



# **SELF STUDY REPORT**

**FOR**

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

**DR. VASANTRAO PAWAR MEDICAL COLLEGE,  
HOSPITAL AND RESEARCH CENTRE, NASHIK**

**VASANTDADA NAGAR, ADGAON, NASHIK  
422003**

**[www.drvasantraopawarmedicalcollege.com](http://www.drvasantraopawarmedicalcollege.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

### Dean's message:

- **Dr. Vasantrao Pawar Medical College, Hospital & Research Centre, Nashik has been at the forefront of providing professional medical education for undergraduates and postgraduates in the state of Maharashtra for the last three decades. It is affiliated to Maharashtra University of Health Sciences and is recognized by the Medical Council of India.**
- **With dedicated and skilled faculty, excellent infrastructure, library facilities, museums, laboratories, and skill labs, which provide hands-on experience to the students at the campus.**
- **We aim that our students get knowledge and information essential to make them complete physicians, sensitive to their environment, having adequate capacity to respond to all challenges.**
- **As educators, we plant the seeds of lifelong learning and social responsibility so that they serve the community in a manner that is worthy of the trust placed in them.**
- **The attached tertiary care hospital provides excellent health care facilities to the society and is also a source of knowledge, skills, attitude, and ethics for the students.**
- **Over the years around 3500 undergraduates & 500 postgraduates have successfully completed their respective programs. Most of them are practicing as consultants and super consultants globally.**
- **Here I would like to emphasize the fact that Late Gen Secretary Dr. Vasant Pawar Sir has been personally involved in the progress of our institute and it was under his leadership that most of its ventures saw the light of the day.**
- **At Present our Gen. Secretary is Smt. Neelimatai Vasantrao Pawar. Her dynamic decisions have brought about changes in the ongoing progress of the institute and under her vigilance, we are bound to cross many more frontiers.**
- **It has been our constant endeavor to achieve the vision of the institute through excellence in teaching, patient care, and medical research.**

### Introduction:

**Institute's campus is spread over 50 acres of land and has a beautiful blend of the serenity of nature, knowledge stream of medical sciences, and service to mankind.**

### **Vision**

**Institute aims to nurture students with knowledge, skills, and attitude essential to make them competent physicians sensitive to their social responsibility and environment serving humanity in a manner that is worthy of the trust placed in them.**

### **Mission**

- **To be a leader in the field of medical education through rigorous implementation of the course along with innovative teaching-learning practices.**
- **To set the benchmark for quality education.**
- **To enhance research practices among the staff and students.**
- **To improve the services for society at large**

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

### **Institutional Strength**

1. **Credibility and reputation of the institute are built over the last three decades with strong value. This strong value 'Bahujan Hitaya, Bahujan Sukhaya' is embedded in the functioning of the institute.**
2. **Extensive outreach and healthcare activities for the community give us opportunity to teach and train our students beyond classrooms.**
3. **Our honorable Dean is a member of the academic council of MUHS that allows contributing towards policy making in the University. Our faculty and students participate in various MUHS activities. We have a better liaison with the MUHS, both being in the same city (Nashik). Hence, our institution is well coordinated with MUHS academic processes.**
4. **We have updated learning resources like the library, medical education unit, clinical skills lab, research lab, MVP journal and have responsive management.**
5. **Our PG teachers and Ph.D. guides have vast experience and immense knowledge in their respective disciplines.**

### **Institutional Weakness**

- 1. Curricular designing and development being exclusively carried out by regulating authority-MCI and affiliating University-MUHS, the role of our institution for innovation and flexibility in these regards is limited.**
- 2. Faculty have limited time for research and clinical trials as they are burdened by the extensive patient load.**
- 3. Tight University schedule makes it difficult for students to enter into exchange programmes with other universities.**
- 4. Faculty exchange programmes are yet to be started as teaching load and compulsory training programmes do not allow faculty to participate in them.**

### **Institutional Opportunity**

- 1. Ability to attract research grants and infrastructure development funds from government and non-government organizations.**
- 2. As our institute's campus is huge, there is scope for expansion as per infrastructure needs.**
- 3. To start fellowship and super-speciality courses as diverse and adequate clinical material is available.**
- 4. To start Ph.D. courses as Ph.D. guides are available in the institute.**
- 5. Scope to start patenting processes in the medical field.**
- 6. Accreditation of the institution by national and international agencies.**

### **Institutional Challenge**

- 1. Lack of academic flexibility due to tight and rigid timetable prescribed by MCI and MUHS.**
- 2. The participation of teachers of private medical colleges like us is limited in Government organizations like DMER, MUHS, etc.**
- 3. As we have less number of international MOUs, students are not exposed to other universities globally.**

4. **Adaptation of faculty from traditional to newer teaching-learning methods and to digital platforms used for online teaching/e-learning.**
5. **Implementation and adaptation of faculty to the new curriculum i.e. Competency Based Medical Education (CBME)'.**
6. **Initiation of advanced simulation learning.**
7. **To provide best options for elective postings for CBME batch**

### **1.3 CRITERIA WISE SUMMARY**

#### **Medical Part**

- **Dr. VPMCH and RC follow guidelines of the Directorate of Medical Education (DMER), Maharashtra state in the admission process of UG and PG programs.**
- **UG and PG students are exposed to quality healthcare and patient safety procedures during their clinical postings. In our hospital, we follow WHO surgical safety checklist, BMW protocols, vaccination guidelines, USP standards, and various other protocols/guidelines.**
- **Faculty have acquired additional qualifications other than eligibility criteria which is an asset to our institute. Their vast knowledge and experience is useful in academic processes.**
- **Competency-based medical education has been introduced by MCI (SRA) for the UG batch of 2019-20. The institution has introduced various objective methods to assess the attainment of competencies described in the new curriculum.**
- **Organ donation drive is always promoted by the institution by conducting lectures, seminars, rallies, and skits. Instructional sessions are organized on the various aspects of organ transplantation for teachers and students.**
- **While running the immunization clinic, the institute strictly adheres to the WHO immunization guidelines.**
- **Medical Education Unit (MEU) conducts various academic training and faculty development programs.**
- **Institute has NABL accredited laboratory and ISO certification.**
- **Institute has a policy to provide prophylactic immunization like hepatitis B to faculty, students, and non-teaching staff.**

- **Students are exposed to contemporary medico-legal practices, insurance, and indemnity protection so that they are aware of these aspects in their professional lives.**
- **Our institute is providing extensive healthcare services to both COVID and non-COVID patients in these needful times of the COVID-19 pandemic. Ours was one of the first institutes to start a dedicated COVID centre with a round the clock COVID testing facility.**

### **Curricular Aspects**

- **The institute is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik. We adopt the curriculum provided by MUHS and operationalize it within the overall framework provided.**
- **Even though the institute has a limited role in curriculum designing and development, it emphasizes on adopting unique approaches in operationalizing the curriculum by full utilization of resources and potential.**
- **Curriculum enrichment is achieved by sensitizing students to various cross-cutting issues such as gender, health determinants, human values, and professional ethics.**
- **The institute operates within the rigid time-frame of courses offered by the University however, it implements innovative teaching-learning methods and offers inter-departmental training.**
- **Value-added courses are offered by the institute to its students which helps them to bridge the knowledge gap, develop their skills and interest in the chosen area.**
- **The institute collects regular feedbacks regarding curriculum design, development, and operation from its stakeholders, analyses it and forwards it to MUHS.**

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

- **Admission process of students to UG and PG programmes offered by the institute is according to norms of SRA and affiliating University. Directorate of Medical Education and Research (DMER) is the governing agency which is responsible for the admission process of students under various programmes in medical department in Maharashtra state.**
- **Institution follows the rules of admission under reservation category given by the**

**Government of Maharashtra (GOM). Students from the different socio-economic, cultural and educational background are ensured to get fair and impartial education at our institute.**

- **Learner-centred education through various methods of teaching-learning is followed by faculties. Participatory learning, experiential learning and hands-on experience are effective modes of learning for students in our institute.**
- **Digital and electronic media are used by teachers to make learning more interactive. Our teaching faculty is familiar with the use of ICT tools in teaching-learning processes.**
- **PG students are also actively involved in the teaching process of undergraduate students by doing clinical teaching, bedside teaching and taking grand rounds.**
- **Institute has a team of qualified and experienced undergraduate and postgraduate teachers. Teachers undergo various training programmes conducted by medical education unit of the institute regularly. Teachers take initiative to learn and adopt the latest knowledge and strive continuously to impart quality education to students.**
- **Institution follows guidelines of MUHS in internal and external evaluation processes.**
- **Central examination unit of our institute strictly follows rules during the internal evaluation process.**
- **Our institution assesses the POs and COs through robust and transparent examination systems.**
- **Depending on the performance of students, slow performers and advanced learners are identified. Remedial teaching programmes and mid-course assessment help students to improve their performance further.**
- **Mentorship programme is effectively followed in the institution for students to solve their academic and non-academic problems.**

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

- **Institute has full-time faculties who are recognized by the affiliating University as PG teacher/ research guide.**
- **Our institution promotes research culture, provides facilities, and financial support to teachers and students.**

- **Institutional Ethical Committee, Central Research Lab, and VPCDTTR help and monitor research projects and clinical trials initiated by faculty as well as students.**
- **MVP Journal of Medical Sciences supports research paper publications. Faculty has published many research papers in indexed journals at the national and international level.**
- **Motto of our institute is ‘Bahujan Hitaya, Bahujan Sukhaya (Happiness and wellbeing of Masses)’. Hence, our commitment towards society is reflected by various extension and outreach activities conducted by the institution.**
- **Team of faculty of our institution serving the community inculcates core values, ethics, humanity, and social responsibility in budding doctors.**
- **Collaborative and research activities create curiosity as well as a scientific approach to medicine.**
- **The incubation centre is established in the institute for the transfer of knowledge and research.**
- **Workshops on IPR, research grant writing, industry-academia collaboration help faculty as well as students to do quality research.**
- **Institute has MOUs with other organizations in India and abroad for academic, clinical training, project work, and student exchange.**

#### **Infrastructure and Learning Resources**

- **Conduction of UG and PG programs need adequate infrastructure and teaching-learning facilities. Institution provides all the necessary and optimum learning resources for academic, clinical, and community-based teaching-learning in the form of classrooms, demonstration rooms, seminar halls, well-equipped laboratories, museums, clinical skill lab, urban and rural health training centres.**
- **Institution has facilities and equipment to support the physical, cultural, and recreational requirements of students and staff.**
- **Institute has various campus facilities such as student hostels with mess, staff quarters, canteen, bank, roads and signage, greenery, STP, ETP, solid waste composting, battery-operated vehicle, etc.**
- **Information about patient safety and care, good clinical and laboratory practices are followed in a state of the art 1000 bedded multi-speciality hospital.**



- The hospital provides diverse and adequate clinical materials to students.
- In the medical institute, library is the most important learning resource in terms of books, journals, reference books, manuscripts. Library OPAC for remote access, library management systems (LMS), e-Journals, e-consortia, eBooks, e-Repository, and SWAYAM membership are the recent advances in these learning resources.
- The institute has spacious, air-conditioned, safe, and clean central library with computer lab and an audiovisual room.
- ICT-enabled facilities are effectively utilized in academic and administrative processes.
- Maintenance committee looks after periodic replenishment and maintenance of infrastructure.

#### **Student Support and Progression**

- Institution supports students to excel holistically.
- Facilities like scholarship, free-ship, mentorship, student council, international student cell, placement cell, cultural, sports, and NSS unit are given to students.
- Anti-ragging, ICC, and Student Grievance Redressal committees function actively in the institute.
- Institute always encourages student participation in various skill enhancement and development programs.
- Career guidance and counseling sessions are conducted to help students to pursue higher education.
- Institutional alumni are self-employed and placed globally.
- Some of the alumni are pursuing the teaching profession at our own institute.
- Alumni give support to the institute by guiding students, by contributing and donating in kind as well as by giving feedback to the administration.
- Institute has registered alumni association to facilitate activities to contribute significantly to the overall development of the institution.

#### **Governance, Leadership and Management**

- To achieve the vision, mission, and goals of the institution, effective leadership is essential. Dr. VPMCH and RC have dynamic leadership by empowering women in all facets of its operation.
- Governance of this reputed institute is based on the principles of participatory management, decentralization, and transparency.
- Academic and administrative unit function through various committees in which there is a substantial contribution of our stakeholders.
- Institutional administration follows strategies of recruitment, performance appraisal system, welfare policies, code of conduct, leave policies for teaching, and non-teaching staff.
- Teaching faculties are encouraged to upgrade their academic and professional acumens.
- Institute has the policy to mobilize financial resources for continuous improvement in infrastructure and learning resources.
- An unbiased feedback system is paramount in continuous quality improvement. Financial audits are done regularly by internal and external auditors.
- Internal quality assurance cell (IQAC) was established in the preceding academic year with the aim of continuous improvement of medical education to achieve excellence.
- Academic and administrative audits of every department are conducted regularly which increases the involvement of faculty members in teaching, learning processes.
- IQAC initiates multiple quality improvement programs in the institute. IQAC has designed a strategic/perspective plan of the institute for the next five years which has been approved by the management.
- IQAC has planned various deployment strategies to execute the perspective plan.

#### **Institutional Values and Best Practices**

- Institute has a well-functioning ICC through which awareness programs for gender equity promotion are organized.
- Institution adopts environment-friendly practices like rainwater harvesting, solar energy, recycling of waste, sewage treatment plant, effluent treatment plant, composting of leftover food, e-waste management, green and energy audit, plastic-

**free campus and restricted automobile use in the campus.**

- **Institute provides all the facilities, safety, and security to the students with special attention to differently-abled students.**
- **Institute continuously make efforts in providing an inclusive and harmonious environment for communal, linguistic, socio-economic, and other diversities.**
- **Close proximity to the highway confers an advantage by increasing accessibility to referrals from remote and distant places.**
- **Our institute is committed to provide health services to society through school health check-up camps.**
- **Our institute promotes body donation drive. Due recognition is given to the families of body donors by honoring them on 'Samaj Din'-19th August every year.**

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. VASANTRAO PAWAR MEDICAL COLLEGE, HOSPITAL AND RESEARCH CENTRE, NASHIK
Address	Vasantdada Nagar, Adgaon, Nashik
City	Nashik
State	Maharashtra
Pin	422003
Website	<a href="http://www.drvasantraopawarmedicalcollege.com">www.drvasantraopawarmedicalcollege.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mrunal Suresh Patil	0253-2303111	9850508865	0253-2303930	admin@drvasantraopawarmedicalcollege.com
IQAC / CIQA coordinator	Sunita Chandrakant Sankalecha	0253-2220500	9881242582	0253-2303247	naacvpmc@drvasantraopawarmedicalcollege.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details				
Date of establishment of the college		25-04-1990		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Maharashtra University of Health Sciences	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
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>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
MCI	<a href="#">View Document</a>	31-05-2017	60	Recognition by MCI for MBBS

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vasantdada Nagar, Adgaon, Nashik	Urban	50	134175.3

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Medical	66	HSC	English	120	120
UG	BSc,Paramedical	48	HSC	English	3	0
UG	BSc,Paramedical	48	HSC	English	2	0
UG	BSc,Paramedical	48	HSC	English	2	0
UG	BSc,Paramedical	48	HSC	English	15	0
UG	BSc,Paramedical	48	HSC	English	3	0
UG	BSc,Paramedical	48	HSC	English	8	0
UG	BSc,Paramedical	48	HSC	English	25	0
PG	MD,Medical	36	MBBS	English	2	1
PG	MD,Medical	36	MBBS	English	3	3
PG	MS,Medical	36	MBBS	English	5	5
PG	MS,Medical	36	MBBS	English	4	4
PG	MS,Medical	36	MBBS	English	3	3
PG	MS,Medical	36	MBBS	English	6	6
PG	MS,Medical	36	MBBS	English	5	5

PG	MD,Medical	36	MBBS	English	3	3
PG	MD,Medical	36	MBBS	English	5	5
PG	MD,Medical	36	MBBS	English	3	3
PG	MD,Medical	36	MBBS	English	3	0
PG	MD,Medical	36	MBBS	English	5	5
PG	MD,Medical	36	MBBS	English	5	5
PG	MD,Medical	36	MBBS	English	2	2
PG	MD,Medical	36	MBBS	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	23				44				72			
Recruited	15	8	0	23	21	10	0	31	28	20	0	48
Yet to Recruit	0				13				24			
Sanctioned by the Management/Society or Other Authorized Bodies	13				16				31			
Recruited	9	4	0	13	13	3	0	16	23	8	0	31
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				30				32			
Recruited	0	0	0	0	5	5	0	10	18	8	0	26
Yet to Recruit	0				20				6			
Sanctioned by the Management/Society or Other Authorized Bodies	0				2				0			
Recruited	0	0	0	0	2	0	0	2	0	0	0	0
Yet to Recruit	0				0				0			



Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				191
Recruited	127	64	0	191
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				123
Recruited	82	41	0	123
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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	24	12	0	32	13	0	51	28	0	160
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	3	0	0	18	7	0	28

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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
PG	Male	29	0	0	0	29
	Female	23	2	0	0	25
	Others	0	0	0	0	0
UG	Male	64	0	0	0	64
	Female	56	0	0	0	56
	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	5	7	6	6
	Female	5	5	5	5
	Others	0	0	0	0
ST	Male	4	2	3	4
	Female	2	3	2	2
	Others	0	0	0	0
OBC	Male	12	12	14	20
	Female	7	3	13	13
	Others	0	0	0	0
General	Male	50	63	59	47
	Female	52	66	49	57
	Others	0	0	0	0
Others	Male	20	3	5	4
	Female	0	5	5	10
	Others	14	0	0	0
Total		171	169	161	168

General Facilities	
<b>Campus Type: Vasantdada Nagar, Adgaon, Nashik</b>	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	200
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	350
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes

• Any other facility	<b>Battery operated vehicle, Dharmashala, Day Care Centre, Yoga and Meditation Room, Prayer Room</b>
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Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	3	159
* Girls's hostel	3	235
* Overseas students hostel	0	0
* Hostel for interns	1	85
* PG Hostel	4	278

## 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
780	767	762	762	783
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
209	214	199	227	210
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
171	169	161	168	172
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
165	159	162	175	169
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
180	178	180	204	193
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
903.62	861.19	762.76	664.40	549.28
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

**Response:**

**Dr. Vasantao Pawar Medical College, Hospital and Research Centre, Nashik ensures effective curriculum planning, delivery, and evaluation through a well-defined process. The regulatory body 'MCI' has implemented Competency Based Medical Education from the academic year 2019-20. Institute follows these practices for students admitted in the academic year 2019-20.**

