounding the houses and about self cleanliness with clean clothing.

Advertence is drawn among children about proper hand wash methods and about the perils of eating after playing without hand cleaning by showing them.

Appropriate pictures, knowledge of various diseases like Gastritis due to not cleaning hands properly.

Promoting rain water harvesting and lifting them know the various advantages like increase in ground water level, encouraging them by telling about success of villages.

**Activities of health and hygiene awareness:**

Educating the peoples about the skin and hair health by saying about the poor hygiene of hair

Which may result in dandruff, lice and various other fungal diseases encourage them to do daily bath .

As a part of this campaign the villagers are Awareness about the infections caused by different vectors like home flies which transfer infections from excreta of pigs ,dogs on the food, and proper use of nets ,care is also told.

Awareness from fungal, bacterial and viral diseases, sanitization of surroundings is encouraged.

Cooking only required food is encouraged. Ad verve effects of consuming preserved food and subsequent infections are taught to them.

Most importantly usage of sanitary pads among the adolescent girls

The institution is committed in its extension outreach services for community development. It offers

comprehensive health care to a large local community including the patient care in its affiliated hospitals.

All the departments are very actively involved in many extension activities like awareness on school health surveys, immunization camps, regular Cervical cancer screening camps, diagnosing and how to management of diseases at an early stage.

#### Activities of Socio-economic development:

Encouraging women to develop Kitchen garden where maximum daily required vegetables are grown at home only.

about women empowerment and suggesting them about formation of self-help groups and various cartage industries encouraging them by saying success stories of various groups.

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

### 3.5 Collaboration

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

Response: 4.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
04	06	05	04	04

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

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

**Response: 69**

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

Response: 69

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

The Institute has adequate facilities for teaching learning as per the requirement specified by statutory bodies.

- **Facilities for Teaching-learning:**
- **ICT-enabled Classrooms, Demonstration and Seminar halls:**
  - Total Classrooms: 05
  - Examination Hall: 02
  - Demo Hall: 40
  - Departmental library cum seminar hall: 21
  - Central Library:01

Institute has total five spacious ICT-enabled classrooms, which are well ventilated, equipped with air conditioners, LCD projectors, podiums, green boards and having seating capacity of 180 for four and 200 of one lecture hall in hospital building. Institute also has two well furnished examination halls with seating capacity of 240 students for examinations. Each department of college has adequate number of well equipped, ICT-enabled demonstration halls, departmental library cum seminar Halls as stipulated. College also has a fully automated and well developed central library with all facilities like separate reading halls for UG and PG students and staff members. Central library is attached with 21 departmental libraries. Infrastructure of the college is as per the guidelines of MCI.

- **Laboratories, Museums & Skill lab**
  - Practical Laboratories: 14
  - Specialized laboratories: 30
  - Museums: 07
  - Skill lab: 01

Each department of college also has adequate number of well designed laboratories viz. practical, specialised and research laboratories. All the laboratories are well equipped with provisions of safety aids such as fire extinguisher, first aid box and display of safety instructions. In addition, Institute also has 07 well developed museums including patented paediatric museum, cranial nerve and medico-legal museums which are very helpful for teaching and learning of students. Institute has well developed skill lab with educational facility.

- **Facilities for Clinical learning:**

Institute has modern well developed 680 bedded hospital consists of 13 operation theatres (09 major,

03 super specialties, and 01 minor OT), ICCU, PICU, NICU, RICU, SICU and MICU units, 31 wards, central clinical laboratory, blood center and casualty. Each clinical department is having OPD and wards with attached clinic rooms. Institution also provides the super specialist facilities such as Oncology, Neurosurgery centre, Cardiac centre, Joint replacement centre & IVF centre.

**Learning in community is facilitated by:**

Family visits, school visits, visits to different organizations are arranged for learning in the community for students. Institute is also having one RHTC, one UHC and four RHCs for field practice. Institute is also registered to Youth Red Cross Unit work for to protect the health of community to prevent their suffering. Besides this college also has one NSS unit comprising of 50 students volunteers per year, serves as community learning resource based in the villages.

- **Teleconferencing:**

Institute has a video teleconferencing facility in separate well equipped conference hall having LCD television displays, cameras, microphones, and VGA connections in the college building.

- **AYUSH-related learning facilities:**

Hospital is also running dedicated AYUSH OPD taking the advantage of well developed Herbal garden in the campus, helpful for awareness on use of medicinal plant for treatment of diseases. It is utilized as an important AYUSH-related learning cum therapy centre for medical students.

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

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

**Response:**

- **Facilities support to Physical and Recreational activities:**

Institution believes in all-round development of our students. They are encouraged to participate in different sports and cultural activities and are awarded and rewarded accordingly.

- **Sports & Games:**

College has well developed spacious Sports Complex (4446.86 Sq.M) with world class facilities includes well equipped Gymnasium, one Tennis Court (648 Sq.M.), three badminton courts (528 Sq.M), table tennis tables, chess and carom board hall (167.87 Sq.M) for indoor games. Institute also has outdoor sports facilities like Cricket (5166.55 Sq.M.), Basketball (510 Sq.M.), Kabaddi (125 Sq. M.), Kho-Kho (464 Sq.M.), Volleyball (162 Sq.M.) and Foot Ball (6063.91 Sq.M.) grounds. Besides this, Sport complex also has an Olympiad size well maintained swimming pool (2456.19 Sq.M). With daily activities, students are encouraged to take part in State level, University level competitions and other intercollegiate competitions. Institute also organizes various sports events for students, teaching and non-teaching staff where they get the opportunity to showcase their talent.

Gymnasium (306.98 Sq.M) in sports complex is air-conditioned and well equipped with the latest machines and exercise equipment. Separate accommodation in Gym for men and women with facilities like training space, locker rooms, waiting rooms (223.18 Sq.M), sanitary and hygienic facilities. Qualified physical directors are appointed to take care of day-to-day games and sports activities. Services of dietician, physical trainers & physiotherapists are also provided.

- **Yoga and Meditation center:**

The institute has made available a Yoga and Meditation center recognizing the importance of Yoga for mental peace in students' life. In addition, institute has also established Nature's Club, Sports Club and Cultural Club, which are helping out the students & teaching staff to enhance their core values; concentration and mind building aids.

- **Cultural activities; Amphitheater & Auditorium:**

Cultural activities provide opportunities for the expression and development of latent potentialities of the students by encouraging them to find outlets in cheerful and constructive ways. These programmes are organized and coordinated by the related respective committees. For organizing different cultural activities, we have an open Amphitheater (4098 Sq.M.) with 2000 seating capacity and spacious & furnished Auditorium (1325 Sq.M.) with seating capacity of 1200, provided with all facilities for to conduct various cultural activities. Students are very much encouraged to participate in the cultural events held in the college.

Sports and cultural activities are frequently conducted on the occasions of Annual social gathering as a cultural week and sports week, on Independence and Republic Day celebration, Institute Foundation's day, Ganesh Festival, Dandiaya Night etc. to exhibit the extracurricular talents in students. In these events students show their cultural, intellectual, technical and sports skills.

In addition, students are provided with common room in each hostel for watching television, meet to each other and to socialize their recreational activities.

The aim of such activities is to fulfill the physical and recreational requirements and to unfold the hidden talents among students and staffs to inculcate the spirit of competition among them.

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

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

##### Response:

- **Student Hostels:**

There are 03 boys' and 04 girls' hostels for UG and PG students along with outside research scholars. Each hostel is provided with adequate rooms and with all basic facilities. The entire hostel complexes are ensured with 24-hours security, power supply, experienced wardens to take care of the students in a better manner.

- **Staff Quarters and Guest house:**

Institute has six staff quarters equipped with all modern amenities for faculties. One well maintained Guest House for examiners, parents and other visitors. Transport facilities are provided regularly between hospital to the main gate and from various points in the city to the institute.

- **Medical facilities:**

All medical facilities are available in the college hospital like 24x7 OPD with medical officer, birth center, blood center, dialysis center, imaging and radiology centers, nursing homes, orthopedic and other rehabilitation centers, urgent care, medical store etc.

- **Toilets and Washrooms:** Sanitary facilities are very well desined and mentained. Sufficient number of toilets and washrooms are available.

- **Canteen and dining facilities:** Canteen is separate for college and hospital side with all stipulated requirements. Also, separate dining hall in boys and girls' hostels with one common cental mess. Catering is done under all hygienic conditions and follows standard food sanitation procedures. For the admitted patients' meal is provided from hospital canteen and mess.

- **Overall ambience**

- **Bank & ATM:** There is a bank inside the campus along with the ATM facilities which provides easy financial access for the students and staff to carry out their monetary transactions.

- **Road & Signage Boards:** All Roads inside the campus are very well constructed and maintained by considering all safety measures. Starts from main gate, all the Roads have street lamps and necessary signage boards like regulatory, warning, and guide are fitted at specific points used to navigate people to locations, to stop them from getting lost or confused. **Greenery:** The Institution



has the extensive greenery included well maintained garden having flowerbeds, plants including medicinal and herbal plants, trees, building integrated greenary and small lawns. Local species of trees are highly preserved in the campus in order to maintain local ecosystem.

- **Alternate sources of energy:** College has electricity backup unit of 600 KVA, provides power to a system when the primary source of power is unavailable. Solar panels are also installed on the rooftops of hostels and quarters as an alternate source of energy.
- **STP:** Institute also has STP plant treats the sewage water to make it fit for safe use of gardening.
- **Water purification plant:** Institute has a Central Water Chlorination plant for water purification. Also the separate RO systems are installed at different locations in hostels, college and hospital buildings.
- **Other Facilities:** Institute also has a coffee shop, grocery, cosmetics stores, optical store, hair salon, a beauty parlor for women inside the campus. Medical book store, where all medical books are made available for the students at discounted rates. Postal/courier facilities are also available in the campus.

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

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

**Response:** 41.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
1230.20	1422.28	1226.43	1258.767	1866.77

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

## 4.2 Clinical, Equipment and Laboratory Learning Resources

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

#### Response:

- **Teaching Hospital:**

- DVVPPF's MCH serves as a teaching-learning and patient care centers for clinical learning. Institute has modern well developed 680 bedded hospital consists of 13 operation theatres: 09 major, 03 super specialties, and 01 minor OT.
- Hospital has total 31 wards, central clinical laboratory, blood center and casualty. The Casualty department is well equipped with all instruments required to handle all kinds of medical emergencies. Hospital has one separate lecture hall with capacity of 200 seats.
- Institute has also provided super-specialty facilities such as Oncology, Cath lab & IVF Centre which gives the UG & PG students exposure to the most advanced technologies in medical science. Hospital also has Medical, Surgical, Neonatal, Pediatrics, Respiratory ICUs and ICCU, where the students learn about to manage critically ill patients.

- For effective and efficient functioning of the hospital, various national schemes are implemented like Mahatma Phule Jankalyan Yojna, Janani Suraksha Yojna, Registration for eye bank and Keratoplasty center, MoU with Civil Hospital Ahmednagar, for the accurate, holistic, and cost-effective care for the economically backward patients. This provides an opportunity for the students to learn about various diseases present in every state of the community and to correlates epidemiologically.

- **Equipments:**

- Major equipments are available in hospitals are, such as MRI GE 1.5 Tesla, CT-Scan, X-rays 800 MA with II TV, Ultrasonography, Color Doppler, Digital mammography, Challenger Amblifiber, Cath Lab Machine (DSA), Trocar 4 mm anthroscope, Dialysis machines, ventilators, succusion pump, Cath Lab Machine (DSA), Trocar 4 mm anthroscope, etc (list attached). Radiation therapy with Position Emission Tomography (PET) based planning facility conforming towards high standard is also available.

