



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

MAEER PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL SCIENCES AND RESEARCH

VISHWANATHPURAM, AMBAJOGAI ROAD, LATUR - 413512 MAHARASHTRA
413512

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Maharashtra Institute of Medical Sciences and Research (MIMSR) Medical College and Yashwantrao Chavan Rural (YCR) Hospital, Latur, got NAAC accredited in 2014. Now we are submitting SSR, recording our progress since then.

MIMSR and YCR Hospital were established in 1990 by visionary educationist Prof. Dr. Vishwanath Karad, Executive President and Managing Trustee of Maharashtra Academy of Engineering and Educational Research, Pune with an objective of meeting the long felt need of Comprehensive Healthcare Services at the doorstep of people of rural Marathwada. For last 32 years, this Institute has been providing primary to tertiary healthcare facilities to underprivileged and downtrodden, thus providing all possible humanitarian medical services to rural masses.

The institute is situated on 106 acres and has a state-of-the-art infrastructure measuring 68,600.00 sq. meter of built-up area.

The Dean/Principal, Dr. Nawab Jamadar has a vast experience of teaching and administration. A menage of 201 full-time teachers includes well-qualified competent teachers appointed as per National Medical Commission (NMC) norms. All the teachers strive their best to make this institute a Centre of Excellence in Medical education and research.

The institute is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik and recognized by NMC. Institute runs undergraduate (MBBS 150 intake) and postgraduate (MD/MS) in 16 subjects. We also offer PG Diploma in Medical Laboratory Technology, Ph.D. Microbiology, OBGY and Otorhinolaryngology and Certificate Course in Modern Pharmacology.

Six teachers hold Ph.D., seven hold D.M./M.Ch., seven post PG-DNB and seven hold Fellowships. Three more have registered for Ph.D. The institute has non-teaching staff as per NMC norms.

In addition to conventional teaching, institute conducts various value added programmes like Research Methodology, Yoga, Communication Skills, etc. for holistic development of students.

YCR Hospital caters semiurban-semirural population with its urban and rural healthcare centres. This provides a wide population base to learn various aspects in healthcare. Superspeciality services in ten branches benefit to the patients and students.

Our institute has welcomed the rationale behind NAAC and has taken appropriate steps to improve quality education in medical sciences. Our efforts are reflected in academic excellence, research and outreach activities every year.

Vision

MAEER MIT World Peace Society's MIMSR Medical College, Latur envisions to create dedicated Medical

professionals, who are globally competent, morally responsible and socially committed and highly dedicated to the noble cause of providing all possible healthcare services for the poor and downtrodden rural masses of the Marathwada Region in particular and the society in general, with a humane and holistic approach.

Mission

The Mission of MAEER MIT World Peace Society's MIMSR Medical College, Latur is "HEALTH FOR ALL" as envisioned by the World Health Organization. This is sought to be achieved through state-of-the-art infrastructure and medical facilities, in an academically vibrant environment, through innovative practices in medical education and research, inculcating Social, Moral and Spiritual Values in the Medical Professionals.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- MIT as an established academic brand
- MIMSR Medical College: Accredited by NAAC with grade 'A' in the year 2014
- 30 + years of standing and a rich experience
- Establishment: The institute spans over 106 acres of land and has a state-of-the-art infrastructure consisting of 19 spacious buildings measuring 68,600.00 sq. meter of built-up area.
- Focus: Institute maintains its focus to provide comprehensive yet affordable health services to rural area of Marathwada region and border districts of Karnataka. Institute strives and maintains appropriate standards for medical education as guided by NMC and MUHS.
- Education: Holistic development of students through vibrant academic, administrative and professional environment.
- Extension and outreach activities: The institute has adopted 66095 families across 195 villages and have undermentioned health schemes to cater to the health care needs at affordable prices for the rural population around Latur.
- Superspeciality services in 11 branches at affordable expenses.
- Effective implementation of Mahatma Jyotiba Phule Jan Arogya Yojana (MJPJAY), PMJAY, BPL, Indigent Patient Fund (IPF), Chief Minister Relief Fund, etc.
- Campus ambience: The Institution has a lush Green campus with local species, preserved in order to maintain local ecosystem along with new plantation and herbal garden, which are maintained by recycled waste water. Solar panel plant further highlights the "Green initiative".
- Secure and friendly ambience for students
- Cultural and Sports facilities: provides best facilities for the indoor and outdoor cultural and sports activities.
- Research: Institute has more than 800 publications, 10 books, 8 chapters contributed in books, more than 300 papers and poster presentations in various conferences. There are 61 research papers published in PubMed / Web of Science / Scopus indexed journals with five books and two chapters in last five years.
- Quality control: Institution tries for the holistic development of the students including physical, psychological, academic, professional, social and spiritual dimension. Faculty development programmes and stress-free working milieu maintain the quality of medical education and health care services.
- Awards and recognition: 49 awards and recognitions (12 State level, three National & 34 International) by our full-time teachers for excellence in teaching, research, professional achievement and academic

