



INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle - 1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
DR. VASANTRAO PAWAR MEDICAL COLLEGE, HOSPITAL AND
RESEARCH CENTRE, NASHIK

Nashik
Maharashtra
422003

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION

1.Name & Address of the institution:	DR. VASANTRAO PAWAR MEDICAL COLLEGE, HOSPITAL AND RESEARCH CENTRE, NASHIK Nashik Maharashtra 422003	
2.Year of Establishment	1990	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:	1	
Departments/Centres:	21	
Programmes/Course offered:	23	
Permanent Faculty Members:	174	
Permanent Support Staff:	300	
Students:	831	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	1. Institution 30 years old managed by self financed well established MVP Samaj trust 2. Faculty qualified as per statutory requirements and 1000 bedded hospital with the adequate clinical material for UG and PG programs 3. Facility for technology based learning in the basic sciences and clinical departments and formative assessment	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 18-03-2021 To : 19-03-2021	
6.Composition of Peer Team which undertook the on site visit:		
	Name	Designation & Organisation Name
Chairperson	DR. SATHEESH KUMAR BHANDARY	Vice Chancellor,NITTE DEEMED TO BE UNIVERSITY
Member Co-ordinator:	DR. VIJAYA NATH MISHRA	Professor,Institute Of Medical Sciences Banaras Hindu University
Member:	DR. ADIKESAVA SASTRY REGULAGEDDA	Professor,NIZAMS INSTITUTE OF MEDICAL SCIENCES
NAAC Co - ordinator:	Dr. Vishnu Mahesh K R	

Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curricular Planning and Implementation
1.1.1 QIM	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.
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	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
1.4	Feedback System

Qualitative analysis of Criterion 1

Curriculum planning is facilitated by academic board, curriculum committee, foundation course committee and medical education unit. The guidelines of affiliating university are followed for planning academic calendar.

Heads of the department and curriculum committee monitors the delivery of curriculum. Resources required for delivery of curriculum is provided by the institution.

Review of continuous internal assessments, student logbooks, teacher's reports, analysis of learning outcomes and feedback on curriculum is used for evaluation of curriculum.

Committees as required as per NMC guidelines for implementation of CBME, namely, curriculum sub-committees, AIT team, and MEU have been established.

Cross-cutting issues like gender sensitivity, environmental sustainability, determinants of health, right to health, human values, professionalism & ethics, are taught within the existing courses. These topics have been included in Community Medicine, Forensic Medicine, OBGY, General Medicine, Psychiatry, Anatomy and Physiology.

Institution has started offering value added courses to the students to impart transferable and life skills. Good number of students undertake field visits and community postings conducted by Community Medicine department.

There is structured mechanism to take curriculum feedback from students, faculty, and alumni.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.3 QIM	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)
2.3	Teaching- Learning Process
2.3.1 QIM	<p>Student-centric methods are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> • 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
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.3.5 QIM	The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.1 QIM	The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent
2.5.2 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.3 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	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
2.6.3 QIM	The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.
2.6.4 QIM	Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis
2.7	Student Satisfaction Survey

Qualitative analysis of Criterion 2

The institution has student clubs/bodies like VPMC art circle, cultural society and NSS Unit which organize extramural activities for nurturing student talent. Program related to cultural celebration, national integrity, unity and national festivals are organized. Movie screenings are held and annual student magazine SPANDAN is brought out which provides platform for literary talents. Student also participates in various community contact programs.

Institution practices several student-centric teaching-learning methods. Laboratory sessions, practicals, skills

training, bed side clinics, assisting and performing procedures for postgraduates are offered for experiential learning.

Horizontal and Vertical integrated teaching sessions are conducted. Rotation through other department is offered for inter-disciplinary learning. Assignments, group discussions, use of library resources are used for self-directed learning. Case presentations and bed side clinics are used for evidence based learning. But due to COVID19 scenario, UG students are taught case scenario based teaching in small groups.