- **Clinical Teaching Learning facilities:**

- All the clinical departments like Medicine, Surgery, OBGY, ENT, Ophthalmology, Skin & VD has advanced teaching facilities like Nephrology units, Knee & Hip joint replacement in Ortho Department, laser in Skin & VD department, advanced technology is being used in ENT, Ophthalmology and OBGY department.
- The clinical department has OPD, wards, demonstration and seminar rooms, examination room for teaching.
- Our Institute has registered Youth Red Cross Unit which serves for community-based health and life of sick and suffering community. The Institute has RHTC, UHTC, & 5 PHCs for community-based learning.
- Hospital is having DOTS center for TB patients and ICTC center. These special centers give the orientation to the students about the various activities of National Programme related to diseases. In addition, hospital also has well developed Physiotherapy unit & AYUSH OPD.

• **Laboratory Facilities:**

- Central Clinical Laboratory performs approximately 1200 diagnostic tests per day. The Biochemistry, Clinical Pathology and Immunoassay labs are equipped with fully automated and Microbiology is semi-automated. Most of the equipments are interfaced with Laboratory Information System (ILS) (Magrytech Software). Molecular Biology lab is accredited by NABL. Recently RTPCR facility has been added in view of viral detection of pandemic COVID -19. Hospital also applied for NABH accreditation.
- The Blood Centre Services which operates 24x7 and having whole blood and component separation facility.

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

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

**Response:** 670047

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

2019-20	2018-19	2017-18	2016-17	2015-16
423765	543397	468889	452639	434106

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

2019-20	2018-19	2017-18	2016-17	2015-16
203787	215142	206166	203406	198938

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

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

**Response:** 1068.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
1050	1050	1050	1050	1000

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

2019-20	2018-19	2017-18	2016-17	2015-16
28	29	29	29	28

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Laboratories, Animal House & Herbal Garden	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>

#### 4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

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

### 4.3 Library as a Learning Resource

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

Response:

- Name & features of the ILMS Software:

The library of DVVPPF's MC&H, Ahmednagar is fully automated using Integrated Library Management System (ILMS). (Synchronic Sack info 2.5 EPR (Extended producer responsibility))

- The ILMS is used to facilitate quickly access of documents, journals and housekeeping operations of the library.
- It follows all latest library standards such as AACR 2 (Anglo – American Cataloguing Rule) data Import & Export
- Supports all latest technologies through OPAC & M-OPAC
- **OPAC(Online Public Access Catalog):**
  - A user can effortlessly know about the status of documents, availability of books, journals etc through OPAC without being physically present.
  - The user profile, member profile, journal master entry, admin master facilities like password change, member search, counter services, transfer of books to the department library, re-transfer, transfer for binding, stock verification and reservation of documents are enabled in the software.
  - Moreover the software also assist to generate reports on counter service like usage report, master report, and department statistics data, transfer report, fine receipt, random report and library collections.
- **M-OPAC (Mobile -Online Public Access Catalog):**
  - Free app – downloadable from ERP (Enterprise Resource Planning) or website
  - 24 x 07 easy search – off campus Anywhere – Anytime
  - Variety of Search Pattern
  - 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 which is created by the library staff for all faculties and students.
  - ILMS offers sound generation of summary reports of number of documents circulated. In art of the state, the book renewals, holds, recalls, and to view borrowing records can be maintained.
  - This information is pulled out from system transaction logs using scheduled reporting mechanisms developed by the in-house software team and can be generated from the ILMS software.
  - The use of online resources through remote access facility provided to the users can be obtained through request from the service provider.
- **Nature of Extent & Automation:** (fully or partially): Fully automated, Version - 6
- **Year of Commencement & Completion of Automation:** - 2007
- Apart from this the library has unique features as mentioned below:
  - The Library located on first floor of the college building. Total Carpet Area measuring 2415.05 Sq.mts. & Security features such as CCTV Cameras, Fire Extinguisher & various important notice display board. Multimedia computers, dissertation, thesis, DVD's online materials & user orientation and customized assistance of Library staff are held to provide best services.
  - Library is rationally organized into eight sections namely: -
    - Acquisition Section & Registration of Library Users.
    - Circulation Counter & M-OPAC Reserved Book

- Periodical Section & Reference Section,
- Reading Hall for Students & Staff,
- CD/DVD Library,
- New Arrivals Shelf, Rare Book Shelf,
- Computers for E-Resources Access.
- Reprography & Scanning Section.

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

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

##### Response:

- Total textbooks: 10475
- E books: MUHS 373 & Delnet 375+
- Departmental library books:2597
- Reference books volumes: 3049
- Journals: 100
- E journals: MUHS 1460 & Delnet 5088
- Total theses/ dissertation: 139
- Rare books: 139
- Manuscripts: 10
- Digitalized traditional manuscripts: 10
- Ancient Indian language books: 21
- Special reports: 06
- Other knowledge resources:
  - Marathi literature 163
  - English literature 80

##### Textbooks:

- The Central library has a total 10475 textbooks. Apart from these hard copies, the library has 373 E-books for knowledge enrichment and remote access to the students and faculty.
- In the last five years 1407 new books in various formats have been added to the collection of books in the library.
- In addition to Central library, every department is having their own departmental library. The Central library provides support to these departmental libraries. Total books in department library are 2597.
- The Central Library has subscribed for 03 Marathi and 02 English daily newspapers. All the

information related to Institute, health or any relevant information from the newspaper is sorted out and displayed on the Library Notice Board.

### **Reference volumes & Journals:**

- Total reference books are 3049. The Institution has subscribed for more than 100 national and international journals.
- Thesis/ dissertations: Total 139 theses/ dissertation done by undergraduate and postgraduate students have been submitted in the library and they can be used as reference by the students and faculty while doing research.

### **Collection of Rare books:**

- Despite of having huge collection of more than thirteen thousand books, the Central Library also holds an invaluable special collection of rare books includes Allopathy, Homeopathy & Aurveda. These books are of rare kind, characterized by publication date, first edition, limited edition, special edition or special binding of the books.
- There is total 139 rare books are available in our central library. It comprises of certain standard books in Medical Science having a great history and possessing legendary significance in the medical field.
- These books offer a way to experience the past; the physical aspects of these books can provide ancient knowledge enrichment and approaching into the culture and intellectual spirit of a specific time period.

### **Manuscripts:**

- Central library holds 10 manuscripts.

### **Digitalized traditional manuscripts:**

- These gave way to press-printed volumes and eventually lead to the mass printed tomes prevalent today. The time span of these books spread from the eighteenth to the nineteenth century.
- It includes 10 manuscripts in digitalized format to keep the traditional Indian medicines alive.

### **Discipline-specific learning resources from ancient Indian languages:**

- Vast electronic resources are available in the National science Digital Library Repository and the World eBook collections for users to access information relating to traditional medicines and specialty related electronic resources.
- Databases subscribed through Delnet consortia are the boon to electronic resources relating to medicine and social sciences.

**Special Reports:** Total 06 special reports are available in the library.

**There is a National Manuscript Mission which provides the details of ancient manuscript available on [www.namami.gov.in](http://www.namami.gov.in) and Palm Leaf Manuscript.**



**The important links associated with ancient traditional medicines books and rare books  
www.rarebooksocietyofindi.org**

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

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

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

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

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

**Response:** 22.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
25.63	1.86	50.05	8.35	28.9

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>

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

##### Response:

- **In-person Access:**

The Central Library of the Institution is fully user oriented, located on the first floor of college building having area of 2415.05 Sq.mts. The library is divided into various sections like reading halls for undergraduate students, post-graduate students and staff; stack room, journal room, reference section, video cassette room, internet section, newspaper section zerox machine room and librarian and assistant librarian room.

Physical access to the library is granted by the digitalized identity card for the students and staff. There is separate registration section for the new library users. 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 from the acquisition section for a period of maximum 15 days. All those records of acquisition are kept with SyNchRoniK software. Library provides reference services to its users.

The central library also provides book bank facility. Through this facility, economically backward students and students from reserved category are given the required textbooks for one year on loan basis. This service is without any charges and sponsored by Maharashtra University of Health Sciences and Social Welfare Department of Government of Maharashtra.

The library has separate reading halls for the undergraduate students, postgraduate students and staff which are used for the self-study, research data collection and compilation. Apart from these reading halls which are open during duty hours, a night hour reading room facility which is open 24x7 is also available. Security features such as CCTV cameras and fire extinguisher are provided in the library.

- **Remote Access:**

The Central Library provides remote access to the e-resources for its users. The library has an Online

Public Access Catalogue facility available to all its users through a mobile application **SackLibrary** or Sack Info powered by SyNchRoniK Inc software. All the students and staff are provided with the username and password and they have to create their profile on the application. Various services are provided through this application. Users can check any important notice regarding the library, outstanding dues against them; they can put on the application, can search for online database of materials held by the library. They can mainly locate the books, journals, theses or CD/DVD available at the library. It is the gateway to library's collection.

A **sensitization programme** is arranged every year for all the students and teachers; especially for the newly admitted students and newly joined teachers. During these programmes, the users are informed about various facilities and services available with the library and how to avail those services. They are also informed about the rules and regulations they have to follow while using those services.

The Library Advisory Committee has been formed which reviews the working of the library on daily basis, taking policy decisions regarding budget allocation, annual expenditure and making the library more student friendly.

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

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

**Response:** Any Four of the above

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

## 4.4 IT Infrastructure

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

**Response:** 100

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

Response: 62

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

Response: 62

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

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

**Response:**

**IT Facilities:**

DVVVPF's MC&H continuously strives to provide the latest facilities available in the IT and the computers to keep the students updated and are ready for the challenges in the field. The Institution has comprehensive IT policy to provide IT resources to students and faculty.

#### **1. Computer Facilities:**

The institute has total 365 computers & 148 printers across all the departments. The Internet Centre within the library is equipped with 40 Linux systems computers and high-speed internet allowing students utilize the facility effectively and ensuring that the resources are readily available. In addition, college provides computer systems to every department for the students and staffs. All the computers in the campus is interconnected using high speed internet cables (LAN) with manageable and unmanageable network switches to provide 99% network uptime in the campus. The next generation firewall Forti Gate 800C is implemented not only to block botnets but also identify the botnets available in the local area networks.

#### **2. Wi-Fi or Internet Facilities:**

The institution frequently updates band width connection 86 Mbps 1:1 Pulse LL from 2018-2019. 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 made available at all the places in the campus including student hostels by providing 26 Access Points at different locations in the campus. There are 66 Wi-Fi enabled class rooms are made available. A disaster recovery site for automatic backup has been installed at the center for sports science. All servers provided in link are installed in IT Department Server Room and are connected to Local Area Network (LAN)

within the Campus.

### 3. Up gradation:

Over last five years, institute has upgraded following:

- The number of computers has increased from 200 to 365 including Servers, Desktops, Laptops and Thin clients (LCD).
- Up-gradation of Windows 10 Professional Base & Upgrade licenses in 2019
- Windows Server Standard Core 2019SINGL OPL 16 Lic NL Acadm Core Lic in 2020.
- Up-gradation of Internet Lease Line (IIL) Jio Fiber 34 Mbps to 86 Mbps in 2018-2019
- Up-gradation of Firewall SOPHOS XG430 from FortiGate 800C in 2019.
- SAN Storage for our database and radiology imaging has been implemented. The Solid State Drive (SSD) in the storage is used for stability and performance. The Quest Disaster Recovery ensures a database back up every 7 minutes.

### 4. Maintenance:

IT department Conducting regular checks and updates for recovery. Due to this, they have enabled minimum work disruption and a reduced turnaround time in events of issues. Institution purchases authentic copy of antivirus and is updated as and when required Biomedical wing is responsible for daily maintenance and management of all the biomedical equipment used in the hospital. Standard Operating Procedures have been developed for the inventory, maintaining logs, allotting asset coding, routine maintenance, breakdown maintenance, preventive maintenance and calibration of devices.