**The institute ensures effective curriculum planning through the following practices:**

- **Formation of academic boards, curriculum committee, and foundation course committee to monitor and control academic activities**
- **Planning for UG, PG, and internship orientation program**
- **Development of the institute's academic calendar with guidelines of University (Maharashtra University of Medical Sciences-MUHS)**
- **Preparation of Master Timetable**
- **Teacher wise topic distribution by the head of the department**
- **Development of course file**
- **Preparation of teaching plan which includes didactic lectures, small group discussions, practicals, clinics, etc.**
- **Preparation of internal assessment examination plan**
- **Planning for co-curricular and extra-curricular activities**
- **Planning for Skill Lab activities, as applicable**
- **Promotion of research by CRL (Central Research Lab)**
- **Planning for clinical internship**

**The institute ensures effective curriculum delivery through the following practices:**

- **Provision of various learning resources like Central Library, ICT facilities, lecture halls, well equipped Laboratory, and Demonstration rooms. E-resources like E-books, Videos, PPTsand Google Class Rooms, etc.**
- **Conduction of lectures, practicals, demonstrations, tutorials, clinical sessions.**
- **Monitoring of conduction of lectures and clinical sessions by HOD**
- **Monitoring of attendance by respective faculty**
- **Monitoring of curriculum and academic activities by Curriculum Committee.**

**The institute ensures effective curriculum evaluation through the following practices:**

- **Teaching report reviewed by HOD and Academic Board**
- **Continuous Internal Assessment (theory, practicals, clinical sessions, etc.)**
- **Monitoring through logbooks, wherever applicable**
- **Evaluation of CO and PO attainment**
- **Review of Curriculum Feedback**

**‘Curriculum committee’ comprises of faculty trained in ‘Revised Basic Medical Education and Technology’, AETCOM and Curriculum Implementation Support Program (CISP) conducted by Nodal and Regional centers to implement competency based undergraduate curriculum for the Indian Medical Graduate given by MCI.**

**Following committees contribute and support the effective planning, delivery, and implementation of curriculum:**

- 1. Curriculum sub-committee: This is a phase-wise committee which consists of heads of departments/key faculty from each specialty teaching in that phase and representation from members of other phases. It is responsible for the implementation of the curriculum for the respective phase.**
- 2. Alignment and Integration Team (AIT): ensures the integration of aligned and integrated topics (AITo) delivery.**
- 3. The Medical Education Unit (MEU): is responsible for enabling and facilitating the faculty in the delivery of the curriculum. The MEU provides faculty education and support which helps to develop teaching and assessment methods.**

## MEU liaises with the regional/nodal centers of the MCI.

**Internal Quality Assurance Committee (IQAC) is responsible for reviewing and advising authorities of the institute on the performance of the curriculum and improvement required.**

File Description	Document
Any additional information	<a href="#">View Document</a>
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:** 0.48

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
1	1	1	1	0

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

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

**Response:** 83.33

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

years

Response: 30

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

Response: 36

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>

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

Response: 0

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

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:**

The institution provides a healthy academic environment for its students. A concerted effort is made to include cross-cutting issues like gender, environment and sustainability, human values, health determinants, right to health and emerging demographic issues, and professional ethics in its curriculum.

The institution follows curricular guidelines given by Maharashtra University of Health Sciences.

**Gender:** Students are taught equality in gender and to act against any bias through different courses. It provides the students with an opportunity to explore subjects or areas of interest that strengthens their beliefs. Activities like seminars, lectures, role play, etc. on gender sensitization are organized periodically to enable students to interface with real-life situations. Gender sensitization is taught in the current curriculum in the following subjects:

- Forensic Medicine
- Obstetrics and Gynaecology
- Medicine
- Community Medicine
- Psychiatry

**Environment and Sustainability:** This is ensured by motivating the students to appreciate the ethical, cross-cultural, historical context of environmental issues and the links between human and natural systems. It facilitates the student in learning about the ecosystem, global warming, and related issues in Community Medicine through the following topics:

- Environmental health
- Community Health and Mental Health
- Urban and rural health
- Disaster management
- Hospital waste management

**Human Values:** The ability of medical education is to exert a good influence on

concern about human values. The human values are respect, acceptance, appreciation consideration, listening, openness, affection, empathy, etc. This is also inculcated in students through Bioethics Unit and NSS activities. The following courses include it as part of its learning outcomes:

- **Anatomy and Physiology**
- **Introduction to social work and society in Community Medicine**
- **Communication skills in clinical courses**

**Health Determinants:** The health determinants include the social and economic environment, the physical environment, and the person's individual characteristics and behaviors. These are included in the learning outcome of community medicine.

**Right to Health and emerging Demographic issues:** The subject of community medicine motivates the students to appreciate and understand the right to health and emerging demographic issues like population explosion, sex ratio, population density, etc. through routine teaching-learning activities.

**Professional Ethics:** Ethical principles and values are covered in the MBBS curriculum in topics such as basic principles of doctor-patient relationships, do and don'ts in medical research, and general conduct of a doctor. An effort has been made to address real-life situations in which medical students/ doctors find themselves when they start their clinical practice. A professionally accepted standard of personal behavior, values, and guiding principles are integrated within the following courses to guide medical students in performing their job functions according to sound and consistent ethical principles:

- **Bioethics and AETCOM in pre-clinical courses**
- **History taking, diagnosis, and management of patients in clinical courses**
- **Medico-Legal aspects in Forensic Medicine and Toxicology**
- **Research/Clinical-Trial related ethical aspects in Community Medicine and Clinical Courses**

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<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:** 45

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

Response: 45

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:** 2.87

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
26	38	20	26	30

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>
Link for additional information	<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:** 61.49

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



Response: 511

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>
Link for additional information	<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:** A. All 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

File Description	Document
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:** 45.17

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
69	51	49	50	52

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
120	120	120	120	120

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>
Link for Any other relevant informatio	<a href="#">View Document</a>

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

## intake

**Response:** 95.13

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
171	169	161	168	172

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
178	178	176	176	176

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:** 3.26

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
1	2	11	9	4

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>
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>

## 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>
Any other information	<a href="#">View Document</a>
Link for any relevant information	<a href="#">View Document</a>

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

**Response:** 4:1

File Description	Document
List of students enrolled in the preceding academic year	<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:

**Dr. Vasantrao Pawar Medical College Research Centre facilitates building and sustenance of innate talent/aptitude of individual students through many extramural activities which are conducted by students club, cultural societies, and various departments.**

- **The institution organizes various cultural activities and annual social gathering “Abhirang, Udaan”. Such platform provides an opportunity to learn National Integrity, Unity, and Values.**
- **Cultural society of the Institute organizes "Dandiya programme, Ganpati Festival, Holi Festival, Dussera," etc every year.**
- **The VPMC ART circle nurtures hobbies of students such as trekking, drama, music, and literary discussions. Movies and documentaries are shown to the students regarding various humanitarian values and educational motives. This helps to learn and understand cultural diversity and learn the event management processes.**
- **Institute publishes annual magazine “Spandan” every year. Editing and printing of the manual are taken by the group of the students in the Student club. The magazine provides the platform to represent their talent, arts, hobbies, etc. Such activities performed by the students improve their soft skills, like interpersonal relations, organization skills, negotiation skills, and lot more which cannot be learnt in a closed classroom.**
- **Every year management of the institute encourages and supports organising “National and International Level Marathon” in the month of January. Students from various institutes of the trust including the students of our College participate with great enthusiasm. During the event, students of our college**

organize the medical camp and provide medical service to handle any emergency during such event.

- Students participate in a number of *sports activities* at State, National, and International levels and have won many awards in various sports like Swimming Kho-kho, Kabaddi, Shot-put throw, Discus Throw, Volleyball.
- National Service Scheme conducts events like *Fit India Initiative*, Pledge for *Single-use Plastic Ban & Plastic free campus*, and *NSS Special winter camp* every year.
- Students are encouraged to participate in the National level event *PULSE* which is held in AIIMS, Delhi every year.
- State-level event *Yuvaspandan* where students interact with various other students from all over the country.
- Institute organizes various other social activities where students can interact with the community and can understand their needs and expectations from the medical services provided by the college. They participate in health checkup of *Varkaries* of PandharpurWari and Saptashrunji, Kalika Temple during *Navaratri*.
- Institute observes various days like WHO Day, AIDS day, WorldTB day, *Dental hygiene day*, *World Anaesthesia day* according to the theme. Commemorative days like Samaj din, Dr Vasant Rao Pawar Smruti Din, MUHS Foundation day and National Days are organised and celebrated enthusiastically by students. They learn about practical issues and important values through these activities. Students have also actively participated in Organ donation rally, breastfeeding week activities, tree plantation program, Yoga Day, etc.
- These activities beyond the classroom teach students to develop aptitude which helps them in their future life. Many awards and recognition are an outcome of the *sustenance of innate talent*.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<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:**

**Institute follows student-centric methods for enhancing learning experience.**

#### **1. Experiential Learning- (to develop knowledge and skills through experience).**

##### **a. Undergraduate students**

- **Laboratory experiments-Slide staining, identifying infective organisms.**
- **Dissection by students in Anatomy**
- **Physiology/Biochemistry experiments done by students in the laboratories.**
- **Health checkup of patients –BP, Pulse, General examination, systemic examination**
- **Skill lab based learning**
- **Hands on training (E.g. CPR, Airway management, etc.)**

##### **b. Postgraduate students**

- **Clinical postings – OPDs, IPDs, Casualty, Urban Health Centers, Rural Health Centers. (General and systemic examination of patients and reporting the findings)**
- **Posting in Laboratories- Pathology, Microbiology, and Radiology etc.**
- **Performing, Observing and assisting various clinical and operative procedures**
- **Performing procedures independently**
- **Skill lab based learning**



**2. Integrated/Interdisciplinary learning (is a method, used to teach across curricular disciplines or the bringing together of separate subjects/courses around common themes, issues, or problems)**

**a. Undergraduate students**

- **Horizontal & Vertical integrated teaching**
- **UG orientation program**
- **Foundation course (CBME)**

**b. Postgraduate students**

- **Interdepartmental rotations in different departments**
- **Interdepartmental/ Clinico-pathological correlation clinical meeting**

**3. Participatory learning (is a form of a reflective teaching which expects a high degree of activity and personal involvement of participants)-**

- **Seminars/ Workshops with facilitator**
- **Case presentation**
- **Journal club – for PG**
- **Webinar by student , tutorial**

**4. Problem solving methodologies-(consist of observation of reality-construction of the problem-identification of the key points-creation of a theory-hypothesis for a solution leading to application)**

- **Developing research proposal /Conducting a survey**
- **Root cause analysis and suggest solution**

**5. Self-directed learning (SDL)-(the learners are responsible for their own learning process)**

- **Assignments with the specific learning objectives (SLOs) before SDL session-**

**They discuss and present the topic -After this, the class is divided into smaller groups randomly and each smaller group is assigned a specific learning objective - Topics are discussed to cover all the specific learning objectives.**

- **Exploring the learning objectives in depth in the library with the help of Reference textbooks, journals, e-books, e-lectures, e-content etc. apart from lectures**
- **Online discussion forums (Google classroom)**
- **Group discussions**
- **Logbook, Journal**

## **6. Patient-centric and Evidence-Based Learning**

- **Case-based presentation,**
- **Bedside clinical teaching (Ward rounds) of small groups**
- **Post-graduate students managing patients in OPDs/IPDs/ICUs**
- **Recent advances in patient management for PG students**

## **7. Learning in the humanities**

- **Case based Scenarios for learning on communication skills (patient / relative counseling), ethics (Confidentiality) and attitude [AeTCOM]**
- **Value-based education by incorporating topics of Bioethics like Patients privacy, breaking bad news, gender equity , Informed consent**
- **Understanding the role of professionals in the society-reading books on health professional working in community, Movies based on humanities, guest lectures**
- **Health awareness through community visits**

## **8. Project based learning**

- **Hospital/Community based research project work done by undergraduate and postgraduate students under supervision of the teacher/guide. (MUHS, ICMR etc.)**
- **Presenting research work (paper/poster) at conferences**

- Thesis work by postgraduate students

## 9. Role play

Street plays or Skit based on various health issues on various days like WHO day, Mental health day, World Hearing Day

File Description	Document
Link for learning environment facilities with geotagging	<a href="#">View Document</a>
Link for any other relevant information	<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>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

**Dr. Vasant Rao Pawar Medical College, Hospital, and Research Centre has various ICT enabled tools and e-resources for effective teaching-learning process.**

**Following are the various ICT enabled tools used by the teachers for effective teaching and learning process.**

- **LCD projector**
- **Audio-visual system**
- **LAN with INTERNET facility**
- **Digital displays**
- **Webinars**
- **Relay of live surgeries**
- **Google classrooms**
- **MOODLE**
- **Computers and personal laptops**

- **Smart-phones, printers, and computer peripherals**
- **Learning Management System (ERP)**
- **Expert videos**
- **Animation/ videos available on internet**
- **Lecture capturing system**
- **Google meet/ Google suite**
- **Microscopic and endoscopic surgery display for learning**
- **DVD/ CD/ Hard disc**
- **Digital radiography facility**

**Following are the e-resources available for effective teaching and learning process:**

- **e-library (Library Management System- OPAC)**
- **e-journals**
- **e-books**
- **Data repository system - PPTs/ Videos/ Question banks/ PrepLadder MCQ bank**
- **NPTEL videos**
- **Swayam Channels resources**
- **E-Shodhsindhu**
- **E-PG Pathashala**
- **PubMed**
- **Open access journals (Springer/ Science direct/ PubMed )**
- **MUHS online TL Videos**
- **MUHS MBBS Exam previous year Question Paper**
- **MUHS PG Exam previous year Question Paper**

- Teachers are well versed in applying appropriate information technology in their teaching.
- They are trained through Medical Education Units in making slides for PowerPoint presentation in all courses.
- Faculty members are technology savvy in IT at their personal level.
- Classrooms and seminar halls are ICT-enabled. The entire campus is Wi-Fi and Internet enabled.
- During presentations, teachers utilize appropriate links to show live videos of demonstration and procedures. They use CDs and DVDs for teaching which are available at respective departments.
- Students and faculty members utilize e-reference books and journals available in the central library
- IT team of the institute helps faculty and students for use of ICT tools in the teaching-learning process.

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 any other relevant information	<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:** 4:1

##### 2.3.4.1 Total number of mentors in the preceding academic year

**Response:** 181

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>
Any other relevant information	<a href="#">View Document</a>
Link for any other information	<a href="#">View Document</a>

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

**Response:**

**Dr. Vasantao Pawar Medical College and Research Center provides great platform to students for creativity, Analytical skills, and innovations**

- Institute organizes various poster-making competitions amongst students on a certain subject. The posters and models are judged by senior faculty members from departments and awards are given accordingly. Few departments like community medicine conduct poster competition for self-directed learning.
- In January 2019, Poster and Model making competition was arranged on an intercollegiate level where students from our institutes and other government medical colleges participated.
- All PG Students prepare posters and present them in various State/National conferences each year. Many of them have received awards for their creativity.
- On World Health Organization day, WHO day is celebrated every year and respective Theme based competitive posters and skits are performed by the students.
- On World Anaesthesia day poster competition was organized where students displayed great innovative ideas and created wonderful posters.
- On World hearing day on 3rd March 2020, poster competition was arranged by Otorhinolaryngology(ENT) Department for undergraduate students, where they exhibited creativity and innovative ideas which were amazing. Best posters were given special recognition to encourage students.

- On Bioethics Day, students created posters for understanding ethics in medical education.
- World Glaucoma Week was observed by Department of Ophthalmology where poster competition was arranged for UG students.
- Slogan, Rangoli, and poster competition were held by Respiratory Medicine Department on World TB Day.
- Model making and Just a Minute competition are held by Biochemistry department for UG students who demonstrated great creative skills.
- Logo making competition was declared and excellent response was observed. Many students participated in this competition and came out with innovative designs of logo of institution. These students were felicitated by certificates.
- In Avishkar which is program organized by University, students from Dr. Vasantrao Pawar Medical College participate regularly. They present posters on innovative topics with innovative ideas. They plan projects based on health issues in community. They do research in various areas of health, education, environment, etc. E.g.- In 2015-16, *Kumbhmela* was held at Nasik. Students of this institute did research on nutrition, hygiene of thousands of sadhus who were part of this mega event. Prevalence of different contagious diseases and morbidities in sadhus at *Kumbhmela* was also studied.
- In Excelsior, a conference on Research and Skills for UG students, where they participate in hands-on teaching activities on models and mannequins, like suturing, CPR, injections, etc.
- Our students participate in various projects of ICMR – Indian Council of Medical Research which encourage research and analytical skills in them.
- In COVID 19 Pandemic, the creativity and innovation of students continued in the form of video making competition. Students created small videos that emphasized awareness, hygiene, preventive measures during COVID19 pandemic.
- Analytical skills were developed in the students by Research Methodology workshops for PG and UG. Interactive Sessions on Biostatistics also helped in developing analytical skills.

Students' innovation and creativity is always appreciated by teachers. Necessary



**guidance and support is always given by faculty.**

File Description	Document
Link for appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<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>
Any additional information	<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:** 10.85

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

2019-20	2018-19	2017-18	2016-17	2015-16
31	25	23	14	7

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:** 9.11

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

Response: 1503

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>
Any additional information	<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:** 18.67

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
65	30	23	21	15

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>
Any additional information	<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>
Link for additional information	<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:** 0.25

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
0	2	0	0	0

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>
Any additional information	<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:**

- Institute is affiliated with Maharashtra University of Health Sciences Nashik. UG and PG Program assessment is done through internal and University assessment.
- MBBS programme is spread over four and a half years along with one year of compulsory rotating internship.
- PG Degree programme is of 3 years and Diploma programme (now merged into degree) is of 2 years.
- For undergraduate programme, 20% of marks are awarded based on internal assessment and 80% marks are awarded based on University assessment.
- For postgraduate programmes, formative assessment is done by the institute and summative assessment by MUHS.
- MUHS prepares an academic calendar which is followed to develop the institute's academic calendar and internal assessment schedules. The master time table is then prepared by the curriculum committee considering required hours of teaching. Department head prepares departmental academic calendar, teaching programme and ensures the implementation of it.
- Continuous Internal Evaluation (CIE):

#### UG Programme: MBBS

Course/Subject	No. of CIEs in Old curriculum	No. of CIEs in New curriculum	
Anatomy	2	3	
Physiology	2	3	
Biochemistry	2	3	
Pathology	3	3	
Pharmacology	3	3	
Microbiology	3	3	
Forensic Medicine and Toxicology	3	4	
Community Medicine	3	5	
Otorhinolaryngology (ENT)	2	2	

Ophthalmology	2	2	
General Medicine & allied	3	6	
General Surgery & allied	3	6	
Gynaecology and Obstetrics	3	6	
Paediatrics	3	4	

The term-end examination is conducted through theory and practical examination. Such examination is conducted by the respective departments. The concerned department develops three different sets of Question Papers. To ensure robustness and transparency, all the question papers are handwritten by the subject teacher, then packed, sealed and submitted to the head of the department. At the time of examination exam coordinator selects one of these three sets randomly, which is given to the students.