AETCOM modules as mandated by NMC used since 2018-19 in the college.

The institution has LAN and internet connectivity which is used by both students and teachers. ICT enabled Demo rooms and classrooms are available in the college. Facility for live relay of surgeries in one of the classroom. Learning Management System and E-library resources are being used.

Students are encouraged to participate in research projects offered by ICMR, AVISHKAR by MUHS Nashik. College follows affiliating University guidelines for continuous internal evaluation. Academic calendar of the University is implemented. Students are allowed to approach the parent University for retotaling of theory marks and entitled for photocopy of answer books.

There is Central Examination Unit in the college to monitor internal/formative assessments of the students which is supervised by internal squads. CBME evaluation has been practiced for first year MBBS which is introduced from 2019-20. OSCE, OSPE assessment methods are being practiced.

Program and Course Outcomes for CBME as prescribed by NMC are being used since 2019-20. Parent Teacher Meetings are held once in a year and feedback is obtained.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Resource Mobilization for Research
3.2	Innovation Ecosystem
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
3.3	Research Publications and Awards
3.4	Extension Activities
3.4.3 QIM	Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years
3.4.4 QIM	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
3.5	Collaboration

Qualitative analysis of Criterion 3

The institute has journal published since 2014 and 13 issues have come out. Activities like workshops, seminars related to IPR are organized.

The college offers services like family planning, immunization mother and child health, to people in the community. During field visits, students educate people regarding hygiene, immunization, family planning, sanitation in the practice areas of the Rural and Urban health centres attached to the college. Students participate in the Swachh Bharath Campaigns. The college helps society and municipal administration by establishing mobile medical centers and providing medical emergency services to pilgrims during major religious congregations in the region like Kumbh Mela. The college has schemes for free / subsidized medical services through some of its departments.

The college's extension activities have been appreciated by local bodies and schools.

Total number of funded research projects and clinical trials on an average 4 per year, needs to be improved. Institution has created ecosystem to nurture research activities in the college. Training program in Research methodology, IPR, GCP, and statistical analysis. Institution has provided seed money to the faculty for research. Institute has stated code of ethics for research through Institutional Ethics Committee, Plagiarism check software, research ethics and publications guidelines.

College conducts extension and outreach activities in collaboration with Govt and Non-Govt agencies like NSS, YRC, etc. Collge has received recognitions for extension and outreach activities from Government.

College participates in social responsibility activities like Swachh Bharat, Organ and Body donation, No-tobacco campaign. College provides free services to pregnant women like Matruvandana and JSY, free services to school children.

Functional MOUs linkages with the national and international agenices and universities needs to be established.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	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
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
4.2	Clinical, Equipment and Laboratory Learning Resources
4.2.1 QIM	Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies
4.3	Library as a Learning Resource
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	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
4.3.5 QIM	In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students
4.4	IT Infrastructure
4.4.2 QIM	Institution frequently updates its IT facilities and computer availability for students including Wi-Fi
4.5	Maintenance of Campus Infrastructure
4.5.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Qualitative analysis of Criterion 4

The Institution has adequate sports and recreational infrastructural facilities for its students and staff. It has facilities like Playground, Running Track, Kabaddi, Kho-Kho, Volleyball, Cricket ground, Long Jump pit, gymnasium and a “green gym”. A qualified Physical director has been appointed. A National level MVP marathon is conducted every year for health promotion of public.

The Institute has adequate general campus facilities. Hostels for students and quarters for faculty are available. Hostel amenities include washrooms, common rooms, visitor’s rooms, kitchen and dining facilities. Toilets for the disabled are available. Safety measures like first aid box, fire extinguisher and security measures are available. Electricity backup facilities, safe drinking water, and solar water heaters are available at hostels.