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

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

**Response:** 50 MBPS-250 MBPS

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

## 4.5 Maintenance of Campus Infrastructure

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

**Response:** 6.23

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

2019-20	2018-19	2017-18	2016-17	2015-16
262.25	231.44	194.59	226.44	184.44

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

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

**Response:**

- **Maintenance of Campus Infrastructure:**

The 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. There are various departments, viz. civil, electrical, computer and system maintenance, biomedical waste management, gardening, firefighting, garage, sewage water treatment plant (STP), drinking water supply etc., which are involved in maintaining the physical, academic and support facilities in the campus. Several administrative steps such as well-structured timetables, schedules; log books and auditing are used to ensure best possible usage of facilities and align with the processes.

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,

Campus-cleaning and maintenance of sports complex, maintenance and services of elevators, structural maintenance and painting of buildings, pavements, walls, fencings and other macro-infrastructure on campus.

- **Maintenance work specific to College & Hospital:**

All maintenance work pertaining to facilities specifically provided at the college such as laboratory, class rooms, auditorium, library, computer labs, equipment, furniture, replenishment of Fire extinguishers, drinking water facilities, water tank, plumbing, toilets, STP, etc. are maintained on daily basis through contract services or urgently on request through Maintenance Committee. Monitoring and Assessment of the current state of repairing of facilities are carried out frequently by the members of Maintenance committee. Based on their observations the necessary steps are taken to rectify the problem. In addition to this a maintenance book has been kept in the store room, so that any staff member can write the detail of the maintenance work that has to be carried out.

**Laboratories:** All medical equipment are taken care by the Bio-medical Department and engineers. Almost all the critical and laboratory equipment are under annual or comprehensive maintenance service contracts. All the non-medical equipment is maintained by civil and maintenance department. Breakdown calls are attended within the stipulated time and rectified as early as possible

**Computers:** The IT department takes care of the technical issues related to the computers, IT and internet.

**Hospital:** Maintenance of hospital OPDs and wards of all clinical departments are supervised by Heads of respective departments. OPDs, wards, ICU are maintained on daily basis through contract services or urgently on request through Maintenance committee. Maintenance of the laboratory equipment and computers pertaining to hospital is done through Annual Maintenance Contract (AMC). The major maintenance, if any, is done by engaging appropriate agency.

Experienced and dedicated Administrative officer along with his team have been executing all maintenance and construction activities in the campus. The institution has separate Civil Department headed by Executive Engineer and assisted by maintenance and electrical engineers, supervisors, estate officer and other officers for overseeing the maintenance of buildings, classrooms and laboratories.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 39.42

##### 5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
435	386	304	299	312

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

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

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

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



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

**Response:** 51.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
453	497	439	441	437

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

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

**Response:**

Dr. Vitthalrao Vikhe Patil Foundation`s Medical College and Hospital, Ahmednagar is recognized as an outstanding teaching institute, providing quality education to maximize global impact. The institute is affiliated to Maharashtra University of Health Sciences, Nashik.

International Student Cell of the Institution was established in 2017-18. This cell is working under International Student Cell committee.

International Student Cell Committee takes utmost care of International students during their stay, from the time of their admission to completion of their study. It promotes cordial student-student and student-teacher relationship. The committee ensures support and integration of international students in various events of the institution. It also guides students for preparation of different International examination.

The International Student Cell of Dr. DVVPF`S Medical College and Hospital, Ahmednagar is

- Guiding the students for opportunities abroad in the medical field.

- The cell is providing the guidance for the different international examinations like TOEFL, PLAB and USMLE.
- The cell is working in collaboration with alumni association. Some alumni benefitted by the activity of this cell are settled abroad. The alumni settled abroad are in contact with the international student cell of the institute and guiding the students of this institute for the examinations like TOEFL, PLAB and USMLE by interacting with them through video conferencing and live guest lectures.
- This helps the students of our institute in getting knowledge regarding different research project ideas and exchange and sharing of the new updates regarding the research.
- Also, the students are getting the recent updates about new short courses and and other superspeciality courses available abroad.
- The students are also getting the benefit in regular curriculum and their performance in formative and summative assessment is improved and they are developing the interest in the recent advances in the field of health sciences.

The International Student Cell of Dr. Vitthalrao Vikhe Patil Foundation`s Medical College and Hospital, Ahmednagar is

- In contact with the different agencies and the agents for the international tourism facilities. These agencies and the agents are guiding the students of this institute regarding the passport, visa and money (currency) exchange.
- The Kashiko travels, Nakoda travels and Mr. Srivastava are helping and guiding the students. These agencies are ready to provide the stay and all the necessary help to the student during their stay.

International Student Cell of Dr. Vitthalrao Vikhe Patil Foundation`s Medical College And Hospital, Ahmednagar is

- We have developed the system for the students and the teaching faculty exchange program which is beneficial to the institute.
- International student Cell refers to the updated UGC guidelines for Admission of International Students periodically.
- International students are provided with contact numbers of the committee members to facilitate 24/7 assistance in case of emergency.

The main aim of international student cell of Dr. Vitthalrao Vikhe Patil Foundation`s Medical College And Hospital, Ahmednagar is to maintain easy interaction for all students which are interested to make their career at international level and guide them for enhancing their learning and have profession internationally.

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

### 5.1.5 The institution has a transparent mechanism for timely redressal of student grievances /

**prevention of sexual harassment and prevention of ragging**

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

**Response:** All of the above

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

**5.2 Student Progression**

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

**Response:** 26.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
35	30	22	17	26

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

2019-20	2018-19	2017-18	2016-17	2015-16
127	111	114	86	64

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

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

**Response:** 48.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
97	100	101	68	48

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>

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

**Response:** 7.33

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

Response: 14

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

### 5.3 Student Participation and Activities

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

**Response:** 27

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

2019-20	2018-19	2017-18	2016-17	2015-16
08	04	05	04	06

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

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

**Response:**

**1. Students` Council:**

A Students Council (SC) is a curricular or extracurricular activity for students. Students` Councils often serves to engage students in learning about democracy and leadership. Students` Council helps to share ideas, interests and concerns with teachers and college Principals/Deans. They also helps to raise funds for college activities including social events, community projects, helping people in need.

Students` Council is elected with President, Vice-President, Secretary, treasurer, fundraising officer, boys

representative, girls representative and members. The student representatives are usually selected from each class. Students Council have a budget from college along with responsibilities for funding a variety of student activities within college.

### **Students Council look after the welfare of students in the college.**

- 1. Orientation:** New students are explained matters pertaining to their programmes/ courses, fees, accommodation and rules & regulations of the college. They are also advised on personal safety & security matters.
- 2. Counselling:** They are also provided the services on academic and non-academic matters. The mentorship programme is implemented to assist students to improve their academic performance, to counsel, provide support, to advise and assist regarding problems students face up to and overcome them. Each teaching faculty will have 10 mentees under their supervision and each student will be assigned a Mentor throughout his study period in the institute. The mentorship programme helps students for encouragement to their learning process, getting guidance to improve their academic performance, advice on regularly attending classes and actively participating in group activities, suggestions on how maximize and focus their academic performance.
- 3. Extra-Curricular Activities:** There are student activities to enrich the social, cultural and sporting interest of students.
- 4. Personality Development/ Stress Management:** The special programmes and lectures are arranged frequently for the personality development. The students are provided with the competitions like allocution, debate & essay writing and also the students are sent for the competitions in deferent colleges.
- 5. Computer Facilities:** Every student has access to computer & internet for academic matters. The institute also providing the language laboratory to improve the vocabulary in English.

### **Representation of students in academic committee:**

In the academic committee of college, the students are also involved as a member. Students plays important role in college academic committee. The students are selected from each class as a member of academic committee by the authorities. The students as a member of academic committee plays vital role for approving academic policies, the curriculum for courses, students grades and providing suggestions to committee on academic matters, and protecting the academic quality & integrity of the college academic programs.

### **Representation of students in administrative committee:**

The institute provides platform for the active participation of the students in the administrative bodies.

The students are involved in different administrative committees like Anti-Ragging & Discipline Committee, Hostel development Committee, Library Committee, Students welfare committee, Cultural Committee, Sports Committee, Students Grievance Redressal Committee.

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

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

**Response:** 32.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
29	35	32	34	31

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

**5.4 Alumni Engagement**

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

**Response:**

Alumni Association of the Institution has been formed and registered to charity commissioner office of Ahmednagar (Maharashtra -899/2015/Ahmednagar and F-19081).

The alumni association of our institute has main motive of cooperation and understanding of the past students who have passed from the Institution and institute staff.

VIMS Alumni conducts yearly batch wise meeting and annual common meeting for undergraduate and postgraduate students.

VIMS Alumni Association which as described above keeps in touch with the alumni members. They get access to college festivals, events, merchandise and sports program which indirectly helps the juniors for networking.

VIMS alumni arranges quarterly lectures of alumni regarding carrier counseling, placement at various national and international organizations. We have organized webinars of our foreign alumni regarding carrier placement. With the help of alumni who have settled abroad, we have formed “International Placement Cell” under the umbrella of Alumni association.

For opportunities in army, navy and air force we have organized carrier guidance session by the alumni

who are working with these organizations.

Our alumni communicate with the teaching staff and administrative staff of the Institution on regular basis regarding the development of the Institution. We try to foster more extended relationship between present student and staff and the alumni students.

The alumni association organizes the social, educational and networking events locally at the college/Institution and at batch level.

A VIMS alumnus tries to encourage Alumni students to act as ambassadors of the institute and assist in the further Development of the college.

The membership is awarded to any Graduate and Postgraduate (Degree/Diploma), or Post Doctoral Degree or Diploma or Certificate student having passed from the institutions shall be eligible to become Alumni members of the Association with Voting Rights.

VIMS Alumni raises funds for promotion of objectives of the Association and some charity work. Alumni have contributed in the development of RESEARCH MUSEUM, one of its kinds among the medical colleges in India. All the alumni liked our concept of research museum for which they whole heartedly donated money as well as timely guidance which cannot be expressed in words. Also alumni have donated books, cloths etc. for library and needy hospital patients.

In year 2017, we have organized mega alumni meet in Ahmednagar, Lonavala, Mumbai, and Delhi and also in Los Vegas at America. After this we are in continuous contact with nearly 100 percent of the alumni.

One of the important programmes of the alumni association is Farewell function to outgoing batch of MBBS students, when many alumni come to attend the programme with great nostalgia.

Our alumni association's transactions are regularly audited and association is in contact with charity commissioner office and its guidance.

VIMS alumni association, in all the aspects, is light house to present and past students of our institute. Our teachers and administrative staff along with management is very active in alumni association.

VIMS Alumni is connected to PRAVARA Portal which is mother organization of our institute and foundation.



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

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**Vision:**

To achieve 'Global Excellence' in experiential and 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, highest levels of skill and competence, committed to excellence, 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 in health management, through collaborative research and out reach activities.
- To provide primary, secondary and tertiary health care and services of global standards to needy population, especially the rural and marginalized sections of society.
- To promote integrated and sustainable development, environmental conservation, and preservation of culture, heritage, fundamental duties, human rights, gender sensitization, harmony and national integrity among all the stakeholders towards a human society.

**Nature of Governance:**

The institution works on principles of participatory mode of governance with all stakeholders participating actively in its administration. The Governing body delegates authority to the Secretary and Dean who, in turn share it with different levels of functionaries in college and hospital. The stakeholders participate in decision-making activities and play an important role in determining the institutional policies and implementing the same.

**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 and interacts with stakeholders. Medical Superintendent looks after to hospital.

**Students:** They help qualitatively by giving feedbacks of teaching and non teaching staff. Students take part in all curricular and extra-curricular activities.