#### PG Programme:

Degree (MD/MS)	Old curriculum	New curriculum (from 2019-20 onwards)
First year (JR I)	One internal examination (Term-end)	One internal examination (Term-end)
Second year (JR II)	Two internal examination (Two Term-end)	One internal examination (Term-end)
Third year (JR III)	Two internal examination (one Term-end & one Prelim)	One internal examination (Prelim)

The internal assessment examination is conducted at the end of each semester. The examination is scheduled in the month of July-August and January-February. Formative assessment is the part of CIE that includes the assessment of knowledge, skills, ethics and professionalism.

- Continuous Internal Evaluation is robust as it ensures the setting of question papers according to the syllabus and conduction of the examination as per stipulated norms of affiliated University.
- The process of assessment is guided and monitored by the in-charge of the Central Examination Unit (COE).
- CIE is transparent as it involves discussion on answer sheets with students, display of result on notice board, discussion of result with the student as well as parents during parents-teachers' meeting.

File Description	Document
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for any other relevant information	<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:

**Institute has Central Examination Unit (CEU) for planning, execution, and conduction of the examination process.**

**CEU in-charge monitors this examination process with strict vigilance to maintain discipline and transparency.**

**Institute has a well-defined mechanism to deal with examination related grievances. University guidelines are followed for the same.**

#### Grievance redressal mechanism with reference to internal examination:

**For smooth conduction of the internal exam following steps are followed.**

- **The Schedule of the Internal Assessment Exam is declared by Academic boards and CEU of the institute.**
- **Internal Assessment is conducted as per COE guidelines**
- **The internal assessment examination theory papers are set by the concerned department and submitted to the central examination unit, which is responsible for the conduct of internal examinations**
- **The evaluation (Central Assessment of Paper-CAP) for theory paper is as per University examination**
- **Three copies of result sheets are prepared and sent to 1- HOI, 2-Department Head and 3- kept at CEU of office.**
- **The result is declared within 15 days after the exam**
- **Marks are displayed on the notice board**

- Answer sheets are shown to students
- Re-totalling/ Re-counting is done as per the prescribed format given by CEU
- The theory answer papers are shown to students and any errors in totaling or evaluation are corrected at departmental level.
- Students are made to verify their answer sheets.
- After satisfaction, all the students have to sign on their internal assessment mark sheets before the results are forwarded to the University by the institution.

**This mechanism deals with examination-related grievances which is transparent & time-bound.**

**Grievance redressal mechanism with reference to University examination:**

- Regarding matters related to University Examination, University has laid the mechanism related to submission of appeals, providing access to answer scripts, for provision of re-totaling and re-assessment.
- Students are allowed to approach the University for re-totaling of theory marks after the results. Examinees are also entitled to procure the photocopy of his/her answer book(s) on application and payment of a prescribed fee to the University.
- The photocopy of the answer book/mark-slip is provided under the Right to Information Act-2005.
- A candidate should pay per paper the prescribed, non-refundable fees to the college within 7 days from the declaration of result.
- The institute is required to scrutinize applications thoroughly submitted by the candidates and incomplete applications are rejected at College-level itself.
- All applications duly completed in all respect are only be submitted to the University.
- University informs the institute if any change or/ no change in the result within the stipulated time.
- Scan copies of an official communication regarding exam-related grievances are preserved in the exam section

**The mechanism to deal with University examination-related grievances is transparent, time-bound, and efficient.**

**Institute has a transparent, time-bound, and efficient system to deal with grievances related to internal as well as University examination.**

File Description	Document
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:**

**Institute follows guidelines given by the University for examination/evaluation and reforms are introduced regarding internal assessment evaluation process to bring objectivity in it.**

**Examination procedures: Institute has developed CEU (Central Examination Unit) which takes care of all the examination activities. Following are few reforms observed in examination procedure-**

***Internal examination:***

- 1. Establishment of separate central examination unit (CEU) which monitors and controls all examination-related activities.**
- 2. Robust method of Question Paper Setting (Three handwritten sets and one set of MCQ) has been introduced.**
- 3. Random selection of question paper is introduced to ensure confidentiality.**
- 4. Concept of Blueprinting for setting of question paper is introduced.**
- 5. Printed answer sheets are introduced in line with university answer sheets to ensure error free detailing by the student and acquaintance with university practices.**



6. **Colour coding of answer sheet is introduced for better identification and traceability**
7. **Separate strong room is established for storage, preservation and protection of examination records.**
8. **Central assessment programme (CAP) at college level for all internal examination is introduced in line with university practices.**
9. **Surprise visits by internal squads and supervision by another subject staff is introduced.**
10. **Conduct of examination under strict supervision and CCTV Surveillance.**
11. **Bar coding at internal examination is our future plan**

***University examination:***

- **Online Submission of oral practical examination marks through University software**
- **Online receipt and issue of hall tickets through University software**
- **Use of university software for conduction of examination**
- **Online process of Revaluation and re-totalling of answer sheets**
- **Online Availability of soft copy of answer sheet**

**Processes Integrating IT:**

1. **High-speed printing machine is introduced for the printing of question papers.**
2. **Submission of internal assessment marks online through software**
3. **Distribution of examination hall tickets through online software**
4. **Re-evaluation and Re-totalling is an online process**
5. **Submission of PG synopsis/dissertation, Review is an online process**
6. **Online appointment of faculty for paper setting**
7. **Online appointment of examiners**

8. Maintaining question bank (e-repository) at respective department
9. Surveillance through CCTV during the examination
10. Projection of cases on-screen in university practical exam, during the COVID19 pandemic.

#### Continuous Internal assessment system:

Answer sheets and marks are shown to students and queries are resolved by discussion with respective teachers for internal evaluation

**Competency-based assessment:** MCI has introduced major reforms in medical education in the form of competency based assessment in 2019-20. It is to bring objectivity in assessment and also to improve ownership of teaching-learning and assessment.

**Workplace-based assessment:** Assessment of post-graduate students is done at various workplaces like various wards, OPDs, OT's, ICUs, casualty, and laboratories by faculty. It includes log book maintenance, research activities, WPBA checklists, etc.

**Self Assessment:** It is done periodically by the students through checklist which discussed and reviewed by respective departments.

**OSCE/OSPE:** Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) are assessment methods based on a student's performance that measure their clinical/procedural competence. It is followed by departments through formative assessment.

File Description	Document
Link for Information on examination reforms	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<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 midcourse improvement of performance of students	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<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:**

Medical council of India has provided the guidelines for outcome based education as per the gazette of India part 3, No. MCI-34(41)/2019-Med/161726 dated 4th November 2019. This document states learning outcomes and graduate attributes (program outcomes, and program-specific outcomes). The program outcomes (POs) are stated as national goals, program-specific outcomes (PSOs) as institutional goals, course outcomes (COs) as goals and roles for the learner along with competencies to be acquired by the learners.

All the POs, PSOs, and COs are communicated to students and teachers through the website of the institute. Medical Education Unit (MEU) has conducted a training program on the methodology of attainment for all learning outcomes and graduate attributes. The program outcomes and program-specific outcomes are measured based on course outcomes for each batch that has undergone through graduate program.

Mechanisms have been designed and adopted to ensure that the desired outcomes are achieved. The teaching-learning methodology and the supporting facilities are also designed. Induction and orientation programs are conducted for the newly enrolled

students at beginning of each academic session. Students and teachers are provided with academic calendar, wherein plan for implementation of entire curriculum is specified, providing all learning objectives and outcomes at various levels.

The Institute has aim (established as PSOs) to produce IMG who:

- 1.is competent in diagnosis and management of common health problems of individual and the community and should be a part of health care team;
- 2.is competent to practice preventive, promotive, curative, palliative, and rehabilitative medicine in respect to the common health problems;
- 3.appreciates rationale for different therapeutic modalities, be familiar with the administration of 'essential medicines' and their common adverse effects;
- 4.is able to appreciate the socio-physiological, cultural, economic, and environmental factors affecting health and develop humane attitude towards the patients;
- 5.possesses the attitude of self-learning;
- 6.is familiar with the basic factors which are essential for the implementation of the national health programs;
- 7.acquires basic management skills in the area of human resources, material and resource management related to health care delivery, hospital management, inventory skills, and counseling;
- 8.is able to identify community health problems and learn to work to resolve them;
- 9.is able to work as a leading partner in health care team and acquire proficiency in communication skills;
- 10.is competent to work in a variety of health care settings;
- 11.has professional characteristics and attitude

The medical Graduates, as per regulatory authority norms, become a locally competent and globally responsible clinician, leader, and a member of the interdisciplinary health care team, through a lifelong learning process that is altruistic, ethical, and committed to excellence.

The passing out graduates in various streams are made fit to practice independently with due confidence and skills. Besides professional knowledge, they are groomed to

**play leadership roles in the community, not only in health sector but also in social issues such as gender equity, environmental protection, disaster management, and sensitizing people at large on their right to health.**

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<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:** 82.46

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
183	168	159	182	183

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
209	214	199	228	210

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:

- Institute follows the guidelines given by the Graduate Medical Education Regulations (GMER) 2019 and Maharashtra University of Medical Sciences (MUHS) for teaching-learning as well as assessment for Indian Medical Graduate (IMG).
- The GMER 2019 is applicable from 2019-20 onwards and provides a structured program that is known as competency-based medical education (CBME).
- Under the CBME program, learning outcomes and competencies are defined for the IMG, and the institute makes sure that these learning outcomes and competencies are aligned to teaching-learning activities as well as assessment methods at all levels.
- The competencies of each subject are taken as the basis for defining specific learning objectives (SLOs) in teaching-learning activities of the respective subject. These competencies and SLOs address domains of knowledge, skill, and attitude.
- Student assessment is based on competencies and SLOs covered in their teaching-learning. Formative and summative assessments conducted for student covers the domains of knowledge, skills, attitude, and communication. Their assessment is done in formative domain at the department (institute) level and

**summative at the University level.**

- **Components of internal assessment include theory (LAQs, SAQs/BAQs, MCQs), practical/clinical (OSCE, OSPE, DOPS, mini-CEX, WPBA, etc.), logbook, and AeTCOM.**
- **These student assessment methods are objective, observable, and measurable so that any deviation in learning is recognized early for providing formative feedback.**
- **Achievement of the stated learning outcomes and competencies is determined by student performance in each subject.**
- **Other assessment methods included Quiz competitions, Seminars; Problem-based learning, assignments, and journals.**
- **The students are encouraged to do scientific research through compulsory dissertation related to their respective fields of expertise under the guidance of their teachers.**
- **Regular periodic examinations are conducted throughout the course. There are three internal assessments (IA) in each preclinical/para-clinical subject and two examinations in each clinical subject in each professional year in which they are taught.**
- **Logbook including required skill certification is given importance in IA. The learner must complete the required certifiable competencies and logbook for that phase of training.**
- **The students participate at state, national, and international levels competitions, debates, paper presentations, and quizzes. Students are provided with workbooks, Journals & log books stating the attainment of outcomes and objectives of respective courses.**

**Assessment of teaching and learning: Assessment is by eligibility for professional examination and is aligned to competencies of teaching and learning.**

**Eligibility for professional examination is by:**

**1. Attendance as prescribed by University**

**2. Internal assessment**

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

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<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-teachers meetings:**

- Institute follows the practice of having good communication with parents of the students. The Parent-Teacher meeting is held periodically at least once in a year for each academic year.
- The Heads of departments of each academic year meet and decide the convenient date of PTM (Parents-Teachers Meet). Notice is circulated to all respective departments and students.
- The main agenda for PTM is to discuss about attendance and result of internal assessment with each parent and student individually with each subject teacher.
- The parents are communicated about the date of meeting personally by teachers.
- On the date of meeting, the parents are welcome by Head of Institution. The purpose and instructions about the meeting are conveyed to them.
- Respective heads of departments introduces their departmental staff to the parents, informs about working of the department and expectation from students about attendance and performance. Parents of students with less attendance are communicated with the consequences and guided for improving the same.
- Toppers of previous Semester Internal assessment - Theory and Practical examination of various departments are felicitated. Chairman of Disciplinary Committee addresses about rule & regulations for students and about disciplinary committee in college.
- One to one communication is done by faculty of subject with respective parent regarding academic performance in internal assessment and attendance of their wards.
- The students having less than 75% attendances in academic sessions are given



**ultimatum to improve their attendance in future and its importance for eligibility of attending University examination. Issues like biometric attendance, compulsory uniform, anti-ragging committee are also discussed.**

- Honorable Dean addresses the first year students and their parents wherein she informs them about the institutional details, future plans, and student facilities. Dean shares information about career guidance, opportunities in institution.**
- Availability of recent journals and books in library, E-books, OPAC (Library), MOODLE platform is informed.**
- Students were motivated to use these facilities and encouraged to do research work, participate in various outdoor activities, sports activities, social and outreach activities organized by the institute.**
- If students have any issues other than attendance and result, they are advised to contact their respective mentors.**
- Parent's suggestions are taken during these meetings.**

**Remedial measures undertaken and outcome analysis:**

**Following remedial measures were taken as results of such meetings**

- 1. Hygiene, quality and variety of food of mess is reviewed by Mess committee**
- 2. Gymnasium set with modern equipments**
- 3. Drinking water, Sports facility and Parking facility improvement**
- 4. Availability of ATM, stationary, grocery in the campus**
- 5. Remedial measures for improvement in students' performance is implemented**
- 6. Information to parents regarding continuous absentee**
- 7. Issues about biometric attendance and email communication**
- 8. Information about Internal Complaint Committee, Mentorship program, etc.**
- 9. Availability of results, academic circulars and notices through website/social media**

**These remedial measures taken regularly and outcome is informed to Head of Institute.**

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

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>  <b>Response: 3.12</b>
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## 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:** 39.28

##### 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
76	64	64	60	62

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:** 16.23

##### 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
22	28	38	24	22

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>
Any additional information	<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:** 19

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
4	4	5	6	0

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>
Any additional information	<a href="#">View Document</a>
Link for funding agencies websites	<a href="#">View Document</a>
Link for Additional Information	<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 institute has an ecosystem for innovation, research, and training to promote and nurture research activities:**

- **An incubation center is established through Central Research Laboratory (CRL), Developmental Therapeutics, Translational Research (VPCDTTR), and Clinical/simulation Skill Lab to nurture research, innovation, and IPR activities**
- **Establishment of Institutional Ethics Committee for research**
- **Provision of state-of-the-art infrastructure and resources**
- **Providing support to faculty, PG, and UG research projects**
- **Supporting various research activities at the National and International level like AVISHKAR, ICMR, etc.**
- **Publication of own Research Journal (MVP Journal of Medical Sciences)**
- **Provision of the facility for Plagiarism detection**
- **Organizing various workshops, seminar, conference, and expert lectures**
- **Supporting faculties for attending National, International collaborative learnings/research**
- **Applying for patents/trademark**
- **Community research during Kumbh Mela**
- **Special facility for COVID 19 related research studies**
- **Provision of avenues to faculties for acquiring their Ph.Ds. and various Fellowships**
- **Organizing/supporting various professional bodies for conducting workshops and seminars**
- **Establishing MOUs with various Government and Non-Government organizations (40+ MOUs)**
- **Preparation of various reports for Research Grant**
- **Establishing research and academic collaborations**
- **CRL, VPCDTTR has sufficient resources to complete research projects. CRL is established for various research activities of undergraduate students like AVISHKAR, Indian Council of Medical Research (ICMR), etc. Dr. Vasant Rao Pawar Centre for Developmental Therapeutics and Translational Research (VPCDTTR) is established for clinical trials.**
- **Central Research Laboratory has a non-invasive function and assessment lab, cognitive function lab, high altitude hypoxia simulation lab, and biotechnology**

**lab. Central Research Laboratory is well-equipped with various model and equipment that includes High Altitude Hypoxia Simulator, 16 Channel Polygraph Machine for the recording of ECG, EEG, EMG, EOG, Respiration, Blood Pressure, and various other parameters, Advanced Multiparameter Monitor with ECG, SP02, NIBP, ETCO2, Non-Invasive Cardiac Output Monitor, Non-invasive blood pressure apparatus and other accessory devices like Height measurement device, Weighing scale, Skinfold thickness measurement caliper, Basic life support Simulation, and training kit, Automated External Defibrillator (AED) with Simulator and Mannequin, Simulation Lab for injection (IV/IM/ intracardiac).**

- **Institute has conducted innovative training in the form of research methodology, intellectual property rights, good clinical practices, pharmacy and collection practices, analytical and statistical training.**
- **Teachers of the institute are recognized as PG guides and have published many research papers. Many teachers also represented their research work at National and International conferences. Few teachers in this regard also attended the International Conference in the USA, Australia, and Germany.**
- **Teachers are doing fellowship programs and training programs to achieve academic excellence.**
- **Institute promotes and encourages teachers for research projects and fellowship with financial grants. Dr. Vasant Rao Pawar Medical College, Hospital and Research Centre has a tertiary care center that provides comprehensive health care services to the community and imparts clinical experience to undergraduate and postgraduate students of the institute.**
- **The availability of extensive clinical material in the tertiary care center helps in enhancing the clinical skills of the students.**

<b>File Description</b>	<b>Document</b>
Link for details of the facilities and innovations made	<a href="#">View Document</a>
Link for any other relevant information	<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: 41**

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
10	10	10	7	4

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>
Any additional information	<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 form	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for 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: 2.24**

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: 184

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

Response: 82

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>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<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: 1.13

File Description	Document
Institutional data in prescribed format	<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: 0.01

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>
Any additional information	<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:** 71

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
33	13	18	4	3

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>
Any additional informatio	<a href="#">View Document</a>

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

**Response:** 8.28

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
0	0	0	150	170

File Description	Document
Institutional data in prescribed form	<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>
Link for additional information	<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:**