The teaching hospital has necessary infrastructure like clinical departments, OPD, Indoor wards, OT, ICU, Casualty, Labour Room, Laboratories, Blood Bank, CSSD, ICU, ICCU, NICU, PICU, radiology unit, etc as per regulatory requirement. The pathology dept has frozen section biopsy. It has areas for clinical wards, nursing station, examination and treatment rooms, ward pantry, and resident doctor’s room. It is equipped with 10 major and 6 minor operation theatres having modular OT complex, including few steel operation theatre with the laminar flow with power backup and central oxygen and suction facility. The hospital has central clinical laboratory for investigations like hematology, biochemistry, microbiology, histopathology,

cytopathology, and immunopathology. It has a pain clinic and pre-anesthesia clinic. A central pharmacy unit is open 24 hours.

Library is automated using the Integrated Library Management System (ILMS) software. It has a multi-user facility with WEB OPAC -Online facility and supports Cataloguing / Acquisition, Serial control, Statistics, Barcode generation, and Report generation. There is OVID software facility also. It has adequate seating arrangements for undergraduate, postgraduate students and staff. There is a provision for a staff reading room, room of librarian, journal room, audio-video room, air-conditioned computer room with internet facility. It has a collection of textbooks, reference volumes, journal titles. Learner sessions/library usage programs are organized for the students and teachers by the library committee.

Two 100 Mbps Broadband Lines provide internet connectivity for the Institution. Computer facility has been provided to each department with internet through LAN. Network security is managed with a Firewall. Hostels have also been provided with Wi-Fi facility. Computers and IT facilities have been upgraded over last five years.

The college has a Maintenance & Green Campus Committee that oversees the maintenance of infrastructure. Resources are allocated for maintenance. Maintenance department is organized for following tasks - IT Infrastructure Maintenance, Civil & Infrastructure related Maintenance, Electrical Maintenance, Green practices & Sports Section Maintenance and Stock Maintenance. AMC are used for major equipment. An external service provider is employed for maintaining cleanliness of the campus.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.1.4 QIM	The Institution has an active international student cell to facilitate study in India program etc.,
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution
5.4	Alumni Engagement
5.4.1 QIM	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.

Qualitative analysis of Criterion 5

An international student cell is created. It assists students in participating in student exchange arranged by external agencies. 16 students have availed this facility in the last 5 years.

The students council is formed through nomination. It coordinates student activities related to Sports, National Service Scheme, National Cadet Corps, Cultural Activities, Research or other extracurricular activities. Annual college magazine is brought out by the Students Council.

The Institution has a registered alumni association. The alumni assist the Institution in career guidance and book donations.

College conducts soft skill development, language and communication development, human value, ethics and career guidance programs etc. College has UNESCO Bioethics chair and has conducted bioethics sensitization programs for students.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	Strategy Development and Deployment
6.2.1 QIM	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
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.2 QIM	Institution conducts internal and external financial audits regularly
6.5	Internal Quality Assurance System
6.5.1 QIM	Instituion has a streamlined Internal Quality Assurance Mechanism

Qualitative analysis of Criterion 6

The Institution is established by a registered charitable trust. The apex body of the institute is the Executive Council (MVP Samaj) that reviews and approves all suggestions, recommendations forwarded by College Council. Various academic and administrative committees are formed by the Dean for governance. Students and faculty participate in some of the committees and bodies. The institute has a College Council headed by the Hon'ble Dean and includes the Head of the Departments (HODs) as members.

The institute develops perspective plan for every five years guided by the vision and mission. It is discussed in the College Council meeting and forwarded to the executive council of MVP for final approval. General Secretary of Management Committee reviews the progress of the perspective plan. The Institution has defined an organizational hierarchy. The responsibilities for the deployment of a strategic plan are assigned by the Dean.

Several staff welfare measures are in place. These include group insurance schemes, loan facility, transport facility and concession in medical care.

The college has a performance appraisal that reviews academic, professional, and administrative performance. It includes self-appraisal and appraisal by Head of the Department (HOD) and Dean of the institute.