leadership during last five years.

Institutional Weakness

- Being a charitable hospital with no bed charges and meager charges for superspeciality services, the revenue generation by hospital is very low.
- Bound by laws and norms, we have very little scope for propaganda, publicity and marketing of the hospital when compared with corporate hospitals.
- Retention of Nursing staff
- Being affiliated to state university, our institute has limitations to modify and create curriculum and examination patterns.
- Constraints in starting new courses due to strict norms and delayed process of approval from statutory bodies.
- Limited number of publications in UGC Care list, PubMed, Scopus and Web of Science indexed journals.
- Faculty and student Exchange
- Less number of collaborative activities
- Limited Super specialty services
- Service and maintenance issues due to remote location in south central Maharashtra
- Connectivity by railways is limited. No airway connectivity.
- Limitations to conduct medico-legal autopsies – as we are a private medical college, not legally permitted to conduct medico-legal autopsies. Hence, our undergraduate students have to go to government medical college and hospital to learn about it.

Institutional Opportunity

- Increase intake of UG and PG seats
- To improvise into a deemed university
- Outreach activities in nearby villages can be increased
- Establishment of dedicated trauma and critical care center
- Establishment of Superspeciality wings and starting of superspeciality courses.
- Starting of fellowship courses - various new fellowship courses on emerging areas of medical education can be started.
- Expansion of hostels – with modern facilities
- Improvise participation of students in various ICMR-STS projects, short term clinical internships and externships, industrial and field projects.
- Improve quality of research and projection of such work in conferences and journals
- Strengthening of the alumni association
- Institution recognition as a premier organization in medical education in rural area.
- Opportunity to develop facilities of medical tourism

Institutional Challenge

- Fee Regulation by Government
- Delayed reimbursement from social welfare department

- Multiple inspections by health university, government and apex body (NMC).
- Less scope for academic flexibility
- Reluctance of the faculty to join because of location issues
- Restrictions from regulatory bodies to permit choice-based credit system and to implement credit transfer facility as per new National Education Policy (NEP).
- Issues concerning implementation of the CBME curriculum with the prescribed number of faculty and the time constraints
- New curriculum demands a lot of time leaving no time for dedicated research or newer faculty development programmes
- Availability of Full-time super-speciality consultants
- Rising cost of health care services

1.3 CRITERIA WISE SUMMARY

Medical Part

The analysis of NEET scores of students admitted reflects the good standing of our institute. Average NEET percentile scores of students enrolled for MBBS programme for the preceding academic year is 92.44.

YCR Hospital, multispecialty tertiary care centre with well equipped 776 beds, caters to rural population of Marathwada and border districts of Karnataka. Thus, students are exposed to all aspects of medical care from simple ailments to complicated scenarios in patient management.