**Alumni:** They help to achieve institutional excellence through their feedbacks, guest lectures, and webinars.

**Employers:** Management always follows principles of participatory mode of governance. They take in consideration all suggestions, requests from Dean and try to implement them.

**Parents:** They help in continuous improvement by giving their regular feedbacks. **Professionals:** They take active part in various activities like CMEs, conferences etc.

**Institutional Excellence in medical education:**

Active participation of stakeholders in decision-making bodies brings out institutional excellence by their achievements. Excellence in medical education is achieved through total quality management and microethics centre.

**Total Quality Management includes:**

1. Administrative management
2. Financial Management
3. Human resource management
4. Material Management
5. Teachers training
6. Students training

**Microethics:**

**Objectives:-**

1. To be a leader in the science of Micro ethics to attend divine gift of practice of healing.
2. Bring out inherent capacity in students and staff to develop inner vision and in depth perception to reach beyond known frontiers of Biosciences of medicine to see that sublime art of medicine of the students super technological surpasses to technological management.
3. To learn keep a balance between latest technological tools and clinical medicine to excellent communication skills.
4. To develop social relations with patients and understand their organic and psychological issues at the same time to include all above aspects in the form of continues lectures, demonstrations and practical's for students so that they will understand social, cultural, demographic, economical issues during the MBBS tenure it self.

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

**6.1.2 Effective leadership is reflected in various institutional practices such as decentralization and**

## **participative management.**

### **Response:**

### **Organogram:**

Dean is the head of academic affairs and interacts with the stakeholders. The Secretary of the institute looks after all other management issues with institute employees, i.e. both teaching and non-teaching staff. Medical Superintendent looks after the day-to-day running of the hospital and deals with concerns of the patients and clinicians. Between them, they interact with all the relevant stakeholders.

### **Functioning system highlighting decentralization and participatory management:**

Management decentralize the all administrative and academic to Dean. Dean as the Head of Institution assumes position as the first among equals and works on principles of delegation and participative management. The institute has decentralized its administration by an appropriate committee based on participative handling of all its major activities like academic, general administrative, financial and examination related issues.

#### **1. Academic management:**

Annual academic calendar is prepared every year for undergraduate as well as postgraduate students; only after consultation with all the HODs.

#### **1. Administrative management:**

Administrative managements like duties responsibilities of the teaching as well as non teaching staff are prepared; only after consultation with all the HODs of respective department. Management of institute works in co-ordination with the faculty for development of the institute. The institution practices decentralization of various authorities and responsibilities to make it faster and efficient. Every department submits its short term and long term plans for its improvement after discussion with faculty members within their department. The infrastructural, academic and financial needs are presented and discussed with the administration. The faculty participation is achieved through having them as invitee on various bodies and committees e.g. College Council. All administrative duties are decentralize by Dean to HODs

#### **3. Human resource management:**

It includes recruitment, appointment, posting, retirement, transfers, increments, gratuity and so on in consultation with Dean.

#### **4. Financial management:**

Annual financial managements are prepared every year; only after consultation with all the stakeholders. It includes budgeting, expenditures, purchase etc.

#### **5. Disciplinary management:**

Separate policy is prepared in consultation with all stakeholders which will be followed strictly.

## 6. Maintenance management:

Maintenance manual is prepared for the various departments and it is strictly followed.

### Outcomes leading to grooming of Leadership Qualities at each level

- **Students:**

By taking active part in all curricular and extra-curricular activity, students have developed leadership qualities.

- **Research :**

Teaching staff and students are encouraged for doing research and to write research paper as well as for publication in indexed journal. This particularly makes students very happy community at younger age.

- **Faculty:**

Most of the faculty members are part of various administrative and academic bodies of the institute. They are delegated authority with accountability in order to groom them in leadership. The institute implements the rotation policy for the headship for all the units providing the opportunity to the successor in leadership.

- **Non-teaching Staff:**

Institute provides unparalleled support to the non teaching staff to take up ownership of their work. They are encouraged and incentivized for their results.

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

## 6.2 Strategy Development and Deployment

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

**Response:**

### Organisational structure

The functions of the Institution and its academic and administrative units are governed by Dean. Formulation of development objectives, directives and guidelines with specific plans for implementation by aligning academic and administrative aspects improves the overall quality of the Institutional

provisions. He guides HOD to take all important academic decisions and forwards respective departmental requirements to governing body of the Institute for approval. In absence of dean all related work is performed by deputy dean and is guided by Secretary whenever required.

The Hospital management is looked after by Medical superintendent, who has efficient control over Assistant Registrar (Clinical), Superspeciality in charge, Matron, Sister I/C OPD, Sister I/C IPD and staff nurses.

All administrative departments are functioning under guidance of Deputy Director and Dean. Administrative Officer handles the security department of campus. Other departments like Establishment, Human Resource, Student Section, Accounts, Purchase, Central Store, Civil, Electrical, Maintenance and transportare functioning under the guidance of Deputy Director.

The Chairman of various committees and cells along with its members participate in decision-making activities and play an important role in determining the institutional policies and implementing thesame.

#### **Statutory Bodies/committees:**

There are plenty of Statutory Bodies/committees/ cells fully functioning in accordance with their standard operating procedures (attched in link).

#### **Statutory Bodies/committees**

<b>Sr. No.</b>	<b>Name of Committee</b>	<b>Functions</b>
1	College Council Committee	Policy making body- conducted monthly
2	Local Management Committee	Plan budget estimates, starting new courses
3	Medical Educational Technology Unit	MET training for teaching staff
4	Institutional Ethics Committee	Evaluate and approve research and dissertation topics
5	Institutional Animal Ethical Committee	To supervise and evaluate all aspects of animal care
6	Hospital Infection Control Committee	Biomedical waste management
7	Operation Theatre Management Committee	To maintain adequate standards and care for the patients undergoing surgical procedures
8	Anti Ragging Committee	Prevent student ragging and take appropriate actions whenever necessary
9	Blood Transfusion Committee	To maintain and monitor optimal Blood bank standards.
10	Death Audit Committee	Analysis of mortality and morbidity
11	Women's Complaint/ Sexual Harassment investigation Committee	Look after women's problem, Prevention of sexual harassment
12	College Student Council	Solve student's problems
13	Drug Committee	Formulate policies and decisions for procuring stocking and issuing of the drugs in hospital

14	Standard of Protocols for Committees	Frame appropriate SOP's for wards/departments/college in co-ordination with the undersigned
15	Pharmaco-vigilance Committee	To generate awareness about the need of identifying and reporting of Adverse Drug Reactions amongst all sections of healthcare providers.
16	Institute health science journal committee	Optimal standards and timely publication of college's journal
17	Committee for wall magazine	To post articles, poems, drawings and other such activities
18	Intellectual property right (IPR) committee	Create awareness and provide guidance to academic/non-academic staff, students, and outside agencies regarding institute's property rights
19	Clean India through Clean Colleges Committee	Ensure maintenance of Clean college campus
20	Research cell	Take initiative and implement advance in research activities
21	Library Committee	Provision of new edition books, 24 hrs reading hall for UG, PG and staff.

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

### 6.2.2 Implementation of e-governance in areas of operation

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

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

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	<a href="#">View Document</a>
Policy documents	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

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

#### Response:

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:** All Non Teaching Staff is covered under Provident Fund act 1953.
2. **Group Gratuity Scheme:** All the employees who have completed 5 years of service are covered by group Gratuity Scheme.
3. **Health care:** Regular health checkups for all staff are conducted at free of cost and medicines are provided at subsidized rate with 20% discount.
4. **Research and publications:** All facility are provided to conduct Research and encouraged to publish research papers in Indexed journals.
5. **Insurance:** Every staff member is covered under General Insurance.
6. **Accommodation:** Free /Subsidized accommodation with internet / intercom facility is provided within campus for teaching and non teaching staff
7. **Fitness facilities:** Institute has provided the outstanding facilities for physical fitness which is provided at subsidized rate.
8. **Educational facilities to children of staff:** DVVPF's has various other institutes which allows children of these faculties to get good education. Travelling facilities are provided for the children of staffs.
9. **Employment to spouses:** Institute has provision to provide employment to the spouses of the staff members for socioeconomic development and family welfare.



## 10. Celebrations/ activities

- Celebration of important festivals for the stakeholders.
- Encouraging the Teaching staffs by giving Certificates and momentos for organizing various sports and cultural events in student functions.

**11. Bank loans, institutional loans and Society loans:** Provision is made to issue the recommendations from institute for needy staff for getting financial advances, bank 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. Facilities for family of staff:** Food Court, Canteen is provided to staff at subsidized food price.

**14. Facilities to bachelor staff** Institute has a provision of Food Court, Canteen at subsidized food price.

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

**16. 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.

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

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

## Welfare scheme and number of beneficiaries

Name of Scheme	2015-16	2016-17	2017-18	2018-19	2019-20
Gratuity scheme	03	01	05	02	05
Maternity leave	07	08	06	09	02
Provident fund	230	200	228	284	315
General insurance	270	248	313	382	482
Accommodation	5	20	25	31	37

Employment to spouses	32
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File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for policy document on the welfare measures	<a href="#">View Document</a>

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

**Response:** 54.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
141	140	137	139	141

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

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

**Response:** 14.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
19	14	12	08	20

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

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

**Response:** 54.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
141	140	137	139	141

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	<a href="#">View Document</a>

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

#### Response:

#### Introduction:

Performance Appraisal System (PAS) is the processes used to improve efficiency and performance of staff, sharing that information with them and searching for ways to improve their performance. Also it is used to identify, encourage, evaluate, improve, and reward employee for their performance. Institution has performance based appraisal system for the assessment of teaching and non-teaching staff. It is based on annual performance of staff on the basis of their academic, research and other extra-curricular activities. It is also based upon his/her feedback from students, colleagues and administration.

It is done in a systematic manner for all staff of Institute 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 staff which are filled by each staff member along with supporting documents wherever applicable and submitted to HOD before 10th of January. These forms are reviewed by HOD and remarks are put. All HOD's submit forms to Dean before 15th of January and it is reviewed by the Dean. Overall report is further reviewed by the HR department and final performance functioning status is setup and confidentially recorded in the office which is completed in all respects before the 31st January.

A systematic performance appraisal system provides valuable feedback to employees, HOD, Dean and Management which helps in identifying promotable staff as well as their areas of talent and areas where they are lagging behind. It helps the management to place the right employees for perfect jobs depending on their skills in particular areas.

#### Performance Appraisal Form consists of following parts:

**Section – 1:** This is to be filled by Establishment section. It contains administrative information. **Section-2:** Self-Appraisal Report is to be filled in by reporting officer reported upon and reviewed and it has following sub-heads:

1. Brief description of tasks required to be performed while holding the post.
2. Work plan and output during the year or period reported upon
3. List 4-5 important and noteworthy works done during the period
4. Difficulties faced in not achieving certain targets

5. Mention areas of required training which you feel necessary for higher efficiency

**Section 3:** Performance Appraisal Report prepared by reporting officer i.e. HOD and do the overall assessment.

**Objectives of the PAS:**

- To evaluate the performance of employee
- For making decision regarding promotion of employee
- To identify the needs of training, growth & development
- To increase the harmony and enhance the effectiveness

**Benefits of PAS:**

- Assist to enhance staff performance
- The tool of inspiration
- Be integrated with strategic vision
- Promotion, increase in salary & compensation
- Give individual staff feedback about their job performance and motivation
- Communication: For management, effective communication between employees and employers is very important. Through performance appraisal, communication can be sought for in the following ways:

1. The higher authority can understand and accept skills of subordinates.
2. The subordinates can also understand, create a trust and confidence in superiors and maintain cordial relationship.