Financial mobilization is through the collection of fees from students, loans from banks, and funds from trials. These funds are utilized for capital expenditure and other operating expenditures including salary. A purchase committee overseas funds utilization. Internal and external financial audits are performed.

An Internal Quality Assurance Cell has been in place since August 2019. It has made recommendations related to implementation of CBME, feedback review, evaluation process, etc. Teaching hospital of college has not obtained NABH and NABL accreditation. COVID19 diagnostic lab has got NABL accreditation.

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Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.4 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	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).
7.1.10 QIM	The Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	Best Practices
7.2.1 QIM	Describe two Institutional Best Practices as per the NAAC format provided in the Manual
7.3	Institutional Distinctiveness
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Qualitative analysis of Criterion 7

As per affiliating University's requirements, the Institute incorporates "Gender in Education Module" (GME) in some of its courses as per Maharashtra University of Health Sciences guidelines. It organizes gender sensitization programs. Separate common rooms are provided for boys and girls. Day care centre, separate timing for students and faculty in gymnasium. An Internal Complaint Committee is in place. Special security is provided for ladies' hostels.

Segregation of biomedical waste and safe disposal is practiced. E-Waste disposal is outsourced. Rainwater harvesting is practiced. Waste water is treated and reused for gardening.

Inclusiveness is promoted through observation of national days, festivals, Traditional day, national harmony week and guest lectures on maintaining peace and harmony in society. Various national and international commemorative days are observed.

Green and Energy audit has been conducted by the college. Hospital has liquid oxygen manufacturing plant. AERB approval for radiological safety. Hospital follows fire safety guidelines, hospital infection control committee and has antibiotic policy in place. Institute has disabled friendly and barrier free environment. Institute has tactile pathways too. Code of conduct handbook for students, teachers and staff.

The Institution takes advantage of its location to provide extension services in both urban and rural areas.

The best practices reported by the Institution are “Body Donation Program” and “Annual Health check-up camps of school Students”. Body donors registration done in masses and separate body donation room is made in which relatives and friends can have 'antim-darshan' before body goes to cadaver section. There is body donation drive campaigns are conducted for community. These donated bodies are used by department of Anatomy for anatomy dissection training and cadaveric workshop for PG students.

Every year 40,000 school going children are screened by the Community Medicine with the help of clinical departments of hospital for anaemia, nutritional deficiencies, refractive errors, and congenital diseases. Activity has found beneficial in improving communication skills of UG and PG students and Patients have benefitted in terms of getting medical assistance from tertiary care hospital.

Its distinctiveness is reported as effective use of academic and learning resources. Institution has taken initiative in training faculty in basic and advanced medical education technology and competency based medical education curriculum and assessment implementation from 2019-20.

Institute has effective mentorship program to address student problems and academic advancement. This has resulted ICMR research projects for UG student and Maharashtra University Health Sciences Avishkar research awards.

Institute has established UNESCO Bioethics chair in 2015.

Criterion8 - Medical Part (Key Indicator and Qualitative Metrics(QIM) in Criterion8)	
8.1	Medical Indicator
8.1.2 QIM	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.
8.1.4 QIM	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
8.1.5 QIM	Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.
8.1.6 QIM	Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.
8.1.7 QIM	The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.
8.1.8 QIM	Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.
8.1.11 QIM	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.

Qualitative analysis of Criterion 8

Topics like Universal safety precautions, Bio-medical waste management, Disaster management, Blood transfusion and safety, Basic life support, Universal immunization program, Adverse event following immunization, Disinfection and sterilization, Antibiotic policy, Adverse drug reaction monitoring, Prescription writing, Rational drug usage, Surgical safety checklist, Good clinical practices, Good laboratory practices and Informed consent and documentation are taught to students to promote Infection prevention and control practices, quality of care, and patient safety.

The Institution uses internal assessments and university examinations to measure and certify attainment of specific clinical competencies by MBBS students/interns.