Institute has implemented new CBME curriculum as per NMC and MUHS guidelines and made necessary improvement to promote and inculcate the attributes of Indian Medical Graduate i.e., Clinician, Leader and member of the health care team and system, Communicator, lifelong learner and Professional. Provisions for early clinical exposure are made. Apart from regular teaching, DOAP, group discussion session, early clinical exposure, poster competitions, etc. Various aspects of medical care which may not be effectively covered in the constraints of a lecture are covered in various discussions and field visits.

Important days of medical practices are celebrated throughout the year to encourage further participation of students with respect to leadership and social skills as well as for awareness in general population.

The childhood immunization program is effectively carried out at the immunization clinic. The students posted are exposed to the operational features and immunization practices that are followed.

Apart from summative assessments, the institute conducts formative assessments at regular intervals with special focus on AETCOM. University exam performance indicates the joint efforts of our students and institute.

Institute organizes guest lectures, seminars, hands-on training workshops for students, which are focused on improving clinical skills and recent advances.

Medical Education unit regularly conducts workshops on Revised Basic Course, Curricular Implementation Support Programme, etc. Teachers and postgraduate students are benefitted with respect to medical education and research. Apart from superspeciality qualifications, some teachers acquired additional postgraduate certifications beyond the eligibility requirements.

The Institution is ISO:9001-2015 Certified and VRDL laboratory is NABL accredited and it maintains quality standards through internal and external quality assurance programs.

Thus, the institute is continuously striving for excellence in education and quality health care.

Curricular Aspects

Yashwantrao Chavan Rural hospital strives for effective delivery of health services across rural population around Latur. On a broader outset, the institute focuses on effective medical education with highest scientific and ethical standards for the students so that they can effectively provide medical services across the nation.

Being an affiliated institute, MIMSR Medical College has been effectively implementing the curriculum planned by state university Maharashtra University of Health Sciences (MUHS), Nashik for various courses. From August 2019 onwards, the National Medical Commission, New Delhi have improvised the curriculum into Competency Based Medical Education (CBME). MUHS Nashik has further tailored the planning for implementation in MUHS affiliated medical colleges. Under the NMC and MUHS guidance plan, our institute has successfully conducted Curriculum Implementation Support Programmes (CISP-I and CISP-II) to orient the faculty for new CBME pattern. Since the CBME first batch 2019-20, we have endeavored to embrace newer integrated teaching modalities which create a more student-centric learning environment.

College council and Curriculum committee of the institute conduct regular meetings to co-ordinate with all departmental heads and prepare academic calendar and time table for each year/ phase and monitors its implementation. Additional value-added courses and subject related add on courses are planned for students. These courses along with the curricular teaching covers relevant medico-social cross-cutting issues like gender sensitivity, human values, right to health and health determinants, emerging issues in demographics and medical ethics, etc. Department of Community Medicine arranges for various field visits to help medical students to become aware of all gears of various national health policies as well as functioning and structure of organization, laboratories and other institutes related to various health services.

The institute also ensures timely, effective and unbiased evaluation of students with multiple formative and summative assessments of the undergraduate as well as postgraduate students throughout the academic year. Feedback from all the relevant stakeholders is considered while revising and updating the academic action plan.

Teaching-learning and Evaluation

Students secure admission through Centralized Admission Process and we stringently follow rules and regulations of Admission Regulatory Authority of the state. Allocation of seats is as per the reservation policy of competent authority.