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

**6.4 Financial Management and Resource Mobilization**

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

**Response:**

Our Institution has a transparent and well planned financial management system. The Resource mobilization policy focuses on achieving goals and target of institution ensuring accountability and transparency. Harmonized Governing body coordinates and monitors optimal utilization of the funds for promotion of learner-centric ecosystem.

Various strategies are adopted for mobilizations of funds are:

1. **Mahatma JyotibaPhule Jan ArogyaYojana:** We attracted more patients by implementing this yojana.

2. **Solar system:**It benefitted institution economically. We received grant from ZP.
3. **Book Grants for Students:** Every year we receive grant from MUHS for purchases of books
4. **Water Tank:** Institutional area is dry and rocky so it is difficult to store water especially in summer season. We received funds from the ZP for water tank.
5. **Working women hostel:** Many women's are coming from distance place for service in our campus and for their convenience we provided hostel facility. Funds are received from Central Government.
6. **Text Book Donation:** Many teachers, outgoing UG and PG students donated books to our library.
7. **Research grants:** Research grants from various government and non-government agencies such as ICMR, MUHS.
9. **Funding from alumni donors:** Donated funds for purchase of books and instruments.
10. **Ambulance:** Our institute received one ambulance from Janseva Foundation.
11. Grants from individuals, philanthropist, and non-government bodies:
13. **Tuition fees:** It is used for infrastructure and academic activities
14. Being a Health care institution intertwined with community health program, several Non-Governmental Organizations, Foundations/Charities are attracted to have society-oriented projects and program resulting in funds for the said activities.

Allocated funds are utilized to purchase equipment, organize seminars, workshops and conferences etc. There is always a need for maintaining and upgrading facilities provided by college from time to time along with improvement in infrastructure is also needed.

Purchase Committee takes care that purchases are done properly and in accordance with needs and rules. Management takes a review of mobilization of funds and utilization of these sources periodically in their meetings. Regular internal audits from Chartered Accountant make sure that mobilization of resources is being done properly.

### **Optimum Utilization of Resources**

Aided by the vision plan of institute, financial resources accrued are judiciously budgeted and utilized for all-round development and quality enhancement of institute. The well-established internal and external audits, Finance Committee and BoM effectively monitor optimum utilization of Resources, Planning and Monitoring Board and university-level committees implement schemes in a time-bound manner. Resources were never a crunch in institute in building infrastructure, quality manpower and healthcare facilities.

**Utilization of resources** is mainly made for following:

- **Academic**

1. Conference / workshop Meeting expenses

2. Printing and Stationery
3. Repairs, maintenance, and Equipment (skill lab)
4. Salaries and other allowances of teaching & non-teaching staff
5. Travelling expenses

• **Health care facilities**

1. Health Camp expenses
2. Hospital facility expenses – equipment, drugs, instruments
3. Lab and Dept. current expenses

• **Infrastructure:**

1. Extension of infrastructure
2. Maintainance

• **Common**

1. Audit fees and expenses
2. Legal expenses
3. Electricity, telephone, internet ,postage, and telegrams

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

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

**Response:**

Institution monitors effective and efficient use of financial resources by Chartered Accountants through the Control of Central Pooling System and Audit. Institution conducts internal and external financial audits regularly. Internal financial audit of college, hospital and administrative divisions is carried out by KSS and Company annually.

Annual budget of revenue expenditure and capital expenditure are recommended annually by the Finance Committee and approved by Board of Management of our institute. Generally, recurring expenses and capital expenditures are projected to be within budgeted resources of Institution. There by deficit budgeting is not encouraged. Auditors certify the income, expenditure and capital expenditure each year. Audit Committee which plans and controls audit activities including internal and statutory audit.

## **Internal Audit**

Internal auditing is an independent, objective assurance and consulting activity designed to add value to and improve an institute's operations. It helps an institute to accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes. Internal auditing achieves this by providing insight and recommendations based on analyses and assessments of data. With commitment to integrity and accountability, internal auditing provides value to governing bodies and senior management as an objective source of independent advice.

### **Functioning**

- Internal audit is carried on a regular basis through external agency and reports are submitted by on quarterly basis.
- Auditors try to comply procedural lapses at the time of audit along with accountant. The deviations are reported to the management.
- Accountant submits compliance report to management at audit committee meeting.
- These are comply by college authorities and report along with compliance is reviewed by the HOI.

**Annual stock verification** is carried out in stores and internal audit team works as extended arm of the Finance and Accounts Department.

### **External Audit**

External Audits done by an audit firm team headed by Chartered Accountants which includes verification of all statutory commitments and compliance of same carried out on an elaborate way taking into the reports of regular internal audit.

### **Functioning**

External audit is conducted every year by Kadam and the company. All financial matters are taken care of by Finance committee which is headed by the management of the college. Statutory auditor ensures compliances related to Bombay Public Charitable Act, Income Tax Act, Provident Fund and Miscellaneous Provisions Act etc.

### **Outcomes of auditing**

By mechanism of adopting both internal and statutory audits, the accuracy of financials is achieved and maintained. Report by audit team is immediately corrected and precautionary steps are taken to avoid such errors in future, thereby adhering to standard accounting practices. So far, there have been no major objections by the audit. It is also a credit that college's financial stability management system, as well as the auditing process, has received consistently good results. As part of this financial jurisprudence, it is envisioned that our college will evolve activity-based budgeting model along with time-line based deliverables, providing accountability-linked administrative and financial autonomy to all constituent units of our college.



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

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

**Response:** 145.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
26.56	30.67	25.16	37.77	25.45

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

**Response:**

The Internal Quality Assurance Cell (IQAC) is established in 2018 under the chairmanship of the Dean of institute. The members of the cell consists of eight senior teachers mainly HOD's from various departments, Deputy Director of the Medical College as a member from management, three senior administrative officers, one nominee each from local society, student and employers and two coordinators. Chairman and co-coordinator of IQAC conduct and monitor the regular meetings of IQAC. IQAC along with all HODS's meet every quarterly and presents the academic programs which includes quiz, seminars and integrated teaching programs.

IQAC has been able to reach across all levels of Institute academic and administrative systems and collate pertinent data and document. It plays an important role in ensuring quality of the functioning of administrative and academic units of the college. It reviews functioning of various departments and facilitates necessary changes as and when required. Quality of the medical education depends on interaction between teacher and student. IQAC develops its own goals & objectives which are relevant to local & national health care needs & methods to achieve goals. It conducts periodic reviews to assess extent to which goals are met within framework of guidelines.

**Vision:** To ensure high operational standards in all academic and administrative activities of DVVPF's Medical College & Hospital.

**Mission:**

- Regular update of knowledge by staff
- Improvement of learning resources
- To stimulate the academic environment
- To promote the quality of teaching-learning and research
- Enhancing faculty knowledge and skills for quality enhancement in teaching, learning, research and proper documentation.
- Encouraging for research work and research sharing with other institutions in India and abroad. Also, motivating staff & students for publications in Indexed journals.
- Obtaining feedback from stakeholders and analyzing it.

**Functions of the IQAC are:**

- Main function is to develop and application of quality benchmarks for various academic and administrative activities of the institution.
- Facilitating a learner-centric environment for quality education and participatory teaching and learning process.
- Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes
- Organization of inter and intra institutional workshops, seminars, CME, conferences
- Proper documentation of the various activities or programs leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities along with the adoption and dissemination of best practices.
- Development and maintenance of institutional Quality Culture & database.
- Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted.

**Benefits of IQAC will:**

- Ensure heightened level of clarity and focus in institutional functioning towards quality enhancement
- Ensure internalization of the quality culture.
- Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- Provide a sound basis for decision-making to improve institutional functioning.
- Act as a dynamic system for the quality changes.

- Build an organized methodology of documentation and internal communication.

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

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

**Response:** 99.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
401	202	128	285	267

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

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

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

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 21

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	4	3	3

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

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

**Response:**

##### Gender Equity:

The institute is committed to gender equality which is evident from the different programs organized by the institute during the last few years. By celebrating International Women's day every year, arranging special sessions for women's 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. Institute shows gender sensitivity in providing access to various facilities for the women equally in our campus without any male- female discrimination. Male and female students are allowed to wear respectable clothes of their choice. Institute asks teachers to maintain gender equality in college campus. Teachers are encouraged to use gender neutral language.

##### 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. The mentors are always interacting with the mentees and help them to resolve any issue. There are also different complaints redressal committees like Women's Complaints Committee, Sexual Harassment Elimination Committee, and Hostel Disciplinary Committee.

#### **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. We provide following facilities in the ladies common room: 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.

#### **Day Care Centre for Young Children:**

Our institute has a day care centre / crèche facility for the children of the female staff. We have following facilities at our day care centre: Female and male attendant, Hirkani Cubicle for Breast feeding, One staff nurse, Pantry to make food for children, Clean water for drinking, Toilet & washroom facility, Dietician and Paediatrician on call for advice, Toys for playing.

#### **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. All the staffs working in these hostels are females. Along with this following measures are taken for female safety in our institution: Records of In & Out timings of the girls at Hostels, Strict timings for going outside hostels, No girls are allowed to stay outside hostel after 9 pm, Reading rooms at the hostels so that girls can study at night, CCTV cameras, Complaint boxes at hostels, Fire extinguishers, Separate washroom & common room for females, Free vehicle service on Sundays for girls to visit city, 24 x 7 Helpline number for females, No leaves are allowed before the telephonic confirmation by parents.

Along with the above provisions, entry inside the campus is restricted, having security check posts at every entrance.

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

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

**Response:** D. Any two of the above

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

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

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

#### Response:

- **Solid waste management:** All the solid waste generated in the campus (excluding

Biomedical waste) is segregated as bio-degradable, non-bio-degradable and domestic hazardous waste as per the Solid Waste Management Rules, 2016. Used sanitary waste like diapers, sanitary pads, etc. are wrapped securely and placed in the category of non-bio-degradable waste. 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, where alternate layers of the waste and soil are filled so that it will automatically get converted into manure and is used for maintaining the greenery in and around the campus. The non-bio-degradable waste is collected by the local waste collection agency daily.

- **Liquid waste management:** Firstly the instructions are given to all to use the water judiciously to minimize the generation of liquid waste. The liquid waste generated from toilets (sewage) and from other places like kitchen, bathroom, cloth wash, vessel wash, etc. (sullage) is transferred to Sewage Treatment Plant (STP) through the sewerage system. In the STP, all the contaminants are removed and the treated waste water (effluent) is used for gardening and maintaining the greenery around in the campus.
- **Biomedical waste management:** All the necessary precautions are taken to ensure that bio-medical waste generated in the hospital is handled without any adverse effects to human health and environment. The bio-medical waste generated in the hospital is collected in colored bags and containers as specified under Biomedical Waste Management Rules, 2016. 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. This bio-medical

waste is then regularly collected by BIOCLEAN SYSTEM (INDIA) PVT. LTD. For treatment and disposal. (MoU attached).

- **E-waste management:** The measures are undertaken to dispose of e-waste generated in the institute. All the electrical and electronic devices categorized as E-waste are handed over to the Industrial Training Institute (ITI) affiliated under the same organization. Institute is also committed to create awareness regarding the hazards of improper handling, instructions for handling the equipment after its use, along with Do's and Don'ts through publications, advertisements, posters.

**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. E-waste generated is also used for learning purpose of some professional courses. Use of plastic in the campus is banned.

- **Hazardous chemicals and radioactive waste management:** Chemical wastes from institute are collected in Yellow colored containers as per the Bio-Medical Waste Management Rules, 2016 or non-chlorinated plastic bags, which is then collected by the authorized waste disposal authority. Radioactive waste generated from the brachytherapy unit of the Oncology centre is exported to MALLINCKRODT MEDICAL B V. The Netherlands after obtaining appropriate permission from Atomic Energy Regulatory Board (AERB).