The Institution has a Brain Stem Death Committee approved by Chairman ZTCC (Zonal Transplant Co-ordination Centre) Mumbai, Maharashtra. As per the directions of MUHS Nashik, a sensitization session on the organ donation program is arranged as a part of the internship orientation program. Medical students are made aware of facilities like eye donation, cornea preservation, keratoplasty, and eye bank through lectures, clinical postings, seminars, journal club, and case presentations. Lectures are arranged for students about medical and legal issues involved in organ transplantation.

Teaching sessions are conducted for undergraduate, interns and postgraduate students about the functioning of immunization clinic and its relevance with respect to Universal Immunization Program (UIP). Hepatitis B immunization is provided to first year MBBS students and faculty.

The medical graduate attributes and course competencies as defined by NMC are communicated to teachers and students. Performance in internal assessments and University examinations are being a surrogate measures of outcome attainment levels.

The Medical Education Unit is involved in conducting basic MET workshops, assessment methods and

implementation of new CBME curriculum.

Medical undergraduate students are exposed to medico-legal issues during training in department of Forensic Medicine. Sessions related to medical insurance are conducted during orientation programs.

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Section III:OVERALL ANALYSISbased on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words)

Strength

Strength:

1. Institution has 1000 bed well equipped hospital, with all broad specialities, and few super speciality departments, with adequate clinical materials, which provides clinical resource for undergraduate and post graduate training.
2. Young motivated faculty, rapidly adapting to the changing university and medical council requirements.
3. The overseeing management trust has got divergent educational institutions, effectively contributing financial and material strength.
4. Spacious infrastructure with academic ambience.
5. Well equipped physical and digital library, opened 24 hours.
6. Effective mentor – mentee program.

Weakness:

1. Lack of full autonomy, in introducing any local innovation in the curriculum implementation and the examination system, because of the statutory constraints.
2. One third of the faculty, still remains to be trained in the new CBME curriculum.
3. Central research lab need up gradation.
4. Need for more collaborative programs / projects with other national and international organizations.

Opportunities:

1. Introduction of super speciality courses, in the presence of adequate clinical materials.
2. Opportunity for expansion of the college into University / autonomous institute, in lines with new education policy, having well accredited sister institutes, under the same management trusts.
3. Opportunities to start health science technologies courses, like Optometry, Medical Lab / Dialysis / Imaging / Anaesthesia / OT technologies. Institute can also start some broader speciality courses, like Masters in Hospital Administration, Emergency medicine, Trauma, Transfusion medicine, Geriatric medicine.

Challenges:

1. Starting of new medical colleges can reduce the aspirants for UG and PG courses.
2. Increase in the stipend of Post Graduate courses and fee fixation by the state government, can affect the balance sheet of the college and reduce the surplus which can be used in the up gradation of the hospital and technology driven services of the medical college.
3. Demands of ever increasing medical technologies particularly in imaging and online medical education may require additional requirement of funding.

Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Internalization of quality culture among the faculty and further strengthen the existing performance based appraisal system.
- Internalization of quality culture among the faculty and further strengthen the existing performance based appraisal system.
- There is a need for increase in the faculty publication ratio, external research funding, and collaboration with national and international organization / agencies / IPR / patents/ incubation centre and start ups. Financial outlay may be increased for research to encourage faculty to get motivated in publication research.
- Internal quality assurance cell may be strengthened by inclusion of an external expert in the academics.
- Starting of student wellness centre, to enhance the mental and spiritual well being of the students.

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution

Seal of the Institution

Sl.No	Name		Signature with date
1	DR. SATHEESH KUMAR BHANDARY	Chairperson	
2	DR. VIJAYA NATH MISHRA	Member Co-ordinator	
3	DR. ADIKESAVA SASTRY REGULAGEDDA	Member	
4	Dr. Vishnu Mahesh K R	NAAC Co - ordinator	

Place

Date

NAAC