College council and Curriculum committee conduct regular meeting to co-ordinate with departmental heads, prepare academic calendar and time-table for each year/phase, and monitor its implementation. Academic calendar with time-to-time instructions and changes suggested by NMC and MUHS, is available on notice boards and college website. A menage of 201 teachers includes well-qualified, experienced and competent teachers appointed as per NMC norms and supported by Tutors, Senior and Junior Residents. Our institute adopts various student-centric learning methods for enhancing learning experiences. We practice integrated teaching, self-directed learning, bedside clinics, project based learning, health surveys, etc. The institute has

clinical skills laboratory for simulation-based training. The state-of-art central library has a vast collection of textbooks, reference books and journals with appropriate updates. Digital library with rich e-contents of e-books, e-journals, study apps and database platforms, serves for easy accessibility of worldwide knowledge banks. Information and Communication Technology (ICT) enabled teaching halls are available. Institute encourages students for participation in sports, cultural activities, conferences, quizzes, etc. to nurture their extra-curricular skills. Slow and advanced learners are identified during formative assessments and measures are taken to improve their performance. Different teaching-learning methods help in development of creativity, analytical skills and innovation among students along with ICT-enabled tools including online e-resources. Institution maintains a ratio of 1:10 for mentorship programmes. Mentorship program is effectively implemented to guide the students and address their academic and other difficulties. Parent-teacher meetings are conducted to discuss academic performance of students and address other issues, if any.

The IQAC monitors all teaching learning activities to maintain highest standards of medical education. The MEU conducts timely activities for faculty development and faculty are also encouraged for actively participating in various workshops, conferences and skill courses, in order to update their knowledge and skills. The Institute follows the guidelines given by the NMC and MUHS, for assessment and evaluation.

Research, Innovations and Extension

Any institute stands apart based on the quality of research, innovations and extension activities, which are conducted regularly. Our institute is committed to this basis and provides a favorable environment for research activities to hone out the logical, analytical and thinking skills of not only the students but also the faculty members. We stand strong due to the response to our extension activities across the rural population around Latur.

We take pride in the efforts of Medical Education Unit, Department of Community Medicine, Scientific Advisory Committee and Institutional Ethics Committee for the progression of quality research related activities by faculty and students.

Apart from the regular dissertation / thesis activities and competitions (poster, banners, quizzes, etc.) conducted during curricular and cultural activities, students are encouraged for active participation in ICMR-short term studentship programs, MUHS summer internship programs, state and national level competitions. The Institute duly supports the projects selected and approved by ICMR in the STS program.

Various research methodology workshops are arranged to guide the students in writing, conducting and presenting their research work. Institute encourages participation in research activities by providing financial grants for research, conference presentations & publications.

Institute has more than 800 publications, 10 books, eight chapters, more than 300 papers and posters presentations in various conferences. There are 61 research papers published in PubMed / Web of Science / Scopus indexed journals with five books and two chapters in last five years. We have received 49 awards / recognitions (12 State level, three National & 34 International) by our full-time teachers for excellence in teaching, research, professional achievement and academic leadership.

The institute is committed to its vision and social responsibility. The institute conducts community outreach and extension activities, like regular immunization drives, free multi-diagnostic camps, blood donation camps, health surveys, etc. Contributions of rural and urban health centres of our institute cannot be ignored. On

important public health days, the institute organizes public awareness programmes such as poster competitions, health talks and street plays. Involvement of active participation by the students in these activities contribute to their overall development and for being socially responsible.

Infrastructure and Learning Resources

Institute is situated on 106 acres of land and built-up area of 68,600.00 sq. meter with well equipped, spacious and ICT enabled lecture halls, seminar rooms and demonstration rooms. Practical concepts and applications are learnt through well-equipped dissection hall, skill lab, and laboratories. Clinical skills and applications are learnt during clinical postings and community trainings.

The air-conditioned Central library has adequate number of textbooks, reference books, journals, manuals, etc. on various medical subjects. Apart from hard copies, the library has ample of e-content on medical sciences via access to various medical software and databases like Clinical key, UpToDate, etc. Library is fully computerized and automated and currently using “KOHA” software. It has open access system and maintains Online Public Access Catalog (OPAC) of the stack. There is a separate digital Library with 40 computers having internet connections for supporting teaching-learning system. There are separate reading rooms for teachers and students with comfortable and spacious arrangements for quiet and peaceful study.