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

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

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

**Response:** Any Four of the above



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

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

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

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

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

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

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

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

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

**Response:**

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 concept is explained as "unity without any uniformity and diversity without the actual fragmentation". The institute is committed to provide an inclusive environment for the students, teaching and non-teaching staff and patients from diverse cultural, regional, linguistic, communal and socio-economic background.

**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 from various parts of the country. This mega event also includes competitions like Mehendi, Painting, Nail art, Sculpting, Face painting, Tattoo making, Sketching, Rangoli and Poster making. As all the students take active part in these competitions which are held in very healthy environment, provides a platform for the students to showcase their talent and blurs the boundaries of culture, region, language, religion, etc.

**Linguistic Diversity**

Every year, the Institute celebrates International Marathi Language Day on February 27. It is celebrates on the Birth anniversary of eminent Marathi litterateur V. V. Shirwadkar popularly known as *Kusumagraj*. Various events like poetry recitation, essay writing, cultural events and seminars are conducted on the occasion. Hindi Day is also observed every year on 14th September to celebrate the adoption of Hindi as one of the official languages of India. Rhetoric competitions, Essay writing competitions are held and the winners are rewarded. These events help in creating awareness about local and national language and address the cultural diversity across the country.

**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-UI-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. The day marks the birth anniversary of late Rajiv Gandhi, former Prime Minister of India. This day is observed to encourage national integration, peace, affection and communal harmony among people of all religion.

Institute also celebrates various other days like Constitution day on 26th November to spread the importance of the constitution and to spread the thoughts and ideas of equality among all people of India as mentioned in the constitution; and International Yoga Day on 21st June to promote global health, harmony and peace.

Our institute is the only tertiary care centre available for both urban and rural population in Ahmednagar district for various diagnostic and curative facilities like interventional radiology, medical oncology, radiation therapy, and interventional cardiology.

Institution provides door to door service for low socioeconomic families by conducting health check-up camps, mobile clinics, school health check-ups, training of grass root level health workers. Institution also provides free of cost treatment to the poor through various government and social schemes.

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

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

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

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

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

#### **Response:**

DVVPF'S Medical College and Hospital actively participates in various national and international commemorative days, events and festivals. Being a health institution, we observe and celebrate all the relevant health 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:**

World Breast Feeding week and National Nutrition Week is observed yearly during the first week of August and first week of September respectively to create awareness and emphasise the importance of breast feeding, complementary feeding, infant feeding practices and addressing the issue of Malnutrition among children. We also observe World Tuberculosis Day and World AIDS Day to create awareness about the modes of transmission, preventive measures and treatments available for these two fatal, infectious and stigmatized diseases. Along with this World Population Day, Anti-Leprosy Day, World Cancer Day, World Hepatitis Day, World Diabetes Day, International Day against Drug Abuse, Anti-tobacco Day, International Yoga Day, etc. are also observed in the Institution and the rural and urban population are made aware about the preventive, curative, rehabilitative and referral services available in our institute.

#### **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, blood donation, AIDS day for creating awareness regarding HIV AIDS, Mental Health awareness etc.

#### **Government Projects:**

The institute also takes part in various government projects like Pulse Polio Campaign creating awareness and prevention of Monsoon-Related Diseases, Mobile health clinics to provide health facilities to remote areas, providing health care facilities to pilgrims, etc. DVVPF'S Medical College & Hospital regularly organizes School Health Check-up programmes and screening camps.

#### **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 observes birth anniversaries of its inspiration Padmshree Dr. Vithalrao Vikhe Patil and the Founder Padmbhushan Dr. Balasaheb Vikhe Patil. Various events, competitions, cultural programmes, tree plantation activity are organised and the meritorious students are awarded during the events. We also observe the birth and death anniversaries many national leaders like Mahatma Gandhi, Dr. Babasaheb Ambedkar, Lokmanya Tilak, Sarvapalli Radhakrishnan, Bharatratna Dr. APJ Abdul Kalam, etc. to make the students and faculty aware about the sacrifices these eminent personalities have made to make the nation proud and to inspire the young minds to achieve great heights.

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

## 7.2 Best Practices

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

#### Response:

**1. Title:** Analytical study of Micro Ethics in Medical Education

#### 2. Objectives:

To be a leader in science of micro ethics to attain the divine gift of practice of healing amongst students and staff.

Bring out inherent capacity in the students and the staff to develop inner vision and in depth perception to reach beyond the known frontiers of Biosciences of medicine.

To learn to keep a balance between latest technological tools and clinical medicine to excellent communication skills.

To develop social relations with the patients and understand their organic and psychological issues.

#### 3. Context:

The technological advancements in every discipline of medicine is slowly becoming techno-medicine rather than clinical medicine. This system will lead to lot of dissatisfaction amongst the clientele, their friends, relatives and visitors. Rules simultaneous emphasis is not laid to wants of community.

#### 4. Practice

### **Cultivation of behavior for professional virtues**

Constant efforts are made to effecting character change in the limited time available for medical ethics and professionalism in education is inducted constantly and those qualities are assessed regularly.

### **Following code of conduct by staff and student**

A professional compact code of conduct governing the student-faculty-school relationship is regularly widely discussed, developed and applied. Applying equally to both students and faculty.

### **Learning and teaching of micro-ethics for staff and students**

The institute through micro-ethics teaches the students and staff to practice and experience professional values, follow role models, learn the skills that have significant influence in determining the role as a physician.

### **Conduct of various seminars, programs, courses on medical ethics.**

Financial support, recognition, and reward for faculty educators will lead to success which is regularly followed.

### **Methods of assessment including simultaneously checking whether students are following ethical behavior.**

The faculty evaluators are skilled at listening, observing, and reading to understand them by qualitative approach.

Importance of medical ethics is explained to students through debate competition, paper writing etc.

### **Research in ethics**

We provide a theoretical framework for ethical medical education by extending three key concepts from the literature of research ethics—respect for individuals, beneficence, and distributive justice.

### **Establishment of micro ethics centre**

Microethic centre was established and operating constantly for student character building activity.

Teaching staff and students are encouraged to carry out research related to implementation of medical ethics.

## **5. Evidence of success -**

### **Students approach**

Student's communication is becoming effective in defining the patient problem and reaching correct diagnosis, specifying therapeutic objectives. Our students have proved to be responsible citizens and understood their accountability toward society which is appreciated.

## **Patient's feedback**

Patient's positive feedback encouraged the number of OPD visitors.

Involvement in research activities

Ethics with practical changes in character building and personal relation among students and staff.

## **6. Problem Encountered and Resources Required**

Few students need to be taught about the importance of and using following their principles at all times.

The only resource required is that all teachers should enthusiastically sincerely and honestly demonstrate need of acquiring above qualities to all students throughout the student and internship careers.

### **1. Title: "Excellence in Medical Education through Total Quality Management"**

#### **2. Objectives**

1. To develop Physical, Psychological, Academic, Professional, Social & Spiritual dimensions of the students.
2. To develop a method so that the institution contributes towards attainable, affordable and accessible Medical education.
3. To effectively apply principles of TQM in Medical Education.

#### **3. The Context**

##### **Intended Outcomes:**

1. To make Students understand concepts in learning.
2. To inculcate the habit of Creative & critical thinking for patient care.
3. To make students realize that Medical Education is a Public service.

Medical profession is dealing with the lives of the people. So students shall be trained to avoid minimal error.

All over world several problems have created stress amongst the students so they should be trained in distressing.

Medical education should be based on TQM that focuses on transformation of the attitude. It is wise to quote from Zig Zagler, "Ones attitude, not ones aptitude will determine ones altitude."

#### **4. The Practice**

System in our institution has been designed to evolve students as a complete personality.

Feedback mechanism:

Informal feedback is observed in the form of

1. Discipline in students.
2. Dress code.
3. Behavior of students in college.

Formal feedback is observed by

1. Academic performance.
2. Yearly Feedback of students, faculty, alumni & employer.

**Total Quality Management includes**

1. Administrative management

Includes overall management of constructions maintains environmental hygiene landscaping, roads, electrifications and hygienic water supply.

1. Financial Management

Utilization of funds for education purposes, training purposes, Professional development, maintenance of various services. Regular financial audits.

1. Human resource management

The systems have been adopted in this institution so that teaching staff with good experience and research exposure and appropriate qualification are selected.

1. Material Management

System is so device that all the essentials equipment are in working condition. so that the students do not suffer for want of any training.

1. Teachers training

Regarding how to take classes, how to frame questions etc. Teachers are encouraged to undergo basic and advanced courses in medical education technology.

1. Students training

Students training includes both didactic and practical training related to professional subject in addition they are taught human approach coulees, to juniors, seniors, teaching staff patients, relatives and friends.



## 5. Evidence of Success

It is observed that success in this TQM is confirmed by

1. Students actively take part in curricular activities.
2. The stress which has been shown in 1st year has completely diminished progressively by the time they reach final year.
3. During internship period on completing MBBS, their roles as explained by MCI are evaluated & the following points are confirmed.
4. Students are able to work as a leader & member of health care team, as a communicator, they are committed to continuous development of skills and knowledge as a lifelong learner.

## 6. Problems Encountered

1. Teaching faculty and students should take more interest in research.
2. Teaching faculty should train students to appear in post-graduate examinations.
3. Students should take interest in sports.

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

## 7.3 Institutional Distinctiveness

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

#### Response:

The Institution is named after Late Dr. Vithalrao Vikhe Patil, who is the founder of the co-operative movement in Indian sugar industry. Known for this pioneering effort, he raised the bar of social and economic status of the farmers in Western Maharashtra.

#### Social Responsibility

Dr. Vithalrao Vikhe Patil and his members were very active socially and were the pioneers of social reformatio. This legacy of social concern was carried forward by his son Late Balasaheb Vikhe Patil. His vision to provide all kinds of medical services at affordable rates to the poor people, especially the farmers of the Ahmednagar district (geographically largest district in Maharashtra State) led to the establishment of this Institution.

#### Community Problems

One of the major issues that the State of Maharashtra is facing is the increasing rate of farmers' suicides. Being a draught affected district, there is significant number of cases of farmers' suicides. Farmers commit suicide because of varied reasons and problems. Committing suicide is obviously not the solution for any problem; in case of farmers, it creates more problems for the family members they left behind. Hence, the Institution has taken steps to take care of such families as a part of social responsibility.

To start with, the Institution adopted 21 such families in the year 2018, which increased to 283 families by 2020.

### **Hospital Treatment**

Being a medical institute, firstly, all types of medical facilities are made available to all the family members of farmers who committed suicide. At the Institutional hospital, they can avail all the diagnostic and therapeutic medical facilities free of cost.

### **Solving psychiatric problems**

Farmers suicide is the result of impending psychiatric problems and depression, our institute is helpful in providing the counselling and psychiatric support to all such farmers.

### **Education of Children and economic support**

Apart from providing medical facilities, the Institution also provides physical, social, psychological and economic support to the families also we help in education of their children. The Institution supports the education of the children in the family in the form of school fees, books and other necessary stationaries. We also try to get the employment for the eligible ones in the family.

### **Help in getting benefit of Government Schemes**

The Government has announced many schemes for such families. The Institution tries to make sure that these families are benefitted from such Government schemes. The financial help is provided in the form of debt repayment or waiving off the loan if possible. Thus all efforts are made so that these families are able to come out of the crisis situation as early as possible.

By supporting the families of farmers who committed suicide, the Institution is doing its bits in fulfilling the social role and setting an example for others to follow.

### **Student's involvement**

Students have been allotted families in their respective professional years and they help the institute in maintaining regular contact with the families, it's a great opportunity for the students to learn their social responsibility from this program.