**Dr. VPMCH & RC Nashik always served community with the motto ‘Bahujan Hitay Bahujan Sukhay’.**

**Our team always work in society during**

- **Natural calamities like floods**
- **Major pilgrimages Pandharpur Wari**
- **Kumbh Mela,**
- **Covid-19 pandemic.**

**Disaster management workshop for medical, paramedical, and population was conducted prior to Kumbh Mela. Kumbh Mela is the world’s largest human congregation and held every 12 years in Nashik. During these public health challenges including stampedes, crush injuries, burns, exposure to extreme weather, infectious diseases, water sanitation, and hygiene-related issues, and epidemic outbreaks are handled by our team. Research activities were conducted in Kumbh Mela which were appreciated by CDC Atlanta. For services given at Nashik, Institute was appreciated in Ujjain Kumbh Mela.**

- **Blood donation is the most valued service to mankind. We have arranged many blood donation camps and received appreciation certificates for the same.**
- **We are organizing multi-diagnostic camps in villages and urban slum areas around Nashik. We have received appreciation certificates from Sarpanch of**

**villages and charitable trusts.**

- **Our hospital got empanelled in 2013 for Mahatma Jyotiba Phule Arogyadaya Yojana (MPJAY), BPL, through this patients' receive free treatment.**
- **The Obstetrics and Gynaecology department provides free services to all pregnant women through Matru Vandana & Janani Suraksha Yojana.**
- **RNTCP is run by the Respiratory medicine department through which free OPD and IPD treatment for tuberculosis patients is provided. Multidrug Resistance Tuberculosis ward is running in the institute.**
- **NSS organizes activities like Swachhata Abhiyan, plastic ban and sanitation-related programs, health education, save girl child, street play on Hundabali, tree plantation drive, and other environmental activities.**
- **Institute is creating awareness about organ donation, body donation in society through various camps, rallies, seminars which are appreciated by MUHS, State Government, and Non-Government organizations**
- **Teaching faculties from clinical side participate in various extension activities of the Indian Medical Association and specialty branches association.**
- **Department of Paediatrics provides free vaccination to under-five children.**
- **Department of community medicine provides free primary health care services to urban and rural areas.**
- **Institute has extended medical services to various schools located in the Nashik district. Principals of various colleges and schools recognized the efforts by giving certificates of appreciation.**
- **Institute has provided free medical services to pilgrims at Pandharpur Wari for 11 years. Every year, more than 2 Lakh pilgrims receive medical services provided by the college during the entire journey of pilgrims for about 500 km. Institute has received recognition for the same.**
- **During Kalika Mata and Saptashrungi Mata Yatra in Nashik every year, free medical services are provided. The institute has received appreciation from Shri Saptashrungi Devi trust.**
- **We are extending medical services to Krida Mahotsav for that in 2020, we have received appreciation certificate.**
- **Institute is actively participating in Rasta Suraksha Abhiyan (Road Safety Awareness Program) through rallies and simultaneously creating awareness**

regarding body donation.

- Institute has participated in Shaley Kabaddi Spardha from 15/10 2019 to 17/10/2019 by providing medical services.
- Institute actively participates in the National level MVP marathon every year by providing medical services to runners.

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>
Link for any other relevant information	<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:**

**Dr.VPMCH&RC is an educational institute with tertiary care hospital serving the community. The institute conducts programs to educate common public regarding health, and hygiene.**

- Services like family planning, immunization mother and child health, are provided for socio-economic development of the people in the community.
- Institute has established Rural and Urban health centres. Department of Community Medicine organizes field visits of students, where they identify prevalent health problems, socio-demographic structure, cultural beliefs, values, dietary pattern,s and vital statistics of the community. They learn to provide health education for promotion of health and prevention of illness. During field visits, students educate people regarding hygiene, immunization, family planning, sanitation, etc.
- Body and organ donation drive in the society by our institute involving undergraduate and postgraduate students for encouraging community people for filling body and organ donation forms.
- Students of the institute regularly participate in Swachh Bharat Abhiyan

**and they are motivated to keep the campus and environment clean.**

- **World environment day is celebrated by the institute in urban and rural areas by planting trees, avoiding the use of plastic, and emphasizing water and energy conservation. Institute encourages reuse of paper, use of bicycles, water recycling, and tree plantation to ensure pollution-free campus.**
- **During "Kumbh Mela", institute helped society and municipal administration by establishing mobile medical centres. Students and teachers had provided medical emergency services to pilgrims. Also, in view of "Kumbh Mela", disaster management and "Sanjivani" workshops were conducted for health care providers, volunteers, police personnel, and laypersons.**
- **During breastfeeding week, health education sessions were conducted for antenatal and postnatal beneficiaries. Students learned the importance of exclusive breastfeeding and early initiation of feeding.**
- **HIV/AIDS awareness drives involving students were conducted in tribal villages and urban areas which created awareness regarding safety measures to avoid unprotected sex.**
- **Institute organized "No-tobacco" campaign to spread awareness in the community about the hazards of tobacco addiction and it helped to educate people about de-addiction.**
- **By participating in "Mission Indradhanush", students learned about vaccination as preventive measures to reduce the burden of childhood communicable diseases.**
- **Health education at various traffic signals on the occasion of road safety week-initiated the importance of traffic rules and road safety measures. The celebration of various health days in medical college and community created awareness of diseases in regard to prevention and cure.**
- **Institute provides free OPD & IPD services, free generic medicines for IPD, free food for IPD patients**
- **Through "Mahatma Jyotiba Phule Arogyadaya Yojana-MPJAY", BPL patients receive free treatment.**
- **The Obstetrics and Gynaecology department provides free services to all pregnant women through "Matru Vandana" & "Janani Suraksha Yojana".**
- **Respiratory Medicine department provides free IPD & OPD treatment to tuberculosis patients.**

- Institute provides free vaccination to Under-five children, free primary health care services through RHC and UHC, and free medical services to various schools.
- Institute has provided free medical services to pilgrims at Pandharpur Wari, Kalika, and Saptashrungi Mata Yatra. We also provide Diagnostic-laboratory & imaging services, Intensive care units, and dialysis services at nominal rates.

File Description	Document
Any additional information	<a href="#">View Document</a>
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:** 6.2

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
12	7	5	7	0

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>
Any other Information	<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: 5**

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: 5

File Description	Document
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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:**

- Institute is recognized by Medical Council of India (MCI) (now National Medical Commission) and is affiliated to Maharashtra University of Health Sciences, Nashik and runs medical undergraduate, and post-graduate program.
- Adequate teaching-learning facilities exist in the Institute to maintain the quality of academic and other programs which include ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs, etc. This is all in line with the stipulated regulatory requirements.
- Institute has floor area in accordance with the regulatory norms and ensures optimal use of infrastructure.
- The institute has ICT enabled lecture halls, in the college building and hospital building. They can also be used for teleconferencing. It has 2 spacious examination halls in college building with 250 seating capacity. Seminar room is present in departments.
- Institute has well-equipped laboratories with required area each in various departments as Anatomy, Physiology, Biochemistry, Pharmacology, Pathology, FMT, Microbiology, Community Medicine and a central laboratory also where good clinical and laboratory practice guidelines and safety measures are adopted.
- Central laboratory provides round the clock support for pathology, microbiology, and biochemistry laboratory services for admitted and outdoor patients.
- Institute has adequate infrastructure for learning in the community. Multi diagnostic camps, cataract camps, and school health services are conducted as a part of community service which helps in the learning of students in the community.
- There are three primary health centres at the nearby villages Mohadi, Shinde-Palse, and Dhondegaon for the training of students in community-oriented primary health care, and rural-based health education for the rural community



attached to it.

- These centres have adequate teaching rooms and dormitories for students to stay during their peripheral community postings and camp. Adequate transport facility is provided by the Institute for carrying out field visits.
- Institute has attached MCI approved speciality hospital which not only provides quality health care but also serves as a learning resource to undergraduate and post-graduate students. It has all the necessary infrastructure and facilities to ensure effective clinical learning and patient care services.
- Institute has Ayush OPD running in the hospital in line with the vision of AYUSH, Govt of India to promote alternate systems of medicine and health care. The consultation and first medication dose for 15 days are free of cost.
- Clinical skill lab is established where simulation models and mannequins are available to enhance medical students with skills, knowledge and attitudes required for their practice.
- In the Otorhinolaryngology department, we have a temporal bone dissection lab for postgraduate students, which has an operating microscope, suction machine with other instruments for dissection.
- We have a wet lab in the ophthalmology department as a training tool for residents to develop competency in cataract surgery.

**Institute has a central research lab (CRL) where all required equipments are available for training and research purpose.**

File Description	Document
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>
Link for any other relevant information	<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:**

- Institute has adequate supportive facilities on the campus to support physical and recreational requirements of students and staff.
- It has sufficient infrastructure for the UG and PG students to participate in various indoor and outdoor sports activities.
- A qualified physical education instructor (Physical Director) is also appointed to look after the sports activities and to ensure the physical fitness of students.

**Sports facility:**

Type	Area	Year of Establishment	
Playground No.1	140X140 mt	1995	
Running Track (6 lanes)	200 mt	2017	
Kabaddi	13 x 10 m (2 courts)	1995	
Kho-Kho	16 mt x 24 mt	1995	
Volleyball	9 mt x 18 mt	2017	
Cricket ground	140 mt x 140 mt	2017	
Long Jump pit	-	2017	

- Every year students participate in various sports activities at Institute, Zonal, Inter-zonal and Inter-University level.
- Institute has provided the facility of well-furnished gymnasium with sufficient equipment to ensure the physical fitness of students and faculty.
- Good numbers of students are utilizing the facility of gym having user rate of more than 5%.
- A green gym has been installed on main ground for students and staff, who cannot attend conventional gym or sports centre, to enhance their fitness and health enabling them to remain fit.
- Institute organizes extracurricular activities like WHO Day, Blood Donation

**Camp, Swachhata Abhiyan, National Sports Day, Organ Donation Rally, World HIV/AIDS Day, tree plantation drive, World Yoga day & Annual Sports Day.**

- **Yoga center is also available where yoga and meditation sessions are organized to promote a healthy lifestyle amongst students and staff.**
- **We create a stage with ramp for our annual gathering every year, with all the latest arrangements for light and sound at college ground.**
- **Gathering starts with social activity like 'Organ donation rally' or 'Fit India' through organizing cycle rally and 'Clean India' by cleaning various ghats of river Godavari to give a public message that budding doctors are also equally aware of their social responsibilities.**
- **Following these various sports, cultural and literary activities are organized in the college followed by the final annual day. Our management has one closed air-conditioned auditorium 'Raosaheb Thorat' hall where annual functions are conducted.**
- **Varieties of musical instruments are available to facilitate cultural activities.**
- **Cultural activities as Fresher's Day, Ganesh festival, Krishna Janmasthan, Shiv Jayanti, MVP Samaj day, Dandiya, Women's day, Teacher day, etc are also organized.**
- **On every Republic day, we keep the patriotic singing session to pay tribute to our Martyrs and also to develop the concept of nationalism amongst students.**
- **Institute participates in the National level MVP marathon conducted every year for health promotion of public with a motto "Run for Health and Build the Nation".**

**Institute also conducts special Faculty Night to support the recreational needs of staff where all teaching staff performs and students are called an audience. This provides not only a platform for faculties to perform but also, they serve as role models for students as far as their extracurricular talent enhancement is concerned.**

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

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

**Response:**

- **The Institute has adequate general campus facilities as separate hostel buildings for boys and ladies. Boy's hostel has 3 UG and 1 PG wing. Ladies hostel has 4 UG and 1 PG wing. Quarters are also available for staff on the campus.**
- **Hostels are provided with amenities that include adequate washrooms, common rooms, visitor's rooms, and dining facilities. The hostel has a separate kitchen and dining hall with an adequate seating facility. Separate security persons are appointed for the hostel. Regular pest control measures are carried out at the hostels and staff quarters to ensure hygiene.**
- **Each floor in the hostel and college building is provided with adequate toilet block facilities along with separate toilet blocks for the disabled.**
- **Each building has a first aid box, fire extinguisher, and a suggestion box for students to give feedback.**
- **Water purifiers are installed for safe drinking water. All water coolers are cleaned at regular intervals.**
- **Institute has appointed a dietician who makes a nutritious food menu in consultation with students and also checks and maintains the hygiene and quality of food.**
- **Food waste from mess and hostel is taken up for composting in the organic waste processing plant. The compost thus generated is utilized for gardening.**
- **Electricity backup facilities, safe drinking water, and solar water heaters are available at hostels.**
- **The hostels are under the surveillance of CCTV for the safety and security of students.**

**Institute has attached the hospital to provide emergency services to students and faculties staying on the campus with concessional rates.**

- **Bank's extension counter is located in the college building on the first floor. All the bank related transactions are facilitated through this counter. ATM facility is also available on the campus.**
- **An Eco-friendly Solar Street light ensures good visibility at night. LED tube**

**lights are available to save and conserve energy.**

- **Signages are provided at appropriate locations to ensure safety and information to all. The signages at the entrance of the campus provide the required information to all visitors. Safe pedestrian pathways are available.**
- **Institute is located in an area with natural greenery. Green campus initiative includes restricted entry of automobiles, facility of battery-powered vehicles for patients, Pedestrian-friendly pathways, landscaping with trees and plants, eco-friendly Ganesha idol making during the Ganesha festival.**
- **Institute has adequate power backup in terms of heavy-duty generators having 400 KVA capacity for hospital and 250 KVA capacity for college, hostel, and staff quarter.**
- **Varieties of trees are planted alongside the road and beautiful landscaping is maintained in the campus.**
- **The institute encourages everyone to practice plastic-free campus.**
- **Solar water heaters are installed by the Institute at hostels and staff quarters as an initiative for use of alternate sources of energy.**
- **An effluent treatment plant is also available in the campus.**
- **The sewage treatment plant is located in the campus with a capacity of 1.5 lakh litre/day. The treated water from this plant is used for gardening.**

File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>
Link for any other relevant information	<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: 53.2**

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
371.36	231.67	410.82	664.40	242.46

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:

- The Hospital is MCI recognized and has all the required infrastructure, facilities, laboratories, and equipment as specified in the regulation for good patient care and adequate clinical teaching-learning for undergraduate and postgraduate students.
- It is a fully functional well-equipped teaching hospital with adequate bed occupancy, with all necessary infrastructures 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 hospital has adequate space for the offices of Dean and Medical Superintendent, hospital supportive staff, nursing superintendent's room and office along with computer and internet facility in each department and adequate waiting space for visitors.
- The hospital has adequate areas for clinical wards, nursing station, examination and treatment rooms, ward pantry, and resident doctor's room.
- The hospital has well equipped 16 operation theatres having advanced modular OT complex, including steel operation theatre with the laminar flow with

**adequate power backup and central oxygen and suction facility.**

- **The hospital has required clinical departments with infrastructure and equipment needed for adequate clinical teaching as per stipulated regulation.**
- **Hospital has all departments with the required number of beds and infrastructure facilities as per SRA.**
- **The hospital has well-equipped and updated central clinical laboratory for all investigations as hematology, biochemistry, microbiology, histopathology, cytopathology, and immunopathology round the clock for indoor and outpatients**
- **The hospital has a casualty department which is well equipped with all the necessary equipment.**
- **Hospital has a modern dialysis unit, intensive care unit, intensive coronary care unit, intensive care pediatric and neonatal unit, surgical intensive care unit, and trauma care.**
- **Hospital also has a pain clinic and pre-anesthesia clinic.**
- **The hospital has a central pharmacy unit running 24 hours with qualified pharmacists and other staff to dispense drugs as per the SRA.**
- **Institute has a well-equipped modern Cath-lab for angiography and angioplasty.**
- **Institute also has a well-equipped Radiology department that has all the routine as well as advanced equipment as all types of digital X-Ray facilities, 2-D Echo, Color Doppler, Mammography, 1.5 Tesla MRI, and 128 slice CT scan available round the clock.**
- **The Biomedical waste management and Infection control guidelines are strictly followed in the hospital.**
- **Infection control guidelines are strictly followed for the safety of patients and staff.**
- **Undergraduate students are regularly posted to all clinical departments by rotation where they undergo bedside teaching by the clinical faculties, also witness live surgeries in operation theatres.**
- **Postgraduate students work in their respective departments and they undergo medical training as well as rotation duty as specified in the PG regulation. They perform clinical/operative procedures under supervision as a part of their**

### clinical training.

- Details of their experimental, clinical, and surgical work are maintained in the specified logbooks which are regularly signed by their guides and departmental heads.

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:** 458960.4

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
425291	422867	419645	416974	410820

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
40997	40202	39860	39491	38655



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>

#### 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:** 499.6

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
480	498	489	492	489

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
9	10	10	12	9

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: B. Any three 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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:**

**Library is automated using the Integrated Library Management System (ILMS)**

**Name of ILMS Software – Autolib NG Version**

**Status of Automation: Complete Cataloguing, Serial control and Circulation by software**

**Nature of Automation – Fully automated**

**Year of automation: 2018**

**Autolib NG software is used in the library for day to day operations and its efficient management.**

**Features:**

- **Multi-user software**
- **Easy search access to books, periodicals and managerial reports**
- **WEB OPAC -Online facility to search & reissue of books**
- **User-friendly windows based software, which requires minimum training to operate.**
- **Retrieval of the data is simple, fast and efficient using OPAC.**
- **Content Pages has scanning facility. It can be viewed in OPAC**
- **Network Supported – Can be used on a single machine or in a client-server network.**
- **Reports can be made available for analysis and documentation purpose.**

**The software has the following main modules:**

- **Cataloguing / Acquisition**
- **Serial control**
- **Statistics**
- **Barcode generation**

- **Report generation**

#### **Cataloguing / Acquisition-**

- **The software provides user-friendly cataloguing and acquisition process.**
- **Cataloguer has to enter Call no. or Accession no in the software. The software has facilities of keyword creation to enable keyword and indexed searches.**
- **User can add multiple material types like books, CD, video cassettes, etc. when multiple copies of books are procured and only single window data entry is required.**
- **Overall Status of the library books – text and reference, issued, withdrawal can be accessed.**
- **Accession register, reports, can be generated from this module.**

#### **Circulation:**

- **For issue, return, reissue software has a circulation module.**
- **One issue and return counter each is available for students.**
- **Student can also reissue the books through search nodes.**

**Utilities: Admin borrower module is used to know all the user transactions.**

**Serial control: This Module is used for the following**

- **Periodicals / Journals handling.**
- **Managing the subscription renewals, missing issues and bindery management.**
- **Maintenance of master file of all periodicals subscribed in the library.**
- **Subscription / Renewal of periodicals and journals.**
- **List of received, expected and missing issues can be obtained.**

**Statistics: This module provides the following data:**

- **User transactions by week /time**

- **Transactions by borrower**
- **Maximum number of books borrowed / top borrowers**
- **Accession register & Cataloguing reports**
- **Circulation report, daily transaction report, overdue report etc.**

#### **Additional Equipment's: Available**

- **Barcode scanners**
- **Printer to generate Bar code**
- **Canon receipt printer**
- **Epson colour printer, with a scanner**

#### **A library blog provides the following information –**

- **Access to WEB OPAC to search Library collection and reissue/claim of books online**
- **Old university exam question papers**
- **Library updates**
- **E-Journals / E-Books consortia/ E-database (OVID)**
- **Link for research content**
- **Shodhganaga**
- **Swayam**
- **E-Shodhsindhu**
- **NMEICT**
- **E-PG Pathshala**
- **PubMed**

**Following link for online newspapers are available in WEB OPAC**

- **The Hindu**
- **Lokmat Times**
- **Sakal**
- **Lokamat**

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:**

- **Institute has a spacious, air-conditioned, well equipped central library with books and up to date periodicals which form the backbone of available academic resources in our institution.**
- **It has an area of 2400 sqm with adequate seating arrangements for undergraduate, postgraduate students and staff.**
- **The Institute has all academic knowledge resources as per SRA**
- **Library has a good lighting facility and adequate space for stocking and display of books and journals. The inverter system has been installed to ensure an uninterrupted power supply to the library.**
- **There is a provision for a staff reading room, room of librarian, journal room, audio-video room, air-conditioned computer room with internet facility.**
- **Central Library has a rich collection of books and reference resources. It has 13953 textbooks, 2753 reference volumes, 103 journal titles, 64 Encyclopedias, 42 Dictionaries, 302 other books, 14 rare books & 198 manuscripts. We renew journal titles per year and also procure as and when being asked by**

departments.