Museums and Departmental libraries also contribute as teaching-learning resources. Auditorium with adequate ventilation and audiovisual systems is available for students for cultural events. Regular sports activities are conducted on sports ground in the campus.

Institution has updated IT facilities and sufficient number of computers, printers, projectors with internet facility for teaching-learning. Available bandwidth of the internet connection is 50 MBPS.

Separate residential facilities are available for undergraduate boys & girls with well-ventilated rooms and mess facilities. Postgraduate quarters are located near hospital. Round the clock security guards work to maintain a secure and safe campus. Departmental and book store are available.

A total of Rs.546.41 lakhs of expenditure incurred on infrastructure development and augmentation during last academic year.

Medical facilities:

YCR Hospital is a well-equipped tertiary care hospital with 776 beds providing comprehensive health care services at affordable cost. Apart from adequate OPD and IPD facilities, institute has 13 operation theatres, endoscopy, dialysis, blood bank, pharmacy, etc.

Hospital and campus are friendly to ‘people with health conditions or impairments’ with adequate signages, ramps and lift facilities, generator backup & fire safety measures.

Student Support and Progression

Committed to being a centre of excellence for medical education, MIMSR Medical College and YCR Hospital takes all efforts for their students. Scholarships, waivers and free-ships are made available to eligible students.

Apart from curricular education, we support our students for other aspects, which are essential as a medical professional as well as a social human being. We have long observed that communication in English remains a major hindrance for expression and education among the students. Hence, we are conducting Basic English language orientation classes for needy students. AETCOM modules and day-to-day clinical activities orient the students for analytical skills and better communication with patients and their relatives. This small effort goes a long way in building up their confidence.

Sports activities are conducted for physical well-being and students are encouraged for active participation in various sports competitions. Art of living courses are conducted for mental and spiritual well-being. Basic computer skills classes are conducted for interested students. Our students participate in Bharatiya Chhatra Sansad organised by MIT School of Government held at Pune with an objective to inspire the youth to come forward to shoulder the responsibility of democratic leadership in public life. Mentorship program also attempts to support students mentally and provides guidance regarding syllabus completion, preparation for university and competitive exams. Interactive guest lectures are arranged for guidance on career path and professional development. Cultural activities held during Ganesh Festival and annual social gathering help students bond together and bring forth their extracurricular skills.

Anti-ragging committee, Prevention of Sexual harassment committee and Student grievance redressal cell handle the issues for ensuring healthy and cohabitant student community. The student council is selected through a transparent process as per MUHS guidelines and serves as a bridge between the students and the administration to ensure student well-being. The “Value-based education” approach of MAEER’s group of institutions helps in overall personality development and makes MIMSR students succeed in their future ventures with regard to postgraduate and superspecialty education, fellowship courses, professional practice, etc. With a strong and wide alumni base, MIMSR keeps them in touch with their roots-alma-mater.

Governance, Leadership and Management

Institute has formed and updated its vision and mission with regards to the suggestions and considerations from stakeholders, MUHS and NMC, with due advice and guidance from peers and institutional management.

The management has enabled decentralization of academic and administrative powers and participatory mode of governance for smooth and effective functioning with the Dean as head of the institution. Apart from respective departmental heads, there are various committees (statutory and non-statutory, academic and advisory). All systems work together with harmony. The Dean, departmental heads and various committees, function tirelessly to maintain the health of our institution. Implementation of curriculum, financial planning governance, planning and development, appraisal, student admission, student support, infrastructure procurement and maintenance are carried out in an organizational flow fashion. The institute takes due care to involve all its faculty, students and non-teaching staff in planning and decision making thereby ensuring horizontal as well as vertical implementation of decisions taken for quality assurance and management. Regular College Council meetings help monitor and ensure proper functioning. ISO audits and internal audits also support this monitoring.