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

NAAC

## 8. Medical Part

### 8.1 Medical Indicator

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

**Response:** 90.88

8.1.1.1 Institutional mean NEET percentile score

Response: 90.88

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

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

**Response:**

All the students of Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital, Ahmednagar are exposed to quality care and patient safety procedures, infection prevention and control practices in both didactic as well as practical sessions during their clinical postings.

**Quality of Care:**

The WHO definition of quality of care is "the extent to which health care services provided to individuals and patient populations improve desired health outcomes through;

- **Safe**
- **Effective**
- **Timely**
- **Efficient**
- **Equitable**
- **People-centred, health care services.**

A three days orientation programme called as MEDKNOW is organized for newly admitted undergraduate and postgraduate students at the start of their curriculum, where clinical departments professors teaches the ways and significance of quality care through hospital visits and demonstrations. Also, yearly same above

programme is repeated for new faculty who has joined newly including nursing and supportive staff involved in infection prevention and control practices.

### **Patient safety:**

Patient safety practices have been defined as “those that reduce the risk of adverse events related to exposure to medical care across a range of diagnoses or conditions.”

Patient safety practices are as follows:

- Prevention of Thrombosis
- Prevention of infection
- Use of appropriate antibiotics
- Prevention of bedsores
- Injection practices transfusion canula (bolus)
- Patient falls while on Stretcher, Trolley, Wheelchair
- Hospital staircase and Ramp
- Side railing
- Infant swapping
- Unknown visitors
- Prevention of nuisance of mosquitos and other flies
- Safety measures while applying POP etc.

### **Infection Prevention Practices:**

The department of Microbiology takes active part in infection control by regularly conducts of the safety measure training specially to interns, UG, PG, Nursing students in the form of theory lectures as well as hands on training.

### **Hand washing technique:**

Hand washing technique & steps are emphasized for all those concerned with patient care. Charts, display material, social media awareness are used for infection prevention and control practices in our hospital.

### **Hepatitis B and Tetanus Toxoid Vaccination:**

At the time of admission all undergraduate and postgraduate students are advised to have Hepatitis B Vaccination and Tetanus Toxoid prophylaxis at the earliest. The same is advised for the newly joined teaching and non-teaching staff.

### **Sterilization of all Wards and OT:**

In our hospital CSSD unit is very well operated by department of Anesthesia, infection prevention and control practices for infection control.

### **COVID-19 Prevention:**

In the era of COVID-19 the institution has started for infection prevention and control practices for

Covid-19 control and the standard operating procedures are followed strictly.

**Hospital Infection Control Committee:**

We have Hospital infection control committee under Microbiology department.

Avoidance of other errors like diagnostic errors, transfusion errors, radiation errors, medical errors, iatrogenic diseases, documentation errors are also looked for.

Prevention of infection while injections, procedures like lumbar puncture, sternal puncture, FNAC, liver biopsy, pleural aspiration, peritoneal aspiration, pericardial aspiration, abscess drainage.

All the efforts are made to ensure that all Students are exposed to good quality care and patient safety procedures including infection prevention and control practices by observation of WHO World Patient Safety Day on 17th September and made sure that it is strictly implemented.

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

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

**Response:** 1.63

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

2019-20	2018-19	2017-18	2016-17	2015-16
05	04	03	09	03

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

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

##### **Response:**

Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital, Ahmednagar has introduced specific clinical competencies for MBBS students and interns as stated by the Medical Council of India (Board of Governors).

##### **MBBS Students:**

The various clinical competencies introduced by college for MBBS students to attend who understands and provides preventive, promotive, curative, palliative and holistic care with compassion by following ways:

- To demonstrate knowledge of normal and abnormal human structure, function and development from a molecular, cellular, biologic, clinical, behavioral and social perspective.
- To demonstrate knowledge of medico-legal, societal, ethical and humanitarian principles that influences health care.
- To demonstrate ability to elicit and record from the patient, and other relevant sources including relatives and caregivers, a history that is complete and relevant to disease identification, disease prevention and health promotion.
- To demonstrate ability to choose the appropriate diagnostic tests and interpret these tests based on scientific validity, cost effectiveness and clinical context.
- To demonstrate familiarity with basic, clinical and translational research as it applies to the care of the patient in all subjects.

##### **Interns:**

- The college has introduced clinical competencies to the interns such that at the end of internship training interns shall be able to diagnose clinical common disease conditions encountered in practice and make timely decision for referral to higher level, use discreetly the essential drugs, manage all type of emergencies by rendering first level care, demonstrate skills in monitoring of national Health Programme and schemes, develop leadership qualities and to communicate effectively with patient and the community

To attend those competencies following assessment methods are used to measure the desired competency:

### **MBBS Students:**

Assessment is based on three main criteria: Knowledge, Skills and competencies.

- **Summative evaluation:** (Theory, Practical and Viva): As per the guidelines of the MUHS, Nashik. The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.
- Assessment Criteria: Term end and Preliminary exams.
- **Formative evaluation:** Each department has its own policy: The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.
- Assessment Criteria: Class test, Tutorials, Discussions and Mentoring.

### **Interns:**

- The intern maintains a record of work which is verified and certified by the incharge under whom he works.
- Assessment: Assess the proficiency of knowledge required for each case, skills expected to manage each case, responsibility, capacity to work in team and initiative, participation in discussions and research aptitude on a scale of score 0-5. A score of less than three will represent unsatisfactory completion of internship.

### **Other relevant information -**

Apart from the summative and formative evaluations as discussed above special programmes are conducted by the institute for slow as well as advance learners.

### **New Assessment methods and tools:**

- OSCE & OSPE
- OSLER: Objective Structured Long Examination Record
- Mini CEX (Mini Case Evaluation Exercise)
- Case based Discussion
- DOPs (Direct Observation of Procedures)



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

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

#### Response:

Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital, Ahmednagar always keeps up with the changing times. All the recent things happening in medical world are captured and incorporated in the teaching learning frame.

Organ transplantation is one of the most important medical inventions of modern times which have offered hope to millions of patients of end-stage organ failure. The Transplantation of Human Organs Act first passed by the Government of India in 1994 made transplants from an unrelated living donor illegal and laid down the legalized deceased organ donation and acceptability of brain death.

The various program related in the instructional sessions for students on Medical, Legal, Ethical and Social Issues involved in organ transplantation are as follows:

#### Medical Issues:

- Types of donor
- Matching and cross-matching
- Age off donor and recipient
- Health problems in donor (DM, Smoking, Hypertension)
- Transplant rejection

#### Legal issues:

- Death definition
- Bill made amendments in the Transplantation of Human Organs Act
- Transplantation of Human Organs (Amendment)Rules
- Authorization Committee
- Appropriate Authority in organ transplantation,
- Working guidelines in organ transplantation,
- Composition of a hospital-based Authorization Committee etc.

**Ethical issues:**

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

**Social Issues:**

- Misconceptions regarding mutilation of body
- Mishandling of body
- Removal of other organs too from the body during donation
- Religious ground

The seminars are organized for students to make aware about various social issues in organ transplantation which are baseless and make students educated regarding organ transplantation.

All concerned segments in organ donation are constantly motivated by Department of Anatomy, Surgery and Community Medicine and Social cell of our institute. Teachers from surgery department, postgraduate students, staff nurses and other concerned staffs are given hands on training through simulation skill lab, workshops, live webinars, online video conferencing and live demonstrations.

National and state level policies on organ transplantations are adopted by our institution. According to the Horton and Horton's model of factors related to organ donation, the strongest predictors of organ donation willingness are knowledge and attitudes, with personal values playing a much weaker role which has to be overruled. To remove this and other types of hurdles in organ donation is our motto of institution.

Year	Name of the workshop/ seminar	Date: From – To	Number of pa	
2015-16	<i>Organ transplantation: various aspects</i>	13 August 2015	75	
2016-17	<i>Organ transplantation: various aspects</i>	13 August 2016	195	
2017-18	<i>Organ transplantation: various aspects</i>	14 August 2017	150	
2018-19	<i>Organ transplantation: various aspects</i>	13 August 2018	150	
2019-20	<i>Organ transplantation: various aspects</i>	13 August 2019	195	

Year	2015-16	2016-17	2017-18	2018-19	2019-20
<b>Number of workshops / seminars conducted</b>	01	01	01	01	01

File Description	Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	<a href="#">View Document</a>
Link for National/State level policies on organ transplantation as adopted by the Institution	<a href="#">View Document</a>

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

#### **Response:**

In our institute all the undergraduate and postgraduate Students are exposed to the organization and operational features of the Immunization Clinic functioning as per WHO guidelines for childhood immunization.

#### **Exposure of students to *organization of the Immunization Clinic*:**

In our institute, immunization has its own immunization clinic under the Department of Paediatrics. The immunization clinic sessions are conducted on Monday and Thursday of every week. Immunization clinic protocol is carried out as per the National Immunization Schedule (NIS). Also new optional vaccinations depending on the affordability of the parents are recommended e. g. - Pneumococcal Vaccine, Typhoid Vaccine, Hepatitis A Vaccine, Varicella Vaccine, etc.

Lectures and demonstrations are conducted on vaccine for the undergraduate students as well as postgraduate students of the dept. during clinical posting at respective departments of the institute. Awareness in community regarding the benefits of the vaccination and for educating common public by solving their question/ quarries related to vaccination of their children are done.

#### **Exposure of students to operational features of the Immunization Clinic:**

The students are taught relevant information in an effective manner about the operational features of Immunization Clinic:

#### **Steps followed in Immunization clinic:**

- 1.Registration of new as well as old cases: For the collection of demographic data like name, age, sex, address, area, date of birth.
- 2.Nutritional assessment of children under 5years of age:for e.g., recording the height, weight, grading the nutritional status of the child with the help of growth chart, etc.
- 3.Medical History review: For collecting information/ data regarding any significant past history of allergies to drugs, Any AEFI, etc.
- 4.Vaccine administration is done by Teaching staff and postgraduate students of Paediatric departments and record keeping regarding the vaccination that is vaccine, dosage, dose number, site of vaccine administration, date of vaccination, details of batch of vaccine & Company or manufacturer of the vaccine, etc. is done by nursing staff and vaccinator.

5. Post vaccination advice regarding common side effects of vaccine and when to seek medical attention, common helpline numbers, emergency medical service provider's numbers and details are provided by Teaching staff and postgraduate students of Paediatric departments along with Nutritional advice and health education about preventing common childhood illness.

Quality maintenance records:

1. Verifying that the cold chain has been maintained throughout transportation period of the particular vaccines.
2. Adequate temperature monitoring on storage of the vaccines.
3. The details to be recorded are:
  - Type of vaccine
  - Quantity received
  - Vaccine manufacturers
  - Batch Details of the received vaccines.
  - Date of Manufacturing
  - Date of expiry
  - Vaccine Vial Monitor (VVM) status of vaccine.

The main aim of immunization clinic is to advise the parents regarding health and nutrition. In overall process of counseling during immunization sessions students are exposed in 360 degrees.

File Description	Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	<a href="#">View Document</a>
Link for report on the functioning of the Immunization Clinic	<a href="#">View Document</a>
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	<a href="#">View Document</a>

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

**Response:**

**Medical graduate attributes:**

Attributes of a Medical Graduate are the qualities, skills and understandings; a community that agrees its students should develop during their time with the institution. These attributes include going beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future.

Dr. Vithalrao Vikhe Patil Foundation's Medical College and Hospital, Ahmednagar on its website has displayed and described the Medical Graduate Attributes with a system of evaluation of attainment of same with special emphasis on-

- Clinician
- Leader and member of the health care team and system
- Communicator
- Lifelong learner
- Professional

*The College has adopted various methods to implement Medical graduate attributes are as follows:*

**Clinician:**

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

**Leader:** Leader and member of the health care team and system who:

- Work effectively and appropriately with colleagues in an inter-professional health care team respecting diversity of roles, responsibilities and competencies of other professionals.
- Recognize and function effectively, responsibly and appropriately as a health care team leader in primary and secondary health care settings.