Books Added year wise in the last 5 years	2019-20	2018-19	2017-18	2016-17	2015-16
Textbooks	130	392	126	272	270
Reference volumes	44	149	143	199	79
Renewal of Journal title per year	103	140	153	149	141
Rare Book	6	0	0	0	0
Manuscripts	37	2	46	60	7
Other knowledge resources as other books	3	1	0	0	2

Note: The number of books includes books donated by College Alumni.

The institute library committee is constituted in the following manner:

Library Committee for the academic year 2019-2020

Sr.No	Name	Department	Designation
1	Dr. Patil Mrunal S.	Dean	Chairman
2	Mr. Deshpande Milind	Assistant Professor, Microbiology	Member
3	Dr. Balwir Dhiraj	Professor & HOD, Ophthalmology	Member
4	Dr. Abhijeet Patil	Associate Professor, Obstetrics and Gynecology	Member
5	Dr. Sonwane Parag	Assistant Professor, General Surgery	Member
6	Dr. Nahush Patil	Assistant Professor, General Medicine	Member
7	Mr. Nitesh Mate	Librarian	Member

Functions of Library Committee:

- To guide the librarian in formulating general library policies and regulations, which govern the functions of the library and reviews proposals for the

**development of the library.**

- **Library committee frame all the library rules and regulation for the smooth functioning of the library after due approval from the head of the Institution.**
- **The committee looks after effective functioning of the library, services, and growth. It considers the budget requirement of the library and sends it to further approval of the head of the Institution.**
- **It also frames the departmental proposals of the library, purchasing books, and subscription of journals to be further approved by the competent authority.**
- **It provides guidance for proper documentation services and updating the library collection to all concerned**
- **It formulates policies and procedures for efficient and optimal use of library resources available to students and staff**
- **The committee also finalizes the annual report on the functioning of the library.**
- **The committee has taken several initiatives to make library services student-friendly as**

**1.Automation-AutolibNG Software**

**2.The access to e-journal– WEB OPAC**

**3.Library timings- 08.00 am to 02.00 am**

**4.Open access to textbooks and references**

<b>File Description</b>	<b>Document</b>
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>

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

**Response:** 56.71

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
0.36	67.44	84.81	67.47	63.49

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:**

- The Central library holdings in terms of books, journals, and other learning materials and technology-aided learning mechanisms are adequate which enables students to acquire information, knowledge, and skills required for their study programs.

- Simultaneously, for effective use of such resource, there has to be a system in place which ensures the dissemination of available library resources including its in-person and remote access to all its users as students and staff.
- This is done through learner sessions/library usage programs which are routinely organized in our institute for the students and teachers by the library committee.
- Such programs provide assistance to staff and students for effective and optimal use of library resources.
- Responsibility for adequate and effective use of the library is with the library in-charge or librarian of the college. He functions under the guidance of Library committee which not only controls library functions but also generates timely requirements for the enrichment of the library to the Head of the Institution.

Following methods are used for library orientation of students and staff:

- Orientation of new students, library tours for students are organized whenever a new batch of students comes or a new faculty joins the Institution as a part of its routine library orientation session.
- Library committee organizes workshops and training programs of students regarding use of various available e-resources of the Library.
- In-person and remote access to the library is monitored with help of Autolib software which is installed in the year 2018.
- To calculate per day usage of the library we are using Autolib software which gives us correct calculation about library usage by staff and students.
- E-journal usage of the library is monitored by usage reports from the Autolib software.
- Book issue return counter is available in the library. Teachers and students issue book from the library and its record are maintained in the library book issue return register which is also monitored with the help of Autolib software.

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 Three of the above

File Description	Document
Institutional data in prescribed format	<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:** 93.48

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

Response: 43

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

Response: 46

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:**

- The ICT facilities and other learning resources are adequately available in the institution for the academic purposes of students.
- Institute is well-equipped, connected with Computers/IT for enhancement of the student teaching-learning process.
- It has modern computer laboratory with adequate numbers of computer nodes as per regulatory norms with LAN and internet connectivity for use of students and staff.
- With two 100 Mbps Broadband Line from BSNL, the institute has provided round the clock internet facility with high-speed optical fiber to departments.
- All computers and audio-visual equipment are supported by UPS.
- The students are provided with computer facilities for undertaking academic and co-curricular activities, projects, and research activities.
- The computer facility has been provided to each department and is connected through LAN
- Network security is ensured through Firewall Subscriptions.
- Antivirus is installed in all the computers to prevent, detect, and remove malware. These antiviruses are regularly updated to prevent any malware/recent virus from entering into the system.
- The digital library is equipped with computers connected to the internet for use of e-journals subscribed by college, access to e-library subscriptions like PubMed, National Digital Library, and e-content resources like SWAYAM, NPTEL, etc.
- The faculty members and students are provided with the login id and password for use of the internet facility to ensure browsing of academic content.
- The lecture halls are fully upgraded with the latest ICT facilities with LCD projectors and laptops for effective delivery of the teaching process in terms of PowerPoint presentations, online videos for demonstrating various operative procedures, etc.
- For enhanced operative clinical teaching the institute provides live transmission, recording & broadcasting of operative procedures from our OTs to classrooms and auditorium for our undergraduate students.
- The campus is Wi-Fi enabled which is updated regularly.

- The hostels have also been provided with Wi-Fi facility for the use of students and they are been enabled with a user authentication systems for optimizing the use of the internet.
- Keeping in view the safety of students and staff on to high priority the entire campus is monitored through CCTV cameras.

#### IT availability and upgradation:

IT Facility	Status Before 5 years	Status as on Today
Number of Computers	40 computers, Pentium III with 120 MB ram for students	40 Computers, Core-i3, 4 GB Ram, LCD Screen for students
Laptops	8	13
LAN	CAT 5	CAT 6
Application Software	MS Office 2007 10 Users	MS Office 2010 60 Users
Library Automation	Not available	AUTOLIB software installed in 2018
Internet	6 MBPS	6 MBPS (Leased line)  Two 100 MBPS for use at college and hospital
Wi-Fi	Was available at limited places	Campus Wi-Fi enabled
Data Storage System (Institutional Repository)	Not available	Central data storage system of a capacity 1 TB
Biometric system	Not available	Made available as per guidelines of MCI
Antivirus	16.00 version	17.00 version
Photocopiers	2	4
Printers	90	117
Scanners	15	20
LCD Projectors	20	26
CCTV (College)	30	56
CCTV (Hospital)	60	160

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

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

**Response:** <50 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>
Any other relevant information	<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:** 100

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
903.62	861.19	762.76	664.40	549.28

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>

**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:**

- **Institute has sufficient resources allocated for the regular upkeep of the infrastructure and effective mechanisms exist for the maintenance of the infrastructure facilities and to support the optimum use of the same.**
- **The college has a Maintenance & Green Campus Committee that oversees the maintenance of infrastructure.**

**Maintenance services divided into 3 categories**

- **Emergency, Urgent and Routine**

**Maintenance Department has been categorized into different sections which are as follows**

- 1.IT Infrastructure Maintenance**
- 2.Civil & Infrastructure related Maintenance**
- 3.Electrical Maintenance**
- 4.Green practices & Sports Section Maintenance**
- 5.Stock Maintenance**

- **Each section has a designated head of the department who monitors the maintenance work.**
- **Every department in the institute has a maintenance register which is kept with**

**the clerk of the respective department.**

- **The routine maintenance work is noted in the register and the concerned section is informed about the same either telephonically or through a letter/mail depending on the urgency of the requirement.**
- **The concerned section representative carries out the required maintenance and the same is noted in the register.**
- **Finally, the register is signed by the head of the department, which is rectified by the head of the section and finally is being perused periodically by the head of the Institute.**
- **The equipments which are covered under AMC/CMC their maintenance is carried out as per the terms and conditions of AMC/CMC. The final report is submitted to the head of the institute with one copy with the store section.**
- **Routine maintenance is conducted at individual departmental level as per the requirement or the specifications laid down.**
- **All the equipments in the laboratory which are covered under AMC/CMC are serviced accordingly.**
- **In the library apart from routine maintenance, pest control is done regularly and the record is kept with the librarian.**
- **Maintenance of the classrooms is done regularly.**
- **Sports director is being appointed to take care of sports facilities including the gym. He takes care of the sports infrastructure.**
- **The IT section takes care of all computer nodes available in the college and also responsible for hardware and software requirements.**
- **The external service provider is being employed to meticulously maintain hygiene and cleanliness in the campus so as to provide a healthy and clean learning environment.**
- **Classrooms, common rooms as boys and girls, staff rooms, seminar halls, and laboratories, etc. are cleaned and maintained regularly.**
- **Clean drinking water is available and fire safety is ensured.**
- **Washrooms and rest rooms are well maintained. Dustbins are placed on every floor.**
- **The Green Cover of the campus is well maintained by a full-time gardener.**



- **The transport facility is well maintained.**

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>
Link for any other relevant information	<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:** 31.58

##### 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
286	254	226	211	241

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:** 42.45

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
518	302	277	290	251

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. Vasant Rao Pawar Medical College, Hospital & Research Centre, Nashik has well established International Student cell. This International Student Cell serves as a vital link between aspiring overseas medical undergraduates & Dr. Vasant Rao Pawar Medical College. It also provides opportunities for undergraduate students of our institute to understand the global perspective in medical education. Under the Exchange Program organized by the Standing Committee on Professional Exchange (SCOPE) of International Federation of Medical Students' Associations (IFMSA) and Student Association of India (MSAI), our institute provides a professional and research clerkship/observership in one of the departments of the college and Hospital under a faculty guide. In this activity, students get the opportunity to experience various healthcare problems in different cultures and societies. This program is also useful in the creation of possibilities for medical students to learn about global health issues, primary health concerns, and the development of the global vision. This is**

allowing them to understand the diversities in the available health facilities in India and other countries. It also helps them to practice those in India to improve the health system.

International student cell promotes student exchange in the areas of teaching, research activities, seminars, workshops, and other academic programs. Our Students are members of the Medical Student Association of India (MSAI) under IFMSA. These students are conducting various health-related activities like awareness in institute and community. International student cell has defined criteria for the selection of students for the exchange program from the academic year 2019-2020. Previously, this student exchange program was under the Academic Board of the institute for undergraduate students. To date, many students had opportunities through student exchange programs to experience various healthcare problems in different countries and to search for opportunities in health care globally.

Our institute is also having collaboration with the Medical Student Association of India (MSAI) –Standing Committee on Research Exchange (SCORE) under IFMSA for hosting research exchange of students.

File Description	Document
Any additional information	<a href="#">View Document</a>
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

File Description	Document
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>

## 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:** 38.28

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
8	38	72	61	52

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
123	120	113	121	133

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:** 14.51

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
0	26	35	33	31

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>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>
Link for Additional Information	<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:** 1.64

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

**Response:** 3

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>

## 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:** 18

#### 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
7	4	3	4	0

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:

**Dr. Vasant Rao Pawar Medical College, Hospital and Research Centre has a well established Student Council, led by Dean and has been formed as per the guidelines of Maharashtra University of Health Sciences.**

**Objective of the College Students' Council is to co-ordinate and to promote participation in the extra-curricular, welfare and academic activities of the students. The Student Council is formed from one student nominated by the Dean who has shown outstanding performance, from each of the following activities:**

- i) Sports;**
- ii) National Service Scheme;**
- iii) National Cadet Corps;**
- iv) Cultural Activities;**
- v) Research or other extracurricular activities**

**Two female students nominated by the Dean who have shown good performance at-least in one of the activities i.e. Sports, National Services Scheme, National Cadet Corps and/or Cultural Activities.**

**The council is formed keeping in view of having representations from all sections of society as those belonging to the Scheduled Castes, Scheduled Tribes and Vimukta Jaties, Nomadic Tribes or Other Backward Classes.**

**These members of the council are selected through further interviews keeping the guidelines of MUHS in mind. These members of the council along with two nominees**

as Dean's representative among themselves select one member as a General Secretary who looks after the functioning of council along with secretaries. The tenure of this Student council is for one academic year.

**The working of the council:**

- 1.Sports:** The Sports secretary coordinates and assists the sports department under the Sports Director of the college, in various sports events to be held in the college or in the events in which the college students participate. The sports secretary also organizes sport events on occasions of Ganesh Utsav, Shiv Jayanti, and also during annual gathering.
- 2.NSS:** The NSS secretary works under the NSS teacher in charge to inculcate a sense of awareness about social problems existing in the society. In the NSS camp, students visit a village and carry out social activities and interact with the residents of the village to shed light on common health problems.
- 3.Cultural activities:** The council organizes various cultural events such as Janmashtami, Fresher's day, Ganesh Utsav, Navratri, Shiv Jayanti, and the annual gathering, faculty night.

The cultural secretary also overlooks the participation of students for events like Spandan held at MUHS level. Various cultural initiatives like drama club, singing and dance club, movie club, literature club, trekking club have been started to shape the cultural face of the institute.

- 1.Research:** The research secretary promotes the bright minds of the institute to get involved in various research activities like AAVISHKAR and ICMR research projects.
- 2.Annual College magazine:** The annual college magazine aims to inform and create awareness about social issues and college activities. It also gives a platform to express students' skills such as photography, poetry, writing research articles etc.

Apart from this, students also have representation at various academic and administrative committees like Curriculum committee, International student cell, Bioethics unit, NSS, Mentorship program, IQAC, hostel, mess, security, anti-ragging committee.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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### 5.3.3 Average number of sports and cultural activities/competitions organised by the Institution during the last five years

**Response:** 3.4

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
04	04	03	04	02

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:**

**The alumni association of Dr. Vasantrao Pawar Medical College, Hospital and Research Centre is registered with Assistant Charity Commissioner, Nashik contributing to the overall development of the institute, its members through continued education in the field of academics and health care. Being connected with batch-mates, seniors and juniors give a feeling of togetherness, social support, and professional support. Alumni meets as well as meetings are organized regularly.**

**Vision-**

**To build self-motivated and continued co-ordination amongst VPMC Alumni to facilitate great collaboration and connection for mutual well-being and progress**

**Objectives-**

- 1.To develop the vibrant VPMC alumni community.**
- 2.To build a platform for various career opportunities for students.**
- 3.To receive alumni feedback for the curriculum.**
- 4.To build a network of current students and alumni to foster brotherhood and lifelong association.**

**Activities of Alumni Association-**

**1. Alumni registrations-**

**As a continuous ongoing process, to date 431 alumni are registered with the association. All these alumni are working in different capacities at government, private, national, and international levels.**

**2. Career guidance-**

**For the curricular development, alumni provide their feedback and guide the students through interactive sessions.**

- Dr. Ashok Thorat, Fellow at Department of HPB and Liver Transplantation, China Medical University Hospital, Taiwan, discussed his experiences of PG life and how to prepare for that with all UG and PG students at ‘Meet your Alumni’ on 02/01/2016 at MCI Auditorium. Dr. Pradip Barde also solved the queries of students for competitive examinations.**
- Lecture on “MCQ Pattern for super specialization “was conducted by Dr. Ajit Patil for Junior Resident in obstetrics and Gynecology on 24/08/2017**
- Dr. Ali Haider Ariswala made the students aware of the “USMLE entrance examination and about the residency in the U.S.” in January 2018.**
- Dr. Umesh Metkar, Alumni, MS (ORTHOPEDICS) Assistant Professor at Harvard Medical School explained “What it means to be a doctor and being in the medical profession”. He also emphasized that students have to be focused, dedicated, self-disciplined, and hard-working to reach their goals in August 2019.**
- Dr. Prashant Deore, IMA president, Nashik 2019, on the occasion of world**

**Bioethics day on 15th November 2019 emphasized physical fitness. He also asked the students to justify their medical decision and practice medicine ethically.**

- **Dr. Ajitkumar Patil discussed the interventional radiology career option with the postgraduate residents of Radiology on 13th March 2020.**
- **Dr. Paresh Agiwal, (Dermatologist) guided residents in Dermatology on “Career advancement program- opportunities after passing MD dermatology” on 29 June 2020.**

### **3. Book Donation-**

**Many books are donated by the alumni association to date. These books are being very useful for the students for their studies. The books are donated at the departmental level.**

<b>File Description</b>	<b>Document</b>
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 Additional Information	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<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:** E. Any one 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>

NAAC

## **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 and Mission of the Institution-**

**Vision:**

**Institute aims to nurture students with knowledge, skill, and attitude essential to make them competent physician sensitive to their social responsibility and environment serving humanity in a manner that is worthy of the trust placed in them.**

**Mission:**

- 1.To be a leader in the field of medical education through rigorous implementation of the course along with innovative teaching-learning practices**
- 2.To set the benchmark for quality education**
- 3.To enhance research practices among the faculty and students**
- 4.To improve the health services for society at large**