IQAC, along with various committees (Curriculum, Hospital Infection Control, Pharmacovigilance, Grievance redressal, Accounts section, Biomedical waste management, etc.), monitors the quality of student welfare,

patient care and management. Regular internal and external audits and guidance from Management board are helpful for mobilization and effective/optimal utilization of resources.

Institute has transparent teacher welfare policy and policy for non-teaching staff. We encourage and support our teachers and students for research works and attending various conferences and workshops. The teachers and students are given incentives and financial aids for attending workshops and presenting papers in conferences. Both teaching and non-teaching staff are entitled for free treatment in the hospital. We encourage our faculty and PG students to update their knowledge by attending various activities (CMEs) organized in the institute and outside.

Unbiased annual performance-based appraisals are conducted for both teaching and non-teaching staff to appreciate and motivate them further.

We formulate a strategic plan and implementation measurables to ensure the aforementioned homeostasis, and we, appropriately update the plan according to feedback/ circumstances.

Institutional Values and Best Practices

We are committed to deliver value-based and quality medical education to our students and positive harmonious environment to our employees. Gender sensitization and equity can be seen across various committees, programmes and proceedings of our institute. Institute has a moral code of conduct for its employees, students, administration and patients and their relatives. Responsibility towards society is also inculcated during NSS camps, Community surveys, various health camps and activities conducted on health days.

Commitment towards “Green initiative” is seen by various measures implemented across our campus. A large set of rooftop solar panels is installed on the hospital buildings. Our institute uses energy-efficient equipment and energy-conservation devices to reduce carbon foot print. We strive for water conservation measures and we have provisions for rainwater harvesting and usage of recycled water to maintain the lush green gardens in campus.

Institute takes due measures for proper disposal of biomedical waste. Institute has its own incineration plant in addition to outsourcing of biomedical waste. Sewage Treatment Plant takes care of liquid waste management. Lush green gardens and lawns with well-planned squadron of trees along internal roads increase “Green Landscape” value of our campus. The Clean Campus initiative, restricted plastic use and whole army of sanitation workers keep the campus clean and lively.

The campus is friendly to patients and Divyang-jan with adequate signages, ramp and lift facilities, generator backup, etc.

We take pride in our Community outreach programmes, which have helped us to stand apart in terms of medical education and medical service. These reflect and impart institutional values in the students. The institute is empaneled for MJPJAY and PMJAY, CMRF, BPL, etc.

Institute has served as a Dedicated COVID Hospital during the pandemic, which catered more than 5000 patients.

Institute runs “Shrimati Prayagakka Karad Arogya Suraksha Yojana” which provides comprehensive health services free of cost under one roof to 66095 families from 195 villages. In addition, institute also runs “PurnBramhayogini Tyagmurti Prayagakka Karad Free Delivery” Scheme to provide free intra-natal services to all pregnant women coming to hospital.

Thus, we adhere to best practices and strive to promote value based medical education.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAEER PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL SCIENCES AND RESEARCH
Address	Vishwanathpuram, Ambajogai Road, Latur - 413512 Maharashtra
City	LATUR
State	Maharashtra
Pin	413512
Website	www.mimsr.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nawab Pashasaheb Jamadar	02382-227587	9423071032	02382-228939	principal@mimsr.edu.in
IQAC / CIQA coordinator	Anand J. Reddy	02382-227424	7588057363	02382-228063	iqac@mimsr.edu.in

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

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		13-08-1990		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Maharashtra	Maharashtra University of Health Sciences	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	View Document	15-07-2021	12	in view of COVID recognition granted for one academic year

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	Vishwanathpuram, Ambajogai Road, Latur - 413512 Maharashtra	Rural	106	68600