**Communicator:** Communicator with patients, families, colleagues and community who:

- Demonstrate ability to communicate adequately, sensitively, effectively and respectfully with patients in a language that the patient understands and in a manner that will improve patient satisfaction and health care outcomes.

**Lifelong learner:** Lifelong learner committed to continuous improvement of skills and knowledge who:

- Demonstrate ability to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills.
- Demonstrate ability to apply newly gained knowledge or skills to the care of the patient.

**Professional:** Professional who is committed to excellence, is ethical, responsive and accountable to patients, community and the profession:

- Practice selflessness, integrity, responsibility, accountability and respect.
- Respect and maintain professional boundaries between patients, colleagues and society.

Graduate attributes of the institution collectively reflect the institutional commitment to offer opportunities for distinctive learning environment for all its students.

**Assessment Criteria:**

- MBBS: Term end examination and Preliminary examinations including both theory and practical.

- Rotatory Internship: Record is maintained by the institute
- Assessment: Assesses the learning level of the candidate after admission throughout the terms.
- Formative evaluation: as per guidelines of MUHS, Nashik, each department has separate policy:

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Assessment Criteria: Class test, Tutorials, Discussions and Mentoring

Apart from the summative and formative evaluations as discussed above special programmes are conducted by the institute for slow as well as advance learners.

- Subject mentoring:
- Remedial classes
- Psychological mentoring
- Holistic development sessions
- Soft skills workshop
- Personality Development Lecture

File Description	Document
Links for Medical graduate attributes as described in the website of the College	<a href="#">View Document</a>

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

#### Response:

Dr. VitthalraoVikhe Patil Foundation's Medical College and Hospital, Ahmednagar, has an active Medical Education Technology (MET) Unit. This unit fulfills the Medical Council of India's (Board of Governors) following aims and objectives regarding "Faculty development programme" in emerging trends in medical educational technology.

#### Aim:

To improve the quality of medical education by training the teachers

#### Objective:

- Sensitize teachers about new concepts in teaching and assessment methods
- Develop knowledge and clinical skills required for performing the role of competent and effective teacher, administrator, researcher and mentor
- Assist clinicians to acquire competency in communication and behavioral skills
- Update knowledge using modern information and research methodology tools.

The motto of our MET unit in Faculty development is –

- To improve an individual's knowledge and skills in teaching, educational research and educational administration.
- Sensitization and training of teachers in carrying out their professional tasks

Our institute has played important role in following areas along with organizing lectures and workshops for all concerned teachers with the help of MET unit of MUHS, Nashik and MCI, (Board of Governors) Delhi.

### **1. Shifting from conventional role of teachers to**

- Facilitator (of learning) curriculum and course planner
- Resource material creator
- Student assessor
- Mentor
- Program evaluator

### **2. Changing Learning styles:**

- Student autonomy
- Self-learning,
- Experiential learning,
- Reflective learning,
- Computer assisted learning,
- Distance learning,
- E- learning,
- Use of skill learning laboratories

### **3. Innovative curriculum models:**

- Problem based curriculum (PBL)
- Integrated curriculum
- Cell Biology curriculum
- Competency based curriculum
- Hybrid curriculum

### **4. New Assessment methods and tools:**

- OSCE & OSPE
- OSLER: Objective Structured Long Examination Record
- Mini CEX (Mini Case Evaluation Exercise)
- Case based Discussion
- DOPs (Direct Observation of Procedures)
- Portfolio
- Multi Source Feedback (360 degrees)
- Patient Satisfaction Questionnaire

Our institute has an active Medical Education Technology Unit which is following the suggestions of expert committee of the World Health Organization in 1965 regarding faculty development training which focuses on:

1. Educational specialists
2. Educational Leaders
3. Educational Practitioners

The power of our institute lies with staff member having FAIMER (Foundation for Advancement in Medical Education and Research) qualification with 7 members have advanced MET training course and 69 having basic MET with AETCOM course.

Our MET unit plays the role in -

- Creating a culture of educational research.
- Keeping the faculty aware of the ongoing research in the field
- Generation of publications and resources in medical education
- Concentration on the teaching learning needs of the students.
- Adopting newer learning technologies such as simulation, skill lab and e-learning
- Developing guidelines for student evaluation and curriculum development
- Providing on the job training or formal courses for teachers in MET

To overcome road blocks like Lack of motivation among teachers in general and among educators and lack of recognition or rewards, role of well-organized medical education unit is very effective for faculty development program in MET.

File Description	Document
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	<a href="#">View Document</a>
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	<a href="#">View Document</a>

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

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



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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Links for e-copies of Certificate/s of Accreditations	<a href="#">View Document</a>

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

**Response:** 100

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

2019-20	2018-19	2017-18	2016-17	2015-16
150	150	150	150	150

8.1.10.2 Number of first year Students admitted in last five years

2019-20	2018-19	2017-18	2016-17	2015-16
150	150	150	150	150

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:**

Dr. Vitalrao Vikhe Patil Foundation's Medical College and Hospital adopted the Steps and procedures for students to expose them to contemporary medico-legal practices and third-party administration, insurance mechanisms, indemnity insurance protection relevant to the clinicians/provider as well as the patient/recipient.

### **Contemporary medico-legal practices:**

- Right of the patient
- Right to choose a doctor
- Right to information
- Consent
  
- Implied consent
- Express consent
- Informed consent
  
- Medical ethics
- Code of medical ethics
- International code of medical ethics
- Ethics of medical research
- Medical council
- Medical negligence
  
- Act of omission
- Act of commission
  
- Medico legal responsibilities of a medical practitioner
- Medico legal issues on practice of physician
- Mishaps in practice
  
- Anaesthetic and Gynecological
  
- Malpractice in insurance policy
- Legal aspects in medical records
- Ethical guidelines in biomedical research
- Medical tourism
- Hospital waste management

### **Third Party Administration (TPA)**

Third party payer is an important link between insurance companies, policy holders and health care providers. It provides administrative support to the insurance companies for servicing their insurance policies. Through the third-party payers the government aimed at bringing down the losses, improving the services and introducing the system of cashless hospitalization wherein the insured did not have to pay any cash to the hospital, much in contrast with the earlier practice of paying up first and getting a reimbursement later.

Third party payers are the intermediaries who administer healthcare to the insured for a fee from the

insurance company and the insured in need of medical help could approach any hospital that was on the insurer's list. The hospital, having a prior memorandum of understanding with the third-party payers, provides the appropriate treatment to the policy holder and claims the charges from the insurers through the third-party payer.

#### **Advantages of third-party payers**

- Affordable cost
- Improved quality of health care services
- Cashless system
- Ease of pressure on the insurance companies
- Ease of pressure on the hospital

Patient Safety improvement is no longer a preventive strategy to protect medical facilities from lawsuits it is a serious and wide-reaching effort to measurably improve the safety culture among staff in medical institutions, to find lasting and systemic prevention strategies for adverse events, and to work with patients and with their families and caregivers.

The students are exposed to procedures in errors and negligence by various didactic lectures. The medicolegal cases on compensation are discussed in hospital seminars.

## 5. CONCLUSION

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### **Additional Information :**

#### **Social responsibility:**

The Institution has adopted approximately 200 families of the farmers who have committed suicide due to draught affected situation. The family members of such farmers are provided free medical services at the Institution. Apart from medical facilities they are also provided with physical, social, psychological and economic support to the families. The children from these families are provided support for their education. Thus the Institution helps these families to cope with the situation.

#### **Visit of national & international faculty:**

Being close to the Shirdi, many dignitaries from the medical profession and WHO consultant who are devotees of Shri Saibaba often visit the place. On their way, we often take the advantage and arrange a guest lecture for the faculty and students on concerned topic. The consultants are also happy to share their knowledge.

### **Concluding Remarks :**

Institution was established with a vision to provide best medical education to create a genera of doctors who are skilled, competent and guided by professional ethics, moral and social values and to provide the holistic health care services to the community.

The Institution gives emphasis on effective curriculum implementation and delivery by adopting various new teaching-learning and assessment methods with the help of best infrastructure including physical facilities, clinical and laboratory resources, library and IT facilities which promote the growth of the students in holistic manner. The Institution promotes research by all the students and teachers by recognising them every now and then for their efforts.

Institution tries to achieve excellence through effective leadership and governance policies, by empowering the faculty and transparent financial management. At the same time, institution is very sensitive to the various social issues and always tries to fulfil their social role through various activities.

The Institution is focused on achieving its goal to provide quality medical education and produce the doctors who are competent to provide medical services in ethical manner. Promotion of research, committed teaching staff, stress free working environment, providing best and latest form of treatment are few of the things that stand out.

Even with the various limitations and rising cost of medical education and health care, Institution is very much focused on its social responsibility and progressing towards achieving its goal.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years                      Answer before DVV Verification : 117                      Answer after DVV Verification: 117</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years                      Answer before DVV Verification : 155                      Answer after DVV Verification: 155</p>																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.                      Answer before DVV Verification : 30                      Answer after DVV Verification: 25</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills                      Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>218</td> <td>207</td> <td>212</td> <td>203</td> <td>172</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>171</td> <td>163</td> <td>167</td> <td>160</td> <td>133</td> </tr> </tbody> </table> <p>Remark : Personality development program not considered.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	218	207	212	203	172	2019-20	2018-19	2017-18	2016-17	2015-16	171	163	167	160	133
2019-20	2018-19	2017-18	2016-17	2015-16																	
218	207	212	203	172																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
171	163	167	160	133																	
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:</p> <ol style="list-style-type: none"> <li>1. Students</li> <li>2. Teachers</li> <li>3. Employers</li> <li>4. Alumni</li> <li>5. Professionals</li> </ol>																				

Answer before DVV Verification : A. All of the above  
 Answer After DVV Verification: B. Any 4 of the above  
 Remark : Sl.no 1,2,3 and 5 considered. Feedback of alumni is not on syllabus.

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
49	43	47	47	44

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
49	43	47	47	44

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
50	45	49	47	46

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
50	45	49	47	47

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
49	47	49	48	47

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
48	49	49	47	45

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
12	13	08	05	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	4	1	1	1

Remark : Not considered awards from sister/parent institution, appreciation letters, awards of local nature.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
36	35	34	34	33

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
39	39	39	37	36

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
141	140	137	139	141

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	17	2	9	12

Remark : Edited based on Dean certificate with details as clarification document.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
06	03	01	01	08

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
06	03	01	01	06

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

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

Answer before DVV Verification : 129

Answer after DVV Verification: 132

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

Answer before DVV Verification : 172

Answer after DVV Verification: 54

Remark : recognized guides who are full time teachers of the College during the assessment period considered. Same guide counted by HEI more than once is counted as one. 3 teachers who are not in the list provided for EP 2.1 not considered..

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



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

Answer before DVV Verification : 77

Answer after DVV Verification: 69

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

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

Answer before DVV Verification : 66

Answer after DVV Verification: 62

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

Answer before DVV Verification : 66

Answer after DVV Verification: 62

Remark : Not considered auditorium, MET exam and Council hall

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
409.96	371.36	275.22	829.45	1204.51

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
262.25	231.44	194.59	226.44	184.44

Remark : onsidered only maintenance of infrastructure (academic and physical) from the audited income and expenditure statement and the computation sheet certified by auditor.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
05	08	05	04	03

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	4	3	3

Remark : Excluded womens day celebrations and edited based on clarification document certified by Dean.

7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol> <p>Answer before DVV Verification : All of the above                      Answer After DVV Verification: Any Four of the above                      Remark : sl no. 1, 2, 4 &amp; 5 considered based on geo tagged photographs and supporting evidences.</p>
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## 2.Extended Profile Deviations

<b>Extended Profile Deviations</b>
No Deviations