**Core values:**

- Quality assurance**
- Discipline & Accountability**
- Transparency & Punctuality**
- Welfare, Happiness & Satisfaction of students and patients**

**Nature of governance-**

- Maratha Vidya Prasarak (MVP) Samaj which is a Charitable Trust registered with the Government of Maharashtra since 1954. MVP has established the institute in the year 1990.**
- The institution is recognized by Medical Council of India (MCI) and affiliated to Maharashtra University of Health Sciences (MUHS), Nashik. Dr. Vasantrao**

**Pawar Medical College, Hospital and Research Centre, Nashik is governed by the elected members of MVP Trust. MVP trust elects all its members every five years and its governance is based on the principles of transparency, accountability, and punctuality.**

- **The apex body of the institute is 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 effective functioning, monitoring, and participatory management.**
- **Institute is committed to the "*Bahujan Hitay Bahujan Sukhay*" motto of MVP trust. Institute strives to work on the mission with the help of various stakeholders to achieve its vision.**
- **The administrative system of the institute is decentralized for good governance and execution.**
- **The institute has a College Council headed by the Hon'ble Dean. All Head of the Departments (HODs) are members of this council. Meetings of the Council are held at regular intervals to discuss various agendas and decisions taken therein are implemented.**
- **HOD is delegated with department level authority who communicates responsibilities to the faculty members through regular staff meetings.**

#### **Perspective/Strategic Plan-**

- **The institute develops perspective plan for every five years taking into consideration vision and mission.**
- **The strategic plan is discussed in the College Council meeting and forwarded to the executive council of MVP for final approval. This plan/some of its components are reviewed during meetings of various committees.**
- **The General Secretary of Management Committee visits the institute to review the progress of such perspective plan.**

#### **Stakeholders' participation in the decision-making bodies-**

**Stakeholders participate in various decisions in the following ways:**

- **Faculties are a member of various academic and administrative bodies where they participate in the decision-making process**

- **Students are members of different bodies like Student council, Alumni, IQAC, Anti-ragging, ICC, Cultural, Sports, and NSS, etc. where they participate in the decision-making process**
- **Institute regularly conducts Alumni and Parent-Teacher meetings and inputs are taken for various decision-making processes.**

File Description	Document
Link for Vision and Mission documents approved by the College bodies	<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:**

- **The institute is governed by Maratha Vidya Prasarak Samaj (MVP) Trust which is headed by Hon'ble Sarchitnis (General Secretary) Mrs. Neelimatai Pawar.**
- **The Executive Council of the MVP trust consists of Executive Committee members and Directors from different Talukas of Nashik District who participate in various decision-making processes. Maratha Vidya Prasarak (MVP) Trust has approximately 10,000 life members from the society and from these members, 21 members of the executive council are elected for the term of five years.**
- **The Hon'ble Dean of the institute and Head of Departments (HODs) are the members of the College Council.**
- **This council reviews all academic and administrative processes and whenever necessary submits their suggestions to the Executive Council for necessary review and approval.**
- **Institute has its own Curriculum Committee for smooth and effective implementation of academic requirements. The committee is chaired by the Hon'ble Dean of the institute. This committee consists of Head of Departments (HODs), faculty members, and students. This shows faculty participation and decentralization.**

- **Medical Education Technology Unit (MEU) is established to enhance the skills and competencies of the faculty members. HODs and senior faculty are members of this committee.**
- **HODs and faculty conduct departmental meetings for implementation of decisions taken by the College Council, Curriculum Committee, and Medical Education Unit. Faculty members are free to discuss various issues and give their suggestions on academic matters. These suggestions are then forwarded to various committees for review and approval. This shows the participation of the faculty in decision-making.**
- **Students are members of Internal Quality Assurance Cell (IQAC), Curriculum Committee, Student Council, Anti-ragging, Cultural, Sports, and National Service Scheme (NSS), etc. This shows the participation of students and decentralization in decision-making too.**

**Example of decentralized and participatory management:**

#### **Curriculum Committee (CC)**

- **Curriculum committee is responsible for drafting, regulating, and implementing different academic/curriculum policies. It is meant for smooth & uniform conduction of academics/curricula throughout the institute.**
- **CC is headed by the Hon'ble Dean. Other members of the committee are Medical Education Unit co-ordinator, subject experts from various disciplines, and a student representative.**
- **CC monitors the teaching-learning process. It prepares the academic calendar (timetable) of the institute which is a reflection of the University's academic calendar that includes curricular, co-curricular, extracurricular activities.**
- **The phase-wise academic board consists of heads of departments/key faculty from each specialty teaching in that phase which reports to the curriculum committee. The Alignment and Integration team (AIT) is a group of faculty that ensures that an integrated topic is included and delivered in the curriculum. This AIT group co-ordinates with the academic board.**
- **This shows effective participatory management for better academic planning and implementation.**



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

- **The institution has a well defined organizational chart at all levels for effective deployment and implementation of the strategic plan.**
- **A Strategic/Perspective plan is made by the Institute for five years. The responsibilities for the deployment of a strategic plan are assigned by the Hon'ble Dean of the institute.**
- **Meeting of Management Committee of MVP Trust is held regularly and decisions made by its members are then circulated to the relevant committees for the deployment of decisions/actions.**
- **Meeting of College Council (CC) of Dr. Vasant Rao Pawar Medical College, Hospital & Research Centre is held regularly and decisions made by CC members are then circulated to relevant committees for the deployment of decisions/actions.**

File Description	Document
Link for strategic Plan document(s)	<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>
Link for organisational structure	<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>
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:**

**List of welfare measures provided by the institute for teaching and non-teaching staff:**

1. Faculty members are promoted for self-development programs and higher education.
2. Group insurance scheme for teaching and non-teaching staff.
3. Various leaves available to teaching and non-teaching staff are vacation leave, casual leave, earned Leaves, medical leave and maternity leave for ladies staff.
4. Employee Provident Fund for teaching and non-teaching staff.
5. Loan facility (Sevak Kalyan Nidhi) is available for institute staff through MVP Co-operative Society.
6. Concession in medical treatment charges to staff.
7. The Institute provides apron and OR dresses to faculty and uniform to non-teaching staff (Ward boys, aaya, clerk and peons).
8. Accommodation facility for teaching and non-teaching staff as per the availability.

9. **Transport facility for teaching and non-teaching staff**
10. **Duty leave and financial support for attending seminars, conferences, and workshops.**
11. **Institute appoints its retired employees in its needs.**
12. **Immunization for teaching staff, non-teaching staff, and students.**
13. **Departmental get together for faculty and PG students**
14. **Cultural event for faculty to promote extra-curricular talent**
15. **Institute arranges a farewell party for the faculty who are retired or relieved from the job.**
16. **First-year faculty club exists which exchange curricular and extracurricular ideas to celebrate the festival and discuss innovations**
17. **Yoga cell and Gym for faculty**

**Institution helps financially to its staff with the help of its various monetary benefits through different schemes. Our management consistently takes effort to provide some welfare measures for the staff members. For maintaining a good rapport with all the employees, the management organizes a formal dinner party at the annual function of the institute every year. All the new recruiters get acquainted with the tradition of joining the institute family. The Dean always attends all the events organized in the campus to motivate the students and staff of the college.**

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of 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:** 3.38

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
2	7	4	4	11

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>
Link for additional information	<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: 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
9	6	6	7	2

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>
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:** 18.61

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
81	34	12	11	15

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>

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

**Response:**

**The functioning of the Performance Appraisal System for teaching and non-teaching staff:**

- Institute has a regular practice of performance appraisal annually and is evaluated at various levels viz. Head of the Department (HOD), Dean, and Management.
- The performance of teaching and non-teaching staff members is collected through a well-structured appraisal form designed separately for teaching and non-teaching staff.
- The appraisal form takes the review of academic, professional, and administrative performance.
- The performance appraisal is conducted in three stages. Stage I includes review by faculty themselves. Stage II includes combined review by Head of the Department (HOD) and Dean of the institute. After the review and comments at stage II, the appraisal form is submitted to the management (Stage III) for the final review.
- This system has the following different outcomes-

1. **Identification of improvement over the weaknesses**
2. **Overall incremental expectations in research and academics**
3. **Promotions to any cadre, if any**
4. **Awards and appreciation on Foundation Day (Samaj Din) of MVP Trust**
5. **Awards and appreciation on Annual Day of Institute**
6. **Provision of avenue for attending various research activities**
7. **Salary increments, if any**

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<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:

- **Mobilization of funds is managed by the institute head. Financial mobilization is ensured 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.**
- **The expenses also include staff salary expenses, operating costs, infrastructure development, equipment, and other facility expenses.**
- **Due care of the availability of funds and their utilization is ensured by the Head of the institute and Management members. All the funds are properly reviewed and optimally mobilized only after the approval of the Governing Board.**
- **Institute has established a policy document for various financial authorities as**

well as the methodology for purchases and expenses.

- The purchase committee of MVP trust ensures the optimum utilization of the allocated funds.
- A representative from the institution participates in the purchase process for institutional requirements in coordination with the MVP purchase committee.
- The resource mobilization process is as given below:

1. Requirement prepared by the head of the departments as per the regulatory body
2. Report sent to head of the institute
3. Approval by the head of the institute
4. Capital expenditures are budgeted as per the requirement of regulatory bodies, teaching, learning, training research
5. The budget approved by the management
6. Quotations are invited from the dealers
7. Negotiations done by the committee for the best-discounted price
8. All purchases are made through the purchase committee
9. Payments are judiciously made as per the contract agreements
10. The requirement of resources is received at the store of the institute.
11. Distribution to the respective department
12. HOD utilizes provided resources

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:**

- **Institute conducts internal and external financial audits regularly for the financial year**
- **Institute has its own internal audit mechanism and it's an ongoing process**
- **Internal audit is carried out by a team of account department of the institute**
- **The internal audit ensures that the overall financial system is working efficiently**
- **A team of account department does a thorough check and verification of all vouchers of the transactions that are carried out in each financial year.**
- **An appropriate system of accounting and financial reporting exists, on the basis of which claims are prepared and submitted for reimbursement**
- **Sufficient necessary records are maintained regarding assets acquired including details of cost, identification, and location of assets**
- **It ensures various financial norms are followed in payments made and expenditure done**
- **During internal audit, all required steps are taken to regularize the account**
- **The external audit is carried out by an External Auditing Agency headed by a Chartered Accountant appointed by the Board of Management.**
- **It is carried out once in a financial year and it checks that the Expenditure has been incurred in accordance with the guidelines, as per established norms/system of the institute**
- **During expenditure under particular head funds have been utilized with the consideration of budgetary provisions and for the purpose for which they were meant is monitored strictly**
- **The income obtained from student's fees, hospital income & bank loans along with expenditure on infrastructure development, Staff cost & operating expenses are tabulated**
- **If objections or queries are raised during the audit process by the external auditor are settled by the accounting department of the institute with the consultation of HOI within a specified time schedule**
- **The external auditor submits the final audit report with audit findings to**



## management

- The external audit report is preserved in the accounting department of the institute.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<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:** 47.83

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
18.04	27.64	0.05	1.17875	0.92

File Description	Document
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:**

- Internal Quality Assurance Committee (IQAC) is established in the month of August 2019. IQAC has 17 members and is chaired by the Hon'ble Dean of Dr. Vasantrao Pawar Medical College, Hospital and Research Centre Nashik
- The IQAC ensures quality in academic and administrative processes. Following measures are taken by the IQAC to ensure the quality:

1. Through IQAC review was conducted for effective implementation of curriculum provided by the Maharashtra University of Health Sciences (MUHS) Nashik.
2. IQAC has initiated the implementation of CISP in Phase-I of MBBS.
3. As a quality initiative in the institute IQAC has organized research programmes, conferences, workshops, Seminar, CMEs, Expert lectures etc.
4. Feedback from students regarding Teaching-Learning process was reviewed by IQAC members and action plan is initiated.
5. IQAC has conducted a review of all laboratories for enhancement of basic clinical skills through the display of various charts, models, experimental setup, etc.
6. IQAC has reformed the examination system at the level of the institute to ensure robust and transparent mechanism.
7. IQAC and in association with Institutional Ethics Committee implemented many research/funded projects.
8. IQAC has reviewed the requirements of regulatory authorities and has up-gradated Basic Skills Laboratory and Simulation Laboratory to improve clinical skills of students.
9. IQAC initiatives- SWAYAM Local chapter, online courses, ZOOM online lectures, administrative training & audits
10. NABL accreditation document preparation, COVID training and Centre for management of COVID patients

File Description	Document
Any additional informaton	<a href="#">View Document</a>
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>
Link for any other relevant information	<a href="#">View Document</a>

### Other Upload Files

1

[View Document](#)

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

**Response:** 69.2

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
197	96	128	75	75

### File Description

### Document

List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years

[View Document](#)

Certificate of completion/participation in programs/workshops/seminars specific to quality improvement

[View Document](#)

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

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

File Description	Document
Report of the workshops, seminars and orientation program	<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:** 24

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
8	4	3	5	4

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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:**

**Institute incorporates “Gender in Education Module” (GME) for the subjects in Obstetrics and Gynaecology, Medicine, Forensic Medicine and toxicology, Preventive and Social Medicine, and Psychiatry as per MUHS Guidelines.**

**Gender Sensitization through the curriculum**

- As per guidelines of MUHS, “Gender in Education Module” (GME) is included in the following course curriculum,

1. **Obstetrics and Gynaecology**
2. **Medicine**
3. **Forensic Medicine and toxicology**
4. **Preventive and Social Medicine**
5. **Psychiatry.**

### **Gender sensitization program**

- **In campus Co-education.**
- **Development of annual gender sensitization plan.**
- **Conducting various programs on gender issues.**

<b>Year</b>	<b>2019-20</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>No. of programs</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>2</b>

- **Organization of women safety programs like "Nirbhaya, Addressed by police, Advocates, Social Workers, NGO's etc.**
- **Organizing women's health awareness program through NSS.**
- **Celebration of International women's day.**
- **Under the visionary women's leadership by Hon. General Secretary, Smt Nileematai Pawar, MVP trust has reached to new heights with establishment of 400+ educational institutes.**
- **Under the able leadership Hon. Dean Dr. Mrunal Patil, the institute is well recognized in the state of Maharashtra.**
- **Women's Leadership on various administrative & academic bodies (Nearly 45% of staff are women's).**
- **Sensitization of students through various activities like quiz, elocution skit, Roleplays, poster competition etc.**
- **Women empowerment & motivational programs.**
- **Arranging inspirational movie shows.**

### **Specific facilities provided for women**

- **Round the clock security.**
- **Hospital & Campus CCTV surveillance.**
- **Special security for ladies' hostels.**
- **Appointment of female security in hospital premises.**
- **Separate ladies mess facility.**
- **Special counseling by internal complaint committee (ICC).**
- **Counseling by mentors.**
- **Separate facility of common rooms for girls & boys.**
- **Facility of daycare centre.**
- **Online complaint facility.**
- **Availability of handbook for guidelines on women's safety.**
- **Separate office facility for the Internal Complaint Committee (Women's Grievances).**
- **Separate timings for the facility of the gymnasium.**
- **Provision of female supervisors during University examinations.**
- **During various institute level events special safety ensure by appointing female faculties.**

File Description	Document
Any additional information	<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>
Annual gender sensitization action plan	<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:** C. Any three 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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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:**

**Institute gives utmost priority to the management of various waste generated in the campus, as it is a potential source of infection as well as hazardous if left untreated.**

**Solid and liquid waste management:**

- Segregation of dry & wet waste
- Collection in separate bins
- Collection & disposal by the municipal corporation
- Establishment of effluent treatment plant(ETP) & Sewage treatment plant(STP)
- Food waste management through composting machine
- Obtaining reorganization by MPCB
- Shredding of waste paper
- Provision of dust bins at number of location
- collection of garden waste at an appropriate location with reuse facility



### **Biomedical Waste Management:**

- **Collection, transport, and disposal of biomedical waste is outsourced and done on a contractual basis.**
- **Segregation of biomedical waste**
- **Arranging training on biomedical waste**
- **Appointing Hospital infection control committee & Biomedical waste management committee to monitor & control biomedical waste processes**

### **E-Waste Management:**

- **Identification, Storage, Handling & disposal of e-waste is an outsourced process**

### **Waste recycling System:**

**The motto of the institute is “Reduce, Reuse and Recycle”**

- **Use of composting machine to process food waste**
- **Use of rainwater harvesting**
- **Collection & reuse of garden waste**
- **Recycling of water through STP & ETP**
- **Use of RO wastewater for gardening**

### **Hazardous chemical and radioactive waste:**

- **Following approvals are obtained for hazardous chemical & radioactive uses**

- 1. Atomic Energy Regulatory Board approval for radiological safety.**
- 2. License for liquid Oxygen plant**

- **As such, there is no radioactive waste generated on campus, but all safety precautions are carried out in the Radiology department.**

- All equipments are used for safety such as lead gloves, goggles, lead gowns, Partition, etc. by who are using instruments/ machines
- For hazardous chemicals, separate cupboards & racks are used with all guidelines for use of hazardous chemicals & fire extinguisher are placed nearby

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<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:** All 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>
Any additional information	<a href="#">View Document</a>
Link for additional information	<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>
Link for 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:** C. Any three 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>
Link for 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:**

**The institution is committed to promote a cultural harmony in our students, faculty, staff, and patients.**

**The institutional efforts/initiatives are as follows:**

- 1. Republic day is celebrated at college where faculty/non-teaching staff/students gather together at the campus. Cultural activities are performed during the event. Faculty members and students take a pledge to preserve the unity, integrity, and security of the nation. It sensitizes students about the constitution of India, their duties, and responsibilities towards the nation.**
- 2. The college celebrates religious festivals like Ganesh Festival, Christmas, Eid, etc.**
- 3. Traditional Day is celebrated every year in an annual social gathering by the student as well as staff where everyone comes in traditional attire representing their culture.**
- 4. “Spandan” a yearly magazine gives a platform to the students and faculties to express themselves.**
- 5. Staff wear apron and students wear uniform in the campus**
- 6. The college provides assistance to the students from reservation category and economically weaker section in obtaining scholarship/freeship from Govt and NGO.**
- 7. Reservation Cell is constituted to support students belonging to reserved categories.**
- 8. Donors from all social and religious backgrounds come forward to donate bodies after death for educational purposes. Relatives of all donors are felicitated on MVP Samaj Day irrespective of their status.**
- 9. Tribute was paid to Indian Soldiers who lost their lives in Pulwama attack by faculty, students, and non-teaching staff of the institute.**
- 10. We arrange the lectures of an army officer who guides the students, faculty, and staff on the role of citizens in maintaining peace and harmony in society.**
- 11. National Harmony Week is celebrated for sensitizing students about national integrity and ways to promote communal harmony.**
- 12. Subsidized treatment services are provided to all sections of society and free treatment is given to all pregnant women.**

13. Institute provides community health services to Pandharpurwari, Navratri festival, Kumbhmela, Saptshrungi (Chaitra) festival, Made-in Malegaon festival, MVP marathon, etc. throughout the year.