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, Under Graduate	66	UG NEET Exam	English	150	150
PG	MD, Physiology	36	PG NEET Exam	English	2	0
PG	MD, Biochemistry	36	PG NEET Exam	English	1	0
PG	MD, Pharmacology	36	PG NEET Exam	English	1	1
PG	MD, Pathology	36	PG NEET Exam	English	2	2
PG	MD, Microbiology	36	PG NEET Exam	English	2	0
PG	MD, Community Medicine	36	PG NEET Exam	English	2	1
PG	MS, Otorhinolaryngology	36	PG NEET Exam	English	1	1
PG	MS, Ophthalmology	36	PG NEET Exam	English	3	3
PG	MS, Obstetrics And Gynaecology	36	PG NEET Exam	English	4	4
PG	MD, Pediatrics	36	PG NEET Exam	English	4	4

PG	MD,General Medicine	36	PG NEET Exam	English	4	4
PG	MD,Dermato logy Venereology And Leprosy	36	PG NEET Exam	English	4	4
PG	MD,Anaethe siology	36	PG NEET Exam	English	4	4
PG	MD,Radio Diagnosis	36	PG NEET Exam	English	2	2
PG	MS,General Surgery	36	PG NEET Exam	English	5	5
PG	MS,Orthopa edics	36	PG NEET Exam	English	3	3
PG Diploma recognised by statutory authority including university	PG Diploma, Dmlt	12	B. Sc.	English	12	12
Doctoral (Ph.D)	PhD or DPhi I,Microbiolo gy	36	PET	English	6	1
Doctoral (Ph.D)	PhD or DPhi I,Otorhinolar yngology	36	PET	English	6	0
Doctoral (Ph.D)	PhD or DPhi I,Obstetrics And Gynaecology	36	PET	English	6	1

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	19				41				67			
Recruited	16	3	0	19	29	8	0	37	45	13	0	58
Yet to Recruit	0				4				9			
Sanctioned by the Management/Society or Other Authorized Bodies	38				0				0			
Recruited	31	7	0	38	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				30				32			
Recruited	0	0	0	0	5	10	0	15	22	10	0	32
Yet to Recruit	0				15				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				1			
Recruited	0	0	0	0	0	0	0	0	1	0	0	1
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				255
Recruited	203	52	0	255
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				174
Recruited	149	25	0	174
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	70	18	0	88
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	6	4	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	1	0	0	1	0	0	5	0	0	7
Ph.D.	2	0	0	2	0	0	1	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	44	10	0	26	9	0	40	11	0	140
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	3	0	10	3	0	18
UG	0	0	0	7	3	0	13	7	0	30

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	1	0	0	1
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	1	0	1
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	83	0	0	0	83
	Female	67	0	0	0	67
	Others	0	0	0	0	0
PG	Male	14	0	2	0	16
	Female	17	2	3	0	22
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	0	0	0	2
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	1	0	0	0	1
	Others	0	0	0	0	0
Certificate / Awareness	Male	38	0	0	0	38
	Female	14	0	0	0	14
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	12	10	14	11
	Female	6	12	8	9
	Others	0	0	0	0
ST	Male	4	6	7	7
	Female	2	4	3	3
	Others	0	0	0	0
OBC	Male	30	34	44	35
	Female	13	14	13	20
	Others	0	0	0	0
General	Male	78	70	29	55
	Female	54	44	22	33
	Others	0	0	0	0
Others	Male	17	16	57	40
	Female	9	14	28	25
	Others	0	0	0	0
Total		225	224	225	238

General Facilities	
Campus Type: Vishwanathpuram, Ambajogai Road, Latur - 413512 Maharashtra	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	191
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	253
* 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	1. Establishment of NABL accredited BSL-2 (Biosefty Level 2) laboratory for molecular diagnosis of COVID-19 disease. 2. Establishment of Liquid Oxygen Plant for the treatment of COVID-19 cases

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	139
* Girls's hostel	1	149
* Overseas students hostel	0	0
* Hostel for interns	1	23
* PG Hostel	1	59