#### Location Advantage:

- Institute has a leverage of its location to serve rural areas as it is having good road connectivity.
- Ambulance
- Institute has Urban Health Centre in an urban area which caters to nearby urban slums, Rural Health Training Centre in Mohadi village and PHC affiliation in Dhondegaon, Shinde-Palse villages to cater rural population.
- Multi-diagnostic health check-up camps are regularly held in urban, rural, and tribal areas of Nashik district.
- School health camps are held every year which covers school-going children of urban as well as rural areas.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information/documents	<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:

**Institute fully dedicate, celebrate and revel in the magnificence of our planet, our environment and the plethora of life that exists upon it throughout the year. We use this platform to provide an inclusive environment, socio-economic diversities, current health problems and value education.**

**At Dr. Vasant Rao Pawar Medical College, Hospital & Research Centre Nashik, we make it a point to actively participate and create events that will garner empathy, spread awareness and further promote action in the direction that will help to improve and maintain the environment rather than simply taking advantage of it by following activities:**

- 1. Respect to National Flag, National Anthem, symbols of Indian freedom struggle and National Integrity, National Flag is hoisted on Independence Day and Republic Day. On these days, Flag hoisting is done by our first-year topper Student, which creates a motivating atmosphere amongst students. The programme consists of patriotic songs sung by students and speeches eulogizing the great sacrifices of freedom fighter which is followed by the address of Hon'ble Sarchitnis.**
- 2. National Youth Day is celebrated on the birth anniversary of Swami Vivekananda who is a social reformer, philosopher, great thinker, and youth idol by doing Tree Plantation "Abhisarg" in Campus.**
- 3. On the occasion of National Sports Day, our institute organizes Mega Blood Donation camp where athletes from various colleges of MVP Samaj participate**

**and donate blood.**

- 4. On 5th September, Teachers Day is celebrated in the memory of Dr.Sarvapalli Radhakrishnan, former President of India. Students of our college celebrate 'Teachers Day', with great enthusiasm and gratitude towards the teacher. Students give personalized greeting cards to the faculties, appreciating their interactive teaching and motivating atmosphere.**
- 5. We celebrate Dr. Babasaheb Ambedkar Jayanti on 14th April and Gandhi Jayanti on 2nd October every year.**
- 6. MVP Samaj Din, 19th August is celebrated every year by felicitating relatives of body donors to the institute.**
- 7. On the death anniversary of founder member of Dr/ VPMCH & RC Nashik, Late Dr. Vasantrao Pawar, we organize multi-diagnostic health camp and blood donation camp.**
- 8. Cultural harmony is observed by celebrating major cultural festivals such as DahiHandi, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam and Navratri. Students of different religious background celebrate these festivals, cultural events, sports and academic activities.**
- 9. Bioethics Unit of UNESCO chair was established to train students on how to treat patients ethically, maintaining confidentiality and integrity. InstitutecelebratesBioethics day on the 19th of October. Students participate in the poster making, essay writing competitions and Dr. WHO competition which inculcates ethics, attitude and skills.**
- 10. Institute observes various health days & events like:**
  - World Health Day**
  - Doctors Day**
  - World AIDS day**
  - World TB Day**
  - International Women's Day**
  - World Diabetics Day**
  - Maharashtra Day**
  - MUHS Foundation Day**

- **World Anaesthesia Day**
- **World Mental Health Day**
- **World Kidney Day**
- **World Glaucoma Day**
- **World Hearing Day**
- **World No Tobacco Day**
- **World Organ Donation Day**
- **World Nursing Day**
- **World Environment Day**

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for 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:**

#### **BEST PRACTICE – I**

**Title of the practice:**

**BODY DONATION“A Gift of Mankind to Serve Mankind”**

**Aim:**

**Dispel misconceptions, create awareness and encourage body donation for education in the medical institute**

**Objective of practice:**

- 1.To teach the worth of the human body after death**
- 2.To remove religious misconceptions about rituals of the funeral**



3. To spread awareness about and encourage body donation in the society
4. To understand human anatomy and the development of psychomotor skills
5. To provide cadavers for research

#### **The context:**

In medical colleges, bodies are required for dissection purposes for first-year medical students, for specimens, and for hands-on cadaveric workshops. Making a wish for body donation after death and getting it done by relatives is an important part of the body donation program. Any person above the age of 18 years irrespective of sex, religion, or caste can do body donation as per the Bombay Anatomy Act, 1990.

#### **The Practice:**

Department of Anatomy, at Dr. Vasantrao Pawar Medical College, Hospital and Research Center has started a body donation program in the year 1991. The first body donation was done on 22nd September 1992. This drive is still going till date and the number is increasing day by day. The motivation of the public for body donation is the first step in the body donation awareness program. We organize lectures on Body donation and also attend various programs where we distribute Body donation forms.

For registration of the body for donation, the donor has to fill an application form duly signed by the relatives along with a passport size photo and necessary address proof. Acknowledgment is given & I card is issued to the donor.

After death cadaveric putrefaction starts within 6-8 hours, so we ask the relatives of donors to contact us immediately to collect the corpse. We provide a free ambulance service for the same. Death certificate in the format of form 4A is mandatory for body donation. Embalming is done as soon as we receive the body.

Relatives of body donors are honored & felicitated with a token of appreciation certificate on "Samaj-Din" by Honourable Sarchitnis of Maratha Vidya Prasarak Samaj, Nashik. Deaths due to accident, the last stage of cancer, bodies which have undergone post-mortem, and deaths due to contagious diseases are not accepted.

#### **Evidence of Success:**

<b>Year</b>	<b>Body donation registration</b>	<b>Body donation</b>
<b>2015 - 2016</b>	<b>219</b>	<b>26</b>
<b>2016 - 2017</b>	<b>826</b>	<b>28</b>
<b>2017 - 2018</b>	<b>182</b>	<b>40</b>
<b>2018 - 2019</b>	<b>219</b>	<b>42</b>

2019 - 2020

130

25\*

**\*Due to COVID-19 Pandemic, number is less.**

**Problems Encountered:**

**Lack of awareness & Hesitations due to religious beliefs towards body donation.**

**Bodies are not reaching within stipulated time due to distance & non-availability of resources.**

**Resources required:**

- 1. Permission from State government, central government, and NMC Delhi.**
  - 2. Embalming and Storage facility**
- Our institute in the forefront for the social cause of body donation**
  - Our institute also provides bodies to various other medical institution for academics**
  - We are indebted to the donors & their relatives for their valuable contribution in the field of medical education.**

**BEST PRACTICE – II**

**1. Title of the Practice:**

**Annual Health check-up camps of school Students**

**2. Objectives of the Practice:**

- To screen nutritional deficiency disorders, common diseases, congenital defects, and developmental delays amongst school children**
- To provide prompt treatment and referral to the tertiary care centre**
- To promote healthy lifestyle practices amongst children and adolescents**
- To promote safe menstrual hygiene practices amongst adolescent girls**

### **3. The Context:**

Children and adolescents together constitute 39% of the country's total population. One of the key strategy to reach them is through school health check-ups. Schools serve as an ideal platform to impart education, instituting in them healthy behavior and providing other services. Common health problems of school-going children are malnutrition, infectious diseases, intestinal parasites, diseases of skin eye and ear and dental caries, etc. In addition, adolescence is also associated with reproductive health issues, injuries, violence, addiction, etc. Health education at this level will form the basis of prosperous and sustainable communities. Maratha Vidya Prasarak Samaj is one of the oldest educational trust in the state has taken initiative to conduct the "Annual Health Screening program for school children".

### **4. The Practice:**

This activity is implemented through the Urban and Rural health centres of the Department of Community Medicine. Teams comprising of faculty, Medical social workers, interns, and UG students conduct school health check-ups at all urban as well as rural schools. A separate Proforma is used for screening specific health problems & nutritional deficiencies. Visits are scheduled in coordination with the headmaster/ headmistress of schools. In a day 300-400 children are screened and those who need further investigations are referred to our institute for further management. School health check-up records are maintained along with feedback from the school authority.

### **5. Evidence of Success:**

- Every year, approximately 40,000 students are screened.
- Students who need further workup are investigated & treated at free of cost
- The feedback from school authorities and teachers has been consistently positive.
- This activity has also proven beneficial for improving the clinical and communication skills of interns and students.
- Health education regarding nutrition, hygiene, safety has been imparted well.
- Many asymptomatic diseases have been diagnosed early through this activity.
- More than 2 lacs students are screened through various school health camps during the last five years.

### **6. Problems Encountered and Resources Required:**

- **Lack of infrastructure facilities at some schools.**
- **Lack of follow up at the institute by the guardians of referred students.**
- **Non-receptivity to suggestions regarding hygiene & nutrition**

## 7. Resource needed:

- **Internet connectivity at schools especially at remote locations.**
- **Better transport facility.**

**Our endeavor through this program is to reach out to all school-going children in urban and rural areas and make them accessible to necessary health interventions.**

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<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 institute has a reputation of being always at the forefront in providing quality medical education. Academic excellence of students has always been its main priority. The distinctiveness of the institute lies in its academic and effective learning resources.

- Central research laboratory (CRL) guides the student for the Indian Council of Medical Research projects and has organized a National Students Conference 'Excelsior' twice with the participation of 409 students all over India.
- During Kumbh Mela-2015, Institute has participated actively and conducted many Basic life support (BLS) courses for Healthcare providers, Police personnel, and NGOs. 39 research projects were completed by students and faculty during Kumbh Mela.
- Disaster management training workshops were conducted in collaboration with CDC Atlanta (USA).
- Department of Community Medicine conducts research methodology workshops regularly to train undergraduates, postgraduates, and faculty.
- Faculty and students are encouraged to conduct and present their research at various

National/International conferences and publish papers in reputed journals.

- The institute publishes an Indexed National journal “MVP Journal of Medical Sciences” since 2006. Faculty and students are encouraged to publish their research work in the journal.
- The institute has taken initiative to train faculty in Basic, Advanced Medical Education Technology, and Curriculum Implementation Support Programs.
- The institute has implemented modern educational practices, use of ICT tools and skill-based learning to make teaching-learning more effective.
- The institute has Central Examination Unit under which all internal assessment examinations are conducted.
- The institute has established the UNESCO bioethics unit in the year 2015 and celebrates the world Bioethics day with the participation of students and faculty.
- The institute has an International Students Cell to provide students an opportunity to have an experience of the International Healthcare System through a student exchange program.
- The students attend various Value-added Courses to nurture employability skills, communication skills, soft skills, and other professional skills.
- The institute has established Mentorship program to address student problems.

The efforts taken by the institute have culminated in excellence in University examination, performance as well as increasing percentage of students with distinction.

- Mr. Sultan Moinuddin was University Gold medalist in seventeenth convocation organized by MUHS in 2017. He was awarded fourteen gold medals in various subjects. Ms. Mansi Gujarati was also awarded seven gold medals during the same period.

For Academic and Research enrichment, following are the different activities and achievements of MET and CRL over the last five years.

Activity	Participation	
ICMR research projects	87 students	
	12 students were awarded research grants	
University level research competition “Avishkar”	82 students	
	4 faculty	
	11 students and 2 faculty won prizes	
Paper presentation in various National/International conferences	13 faculty and students	
Paper publications	386 faculty and students	
Training in MET workshop	57 faculty	
Training in Curriculum Implementation Support Program	67 faculty	
Research Methodology workshop	219 students	
	49 faculty	
Good Clinical Practices workshop	65 faculty and students	

847 UG students, 246 PG students, and 62 faculty were trained in Basic as well as Advance life support workshop.

File Description		Document	
Link for appropriate web page in the institutional website		<a href="#">View Document</a>	
Link for any other relevant information		<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:** 92.8

8.1.1.1 Institutional mean NEET percentile score

Response: 92.8

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:**

**Dr. Vasantrao Pawar Medical College, Hospital & Research Centre always thrives to maintain the quality of care and patient safety measures which are the most important indicators for the healthcare delivery system. Infection prevention and control practices are followed meticulously in the hospital. Various training programs such as hospital infection control, bio-medical waste management, safe blood transfusion, medical ethics, disinfection, and sterilization are conducted for undergraduate and postgraduate students.**

**Infection prevention and control practices, quality of care, and patient safety include various protocols which are followed strictly in the institute and the following topics are covered in undergraduate and post-graduate teaching programs-**

- **Universal safety precautions**
- **Bio-medical waste management**
- **Disaster management**

- **Blood transfusion and safety**
- **Basic life support**
- **Attitude, ethics, and communication skills**
- **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**
- **Informed consent and documentation**

These practices are ingrained in the medical student right from undergraduate up to post-graduation. Medical students are sensitized to these good clinical practices through didactic lectures, practicals, clinical postings, and bedside teaching. Teaching-learning activities like foundation course, orientation program, didactic lectures, practicals, clinical postings, bed-side teaching sessions, hands-on training programs, etc. are conducted for medical students. Students are exposed to bio-medical waste segregation, hand hygiene, universal safety precautions, post-exposure prophylaxis, indoor patient rounds, etc. by various health posters and guidelines displayed in hospital at out-patient departments, in-patient departments, operation theatres, medical emergency unit.

During post-graduate programs, they are taught about pre-operative check-up, preparation and counseling of patients and relatives, patient identification band, WHO surgical safety checklist for patient management, and safety. Necessary intra-operative monitoring, suture techniques, fluid management, etc. are taught by respective departments. Important topics like informed consent, documentation, medico-legal records, and protocols are covered during the program.



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>
Link for Additional Information	<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:** 33.84

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
95	72	58	53	40

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:**

- Objectives of the Indian Medical Graduate Training Programme are designed with a goal to create an 'Indian Medical Graduate (IMG)' possessing requisite knowledge, skills, attitudes, values, and responsiveness, so that she or he may function appropriately and effectively as a physician of the first contact of the community while being globally relevant. Medical Council of India has given

**subject-specific competencies to be attained by IMG.**

- **Following measures are taken at our institute to measure and certify these clinical competencies through:**

**1. Internal assessment (IA)**

**2. University examination**

**3. Internship**

- **Internal and University evaluation for the IMG is in the form of theory, practical and oral/viva examination.**
- **During the undergraduate internship, the logbook is maintained for clinical skills which are evaluated and certified at the end of clinical rotation by the respective department head. Logbook includes the procedures observed and procedures assisted during the internship.**
- **Following table shows objective methods to measure attainment of clinical competencies by IMG and interns:**

<b>MBBS Year</b>	<b>Theory</b>	<b>Practical</b>	<b>Oral</b>
<b>First</b>	<ul style="list-style-type: none"> <li>• <b>Application-based MCQs@</b></li> <li>• <b>Structured LAQs%</b></li> <li>• <b>SAQs\$</b></li> <li>• <b>BAQs+</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>OSPE*- Conduction of experiments, interpretation of data</b></li> </ul>	<b>Struc</b>
<b>Second</b>	<ul style="list-style-type: none"> <li>• <b>Application-based MCQs</b></li> <li>• <b>Structured LAQs, SAQs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>OSPE**- Conduction of experiments, interpretation of data</b></li> </ul>	<b>Struc</b>
<b>Third (Part-I)</b>	<ul style="list-style-type: none"> <li>• <b>Application-based MCQs</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>OSPE*/OSCE#- Clinical case presentation, Clinical/General spots</b></li> </ul>	<b>Struc</b>

	<ul style="list-style-type: none"> <li>• Structured LAQs, SAQs</li> </ul>		
Third (Part-II)	<ul style="list-style-type: none"> <li>• Application-based MCQs</li> <li>• Structured LAQs, SAQs</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE- Clinical case presentation, Clinical Spots</li> </ul>	Struc
Internship	<ul style="list-style-type: none"> <li>• Logbook- assessment at the end of each posting</li> <li>• certification by HOD and HOI</li> </ul>		

@Multiple-choice questions; %Long-answer questions; \$Short-answer questions;  
\*Objective Structured Practical Examination; #Objective Structured Clinical Examination; + Brief-answer Questions

• Steps taken to measure attainment of specific clinical competencies by IMG:

1. Identify subject-specific competencies for undergraduate students (as per MCI)
2. Identify subject-specific Clinical competencies from the above list
3. Identify objective methods to measure attainment of these clinical competencies
4. List objective methods used in internal assessment and University examination
5. Conduct theory, practical and oral examination by using objective methods of assessment
6. Maintain records of these examinations (showing competencies addressed during these exams)
7. Prepare result summary
8. Take student feedback of internal assessment and analysis it at the department level

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. VPMCH & RC Nashik takes pride to have a recognized 'Non-transplant Organ Retrieval Centre (NTORC)' by the Director of Health Services Mumbai.
- Our institute has a Brain Stem Death Committee approved by Chairman ZTCC (Zonal Transplant Co-ordination Centre) Mumbai, Maharashtra since 2015.
- Institute has established Eye Bank and Keratoplasty Centre in 2008 according to THOA (Transplant of Human Organ) Act and is a life member of Eye bank association of India.
- Teaching faculty of the institute had attended workshop on the “Transplant Coordinator Training Program” in 2017 which was recognized by NOTTO (National Organ Tissue Transplant Organization) Delhi.
- As per the directions of MUHS Nashik, a sensitization session on the organ donation program is arranged regularly as a part of the internship orientation program every year since 2017.
- Under the "Maha-AvayavdanAbhiyaan" of the Government of Maharashtra, our institute organizes organ donation rally where students have active participation in spreading awareness on organ donation in the urban and rural community.
- Various activities like poster making, street play, rangoli, banner, and slogan competitions are organized for students to make them aware of medical, legal, ethical, and social issues involved in organ transplantation.
- Sensitization and motivation are provided by students to the common public for

**filling up the organ donation forms.**

- **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.**
- **Our post-graduate students retrieve donated eyeballs (enucleation) from a deceased person after taking consent and death certificate.**
- **Around 15-18 keratoplasty surgeries are assisted by post-graduate students every year.**
- **Eye bank is also helpful in training and research activities held for post-graduate residents.**
- **Brain stem death committee organizes Organ Donation day every year. Students are taught about brain-stem reflexes, conduction of Apnea test, and steps in the identification of deceased donor and its management. Students are made aware of the 'Brain-Stem Committee' of the hospital.**
- **Difference between Deceased Organ Donation and Living Organ Donation is also discussed with the students.**
- **Lectures are arranged for students about medical and legal issues involved in organ transplantation.**
- **Transplant of Human Organ Act 1994, clauses involved in THOA, legal formalities in living donation, working guidelines for Authorization committee, and legal meaning of 'Brain-Stem Death', 'Deceased person', 'Donor', 'Human-Organ' are explained to students.**
- **Social and religious issues in organ transplantation are taught to address misconceptions in the community about organ donation to students.**
- **Awareness program on organ donation was organized through community radio of Nashik district.**

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>
Link for Additional Information	<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:**

**Our institute has a well-equipped immunization clinic in the hospital run by the department of Paediatrics as well as in the Urban Health Training Centre (UHTC) run by the department of Community Medicine. Immunization guidelines as stated by the Govt of India and WHO (World Health Organization) are strictly followed in these clinics.**

**Immunization clinic objectives are:**

- **To prevent the transmission of vaccine-preventable diseases in children**
- **To educate and train undergraduate, interns, and postgraduate students in immunization**
- **To increase immunization coverage in under-five children**

**Immunization clinic has well-furnished infrastructure which includes a waiting area for beneficiaries and immunization room. Cold chain maintenance is observed strictly and the same is ensured by regular temperature monitoring of Ice-lined refrigerator (ILR) and Deep freezers (DF). Immunization posters/banners, immunization checklist, national immunization schedule, etc. are displayed to educate students, caregivers and parents regarding the importance of immunization. Immunization records are maintained through immunization registers and vaccination cards. The protocols for keeping vaccines safe during vaccination sessions and power failure are being implemented. Bio-medical waste protocols are followed as per the guidelines.**

**Immunization sessions are conducted daily at the hospital and UHTC. Vaccines such as BCG, OPV, IPV, DPT, Measles-Rubella (MR), Haemophilus Influenza type b, Hepatitis B, Rotavirus, TT vaccine, and Vitamin A are given free of cost to the**

children. In addition, our hospital provides vaccines like Pneumococcal, Influenza, MMR, Chickenpox, Hepatitis A, Cholera, Japanese encephalitis, Acellular Pertussis (painless), Meningococcal and Rubella which are not included in national immunization schedule at a minimal cost.

We train interns, postgraduate, and nursing staff to provide immunization services and implement safe injection practices. These immunization clinics are supervised by the faculty through various checklists which are followed before, during, and after vaccination.

Teaching sessions of undergraduate, interns and postgraduate students are held wherein they are exposed to the functioning of immunization clinic and its relevance with respect to Universal Immunization Program (UIP). First-year undergraduate students are sensitized about the immunization clinic during hospital and UHTC visits. Second-year students are introduced to methods of active and passive immunization, vaccination, seroconversion, immunogenicity, adjuvants, protective efficacy, vaccine effectiveness, herd immunity, principles of immunization, types of vaccines, route of administration, site, dosage, contra-indications, adverse events for vaccines included in UIP and maintenance of cold chain. Third-year undergraduate students are taught about the commonly used vaccines other than UIP. During clinical posting and UHTC field visits, students observe a vaccination session and work of the immunization clinic. During these teaching sessions, faculty teach them about:

- Cold-chain maintenance
- Communicating with each beneficiary
- Assessing beneficiaries eligibility
- Universal safety precautions, hand hygiene, safe injection practices
- Giving vaccination: site, dose, route of administration of vaccine
- Post-vaccination advice and follow-up
- Discussing contraindications and adverse events related to vaccines
- Bio-medical waste management for vaccination
- Record maintenance

Student involvement in these clinics thus helps to build confidence and communication skills. Interns and post-graduate acquire clinical skills in the administration of vaccines under the supervision of faculty.

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:**

**Dr. Vasantao Pawar Medical College, Hospital and Research Centre, Nashik has defined the attributes for Indian medical graduates.**

- **Medical council of India has provided the guidelines for outcome-based education as per the gazette of India part 3, No. MCI-34(41)/2019-Med/161726 dated 4th November 2019. This document states medical graduate attributes.**
- **These attributes state what the medical graduate should attain at the end of the program (POs).**
- **Competencies are also stated for all the courses in the UG curriculum.**
- **These medical graduate attributes and course competencies are communicated to teachers and students.**
- **The program outcomes are measured based on the course outcome for each UG subject.**
- **To achieve these attributes, Institute has taken following steps-**
  1. **Academic board committees are constituted for each phase.**
  2. **These committees take a timely review of the ongoing academic activities.**
  3. **The academic board in-charge faculty conveys this review to the Head of Institute.**
  4. **Academic board also finalizes the schedule for internal assessments in**



**accordance with the MUHS/MCI guidelines through the central examination unit.**

**5. The results of these assessments are prepared and submitted to MUHS through an online portal.**

**6. University communicates the examination schedule which is followed by the institute.**

- Course outcomes are measured through Continuous Internal Evaluation (CIE) and the results of the University Examination.**
- The program outcomes are evaluated for each batch based on CO attainment.**
- The CIE includes internal assessment (theory and practical examinations) for all UG courses/subjects as well as internship assessment.**

**Following are the steps to measure the attainment:**

- Conduction of continuous internal assessments (Theory and Practical)**
- Determination of percentage score of each student in theory and practical internal assessments.**
- Determining the average percentage of marks scored by all students. This is the percentage attainment of COs through CIE.**
- CO attainment through University Examination considers marks scored by each student, in Theory, Theory Viva & Practical examination.**
- Average percentage of the score in University examination is calculated for all students which are CO attainment in the University examination**
- The overall CO attainment is calculated as a weighted average, considering, 20 % weightage for CIE and 80% for University examination.**
- Under the UG program 14 number of courses/subjects are studied by the students, (3 Pre-clinical, 4 Para-Clinical, 3 Minor Clinical, 4 are Major Clinical subjects). The percentage contribution of each of these courses is considered for the measurement of PO Attainment.**

- **PO Attainment is obtained as a weighted average based on the percentage contribution of each course for a specific batch admitted to the UG Program.**
- **PO Attainment through internship is calculated based on results of assessment during various postings. Percentage of PO Attainment for internship are then calculated as the average percentage of marks scored by student.**

**The final PO Attainment is the weighted average of PO attained through various courses and PO attained through internship as 80:20 percent.**

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:**

**The Medical Education Unit of Dr. Vasantrao Pawar Medical College has organized various Faculty Development Programs.**

- **Basic MET workshop for faculty members was conducted on 26th-28th Feb 2015. In this workshop, there was participation of 23 delegates. The workshop highlighted some new trends in Medical Education like Quality Assurance in Medical Education, Educational Objectives, Framing Competencies, paper setting and blueprinting, and structured oral Viva, Audio-visual aids.**
- **In 2016-17 session on blueprinting, scientific paper writing, learning word editor & revised basic workshop were conducted for our faculty.**
- **Faculty development programs like self-directed learning, Framing of MCQ, Session on basics of spreadsheet were conducted in 2017-18**
- **According to MCI guidelines to introduce new MBBS curriculum workshops on AETCOM & CISP were organized**
- **For the implementation of the new Curriculum for MBBS students, an orientation session of Competency-Based Medical Education was conducted for all the faculty members on the 6th and 7th of March 2019.**
- **As per the guidelines from Medical Council of India, the Curriculum**

**Implementation Support Program (CISP) workshop was conducted for the faculty members from 27th June 2019 to 29th June 2019. In this workshop total of 30 delegates participated.**

- **These workshops highlighted various innovative concepts in teaching & learning:**
  - **Competency-Based Medical Education & Goals, Roles of Indian Medical Graduate.**
  - **Proposed Changes in Graduate Medical Education Regulations.**
  - **AETCOM Module.**
  - **Early Clinical Exposure.**
  - **Foundation course for First MBBS students.**
  - **The concept of Electives for Undergraduates.**
  - **Alignment, integration.**
  - **Clinical Skills Training.**
- **Faculty members of our institution had completed advance course in Medical Education at Centers like MUHS, Regional Center Pune, and Seth G.S. Medical College, Mumbai.**
- **Workshop on E-content development and delivery was conducted for orienting faculty to various platforms that can be used for e-learning which will help them to deliver e-content to students.**
- **All the faculty development programs conducted in the institute helped the faculty members to acquire knowledge regarding the newer trends in Medical Education.**
- **Faculty members are incorporating their knowledge& innovations in teaching-learning to achieve academic excellence.**
- **MEU has a perspective plan for the academic year 2020-2021 which will be implemented meticulously**
- **Faculty feedback after every workshop helps MEU to organize necessary trainings & sessions.**

File Description	Document
Any additional information	<a href="#">View Document</a>
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>
Link for Additional Information	<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:** B. Any three 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:** 36.67

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
79	51	10	41	39

8.1.10.2 Number of first year Students addmitted in last five years

2019-20	2018-19	2017-18	2016-17	2015-16
120	120	120	120	120

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:**

- **The medico-legal cases are an integral part of medical practice.**
- **Medical undergraduates, interns, and postgraduate students are exposed to these practices through the curriculum as well as beyond classroom activities.**
- **Department of Forensic Medicine and Toxicology teaches undergraduates about contemporary medico-legal issues pertaining to injury, sexual assault, alcohol abuse, drug abuse, breaking bad news, homicides, suicide, autopsy, drowning, poisoning, informed consent, declaration of brain death, etc.**
- **They are taught about laws and regulations required in medical practices like IPC (Indian Penal Code), CRPC (Criminal Procedure Act), Death certificate, PCPNDT Act, Consumer Protection Act, MTP Act, Medical Negligence, Indian Organ Transplantation Act, Food Safety & Standards Act, etc.**
- **They are taught about various ethical practices like the presence of female attendants while examining female patients, Informed Consent, Assent for Children, Implied Consent, euthanasia, etc.**
- **During UG andPG orientation, students are oriented to insurance practices and third-party payers.**

- Institute organizes insurance related lectures, workshops, and webinars. Institute educates students regarding health insurances like med claim and third party payer- policies.
- MPJAY, Ayushman Bharat, Janani Suraksha Yojna (JSY), Janani Shishu Suraksha Karyakram (JSSK), Workman Compensation Act, Factory Act, Labour Act, ESIS Act, etc.
- During an internship in various postings, students are exposed to medico-legal aspects like a pre-anesthesia checkup, breaking bad news, medico-legal examination, filling of records of medico-legal cases, legal formalities in cases of injury, poisoning, sexual offenses, intoxication, and other unnatural conditions.
- Institute has created awareness among students regarding medico-legal aspects by organizing workshops, meetings, and giving questionnaires.

File Description	Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	<a href="#">View Document</a>
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

The self-study report has been prepared by the NAAC steering committee of Dr. VPMCH and RC, Nashik

1. Dr. Mrunal Patil, Dean, Dr. VPMCH & RC Nashik

2. Dr. Sunita Sankalecha, IQAC Director

3. Dr. Rakesh Patil, Central Co-ordinator

4. Dr. Pradip Barde

5. Dr. Sagar Sonawane (Criterion-I)

6. Dr. Shreeya Kulkarni (Criterion-II)

7. Dr. Ravindra Sonawane (Criterion-III)

8. Dr. Jeetendra Singh (Criterion-IV)

9. Dr. Surekha Nemade (Criterion-V)

10. Dr. Balaji Almale (Criterion-VI)

11. Dr. Santosh Shinde (Criterion-VII)

With the guidance and support of the Executive Council (Board of Management, MVP Samaj), Hon'ble Sarchitnis Mrs. Neelimatai Pawar, Educational officer Dr. N. S. Patil, and tireless efforts by all the faculty and non-teaching staff as well as students of Dr. VPMCH and RC, Nashik it has been possible to complete the herculean task of preparation, execution, and documentation of various processes involved in quality enhancement and sustenance.

### Concluding Remarks :

Dr. Vasantrao Pawar Medical College, Hospital and Research Centre Nashik is a reputed HEI of MVP (Maratha Vidya Prasarak) Samaj for three decades.

MVP Samaj, Nashik is one of the prestigious centre of education spanning over 106 years in Maharashtra with the motto of '*Bahujan Hitay, Bahujan Sukhay* (Wellbeing and Happiness of Masses)'. More than 17 institutions of MVP Samaj are NAAC and NBA accredited.

**Institute aims to nurture students in such a way that they will be competent and efficient doctors in future. Academic excellence and quality healthcare is our mission. We work very hard to achieve vision of the institute. Promotion of research is our one of the priorities for which we conduct various workshops and seminars. We encourage faculty development programs, motivate our faculty for advanced studies and encourage them to attend National/International conferences/CMEs/Trainings. We nurture creativity, innovations and skills of students for overall development. We promote co-curricular, extra-curricular and extension activities where student's participation is encouraged. We have student exchange programs to expose them to various healthcare systems globally. Dr. VPMCH & RC is a premium medical college in Maharashtra as well as the choice for students and teachers.**

**The coronavirus crisis has shaken the foundation of every system of the globe especially the healthcare system which is uniquely impacted by the pandemic due to which the use of innovative technologies in teaching-learning processes is now an essential component of medical education. Students and teachers should be well acquainted with these new technologically advanced teaching-learning processes. We will focus on these need-based changes in medical education. We believe success is not final, failure is not fatal. It is a challenge to continue our mission to achieve the vision of the institute.**



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1</td><td>1</td><td>1</td><td>0</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>1</td><td>1</td><td>1</td><td>1</td><td>0</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	1	1	1	1	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	1	1	1	0																	
1.2.2	<p>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</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> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>0</td><td>57</td><td>40</td><td>61</td><td>62</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	0	57	40	61	62	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	57	40	61	62																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
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.</p> <p>Answer before DVV Verification : 63</p> <p>Answer after DVV Verification: 45</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</p>																				

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
302	386	140	268	261

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
26	38	20	26	30

Remark : DVV has updated input on pro rata basis. DVV has considered only 1 valid proof for all years and updated input on pro rata basis.

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
66	40	42	43	41

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
69	51	49	50	52

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
69	51	49	50	52

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
120	120	120	120	120

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

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

Answer before DVV Verification : 1677.42 years

Answer after DVV Verification: 1503 years

Remark : DVV has made the changes as per provided experience letter of full time teachers excluding tutor by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
23	20	16	13	10

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	2	0	0	0

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
24	33	42	26	28

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
22	28	38	24	22

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	10	11	8	5

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
10	10	10	7	4

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
225	193	225	395	222

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
33	13	18	4	3

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
780	423	744	150	170

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	150	170

Remark : Provided report without photographs , date and caption has not considered. Provided signed also seems to look pasted.

3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/

Industry-internship etc. per year for the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
13	7	6	8	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
12	7	5	7	0

Remark : A multi centreic, prospective, randomized, double blind, study to evaluate safety and efficacy of Sarlitazone in type 2 diabetes mellitus for the year 2017-18 has not provide.

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 : 24

Answer after DVV Verification: 5

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
371.72	299.12	495.64	888.64	305.96

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
371.36	231.67	410.82	664.40	242.46

Remark : As per audited statement , total expenditure is less than infrastructure expenditure in 2016-17 . so we change the input in 2016-17 as per total expenditure.

4.2.4 Availability of infrastructure for community based learning

Institution has:

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : Provided letter for the year 2018-19 has not considered.

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

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)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.38	67.44	84.81	67.47	63.49

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0.36	67.44	84.81	67.47	63.49

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 : 46

Answer after DVV Verification: 43

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

Answer before DVV Verification : 46

Answer after DVV Verification: 46

Remark : DVV has made the changes as per provided photos of ICT enabled classrooms and seminar halls by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1436.57	1160.66	1016.64	1023.75	810.51

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
903.62	861.19	762.76	664.40	549.28

Remark : As per audited statement , total expenditure is less than Expenditure incurred on maintenance of physical facilities and academic support facilities . so we change the input as per total expenditure.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
292	256	227	212	243

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
286	254	226	211	241

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
518	302	277	295	214

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
518	302	277	290	251

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.

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 .

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
46	31	28	15	17

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
7	4	3	4	0

Remark : DVV has not considered participation certificates. E-copies of awards letters has not provide by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
15	12	11	13	08

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
04	04	03	04	02

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

Answer before DVV Verification : C. Any three of the above

Answer After DVV Verification: E. Any one of the above

Remark : Supporting audited statement has not highlighting Alumni Association contribution. DVV has made the changes as per supporting document of Si(2) provided by HEI.

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



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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2	10	13	4	15

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	7	4	4	11

Remark : Provided requesting letter for financial support has not considered.

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
16	11	10	17	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	6	7	2

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
82	35	23	22	21

Answer After DVV Verification :

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

81	34	12	11	15
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6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
344	152	162	111	110

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
197	96	128	75	75

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

Answer before DVV Verification : B. Any four of the above

Answer After DVV Verification: C. Any three of the above

Remark : DVV has made the changes as per provided supporting photographs of Lifts/ramps, Washrooms and tactile path with signed and stamp. Provided report for Assistive technology and facilities has not signed by competent authority , same has not to be considered.

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.)

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
116	83	69	58	44

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
95	72	58	53	40

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>183</td><td>168</td><td>159</td><td>182</td><td>183</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>209</td><td>214</td><td>199</td><td>227</td><td>210</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	183	168	159	182	183	2019-20	2018-19	2017-18	2016-17	2015-16	209	214	199	227	210
2019-20	2018-19	2017-18	2016-17	2015-16																	
183	168	159	182	183																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
209	214	199	227	210																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>181</td><td>179</td><td>181</td><td>205</td><td>194</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>165</td><td>159</td><td>162</td><td>175</td><td>169</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	181	179	181	205	194	2019-20	2018-19	2017-18	2016-17	2015-16	165	159	162	175	169
2019-20	2018-19	2017-18	2016-17	2015-16																	
181	179	181	205	194																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
165	159	162	175	169																	
2.2	<p>Number of sanctioned posts year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>181</td><td>179</td><td>181</td><td>205</td><td>194</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>180</td><td>178</td><td>180</td><td>204</td><td>193</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16	181	179	181	205	194	2019-20	2018-19	2017-18	2016-17	2015-16	180	178	180	204	193
2019-20	2018-19	2017-18	2016-17	2015-16																	
181	179	181	205	194																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
180	178	180	204	193																	
3.1	<p>Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr></table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

1597.66	1297.01	1435.74	1832.02	1034.04
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Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
903.62	861.19	762.76	664.40	549.28

NAAC