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Providing high quality education to all, making India a global knowledge superpower and developing human resources in our nation as truly global citizens, as envisioned by National Education Policy, is well taken by our institute. In order to have holistic development of the students in terms of – intellectual, social, emotional and moral aspects in an integrated manner, the institute has adopted competency based medical curriculum (CBME) as per NMC guidelines. The aim is to make the students equipped and competent enough to function as a physician of first contact of community and to pave a way towards self-employment. In CBME, efforts are taken to have more of inter-disciplinary approach in teaching by incorporating horizontal and vertical integration. Curriculum is designed in such a way that students get flexibility to choose elective/s offered by various Departments during third professional year. It can be said that the institution is proactively working towards implementation of the suggestions given in the NEP</p>
2. Academic bank of credits (ABC):	<p>Being an affiliated college, for implementation of Academic Bank of Credits, the institution has to wait for the academic council of regulatory/affiliating bodies to give a green signal. The pedagogical approach of the institution is student's centric where the faculties' pedagogical approaches are constructivist, inquiry-based, reflective, collaborative and integrative. Summative and Formative assessments and assignments are used to evaluate the Students learning outcome.</p>
3. Skill development:	<p>The vision of the institute is promoting Value-Based</p>

	<p>Medical Education; hence, efforts are taken to inculcate positivity among the learners. Celebration of National festivals like Independence Day and Republic Day, observing various programmes like World Health Day, World Women’s Day, World Cancer Day, etc., observing the Death and Birth Anniversary of our National leaders help in imbibing the good qualities of the students. Mentoring students is also one of the practices of the institution, to enable students to explore future employment pathways after graduation, and help them get the most of their studies.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Institute is positive regarding the adoption of Indian languages in education. Preservation and promoting of languages is one of our concern in future subject to green signal from regulatory council.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute also makes an effort to develop cognitive, psychomotor and affective domains of all the learners to lead to a successful Indian Medical Graduate (IMG) who will function appropriately and effectively as a Clinician, a Leader and member of healthcare team/system, a good communicator, Professional and a Life-long learner. To interpret, analyze, evaluate and develop responsibility and effective citizenship is one of the programmes outcome of the students.</p>
<p>6. Distance education/online education:</p>	<p>Keeping in view the convenience of the students, various digital tools used by the faculties, especially during the pandemic lockdown are Google Classroom, Zoom and Microsoft team as teaching and learning aids. To promote Self-directed learning using technology - one of the key aspects of CBME – is being adopted by all the faculties of the institution.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
849	824	764	709	665
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
167	190	130	130	115
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	188	180	174	175
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
201	207	218	212	195
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
208	215	221	215	200
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1681.89	1362.19	1627.51	1393.80	1338.23
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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:

Maharashtra Institute of Medical Sciences and Research (MIMSR) Medical College, Latur is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik. For curricular planning and its effective implementation, as well as for evaluation purpose, the college follows the directives and technical guidelines of MUHS, Nashik and Medical Council of India, New Delhi. The college always tries to provide an academically vibrant environment for effective learning through state-of-the-art infrastructure and medical facilities, and tries to inculcate skills, attitude, ethics, communication, professionalism and values in the Medical graduates.

The college has constituted various committees such as curricular committee, phase-wise sub-curricular committees, alignment-integration topics (AIT) committee and AETCOM committee as per the guidelines of MCI and MUHS for curricular planning, its effective implementation and evaluation through a well defined process.

Based on the inputs from above committees, an academic calendar for every phase is prepared in line with MUHS calendar and is distributed to all departments for display on departmental notice board. As well as it is displayed on the institutional website.

An appropriate faculty member is identified at department level based on his/her expertise in the subject and also based on his/her choice, the subject load is distributed and weekly / monthly teaching plan is prepared accordingly.

Effective implementation of curriculum is ensured by

- Extensive use of ICT in classroom teaching
- Small group Teaching Methods such as Small group discussion, Tutorials, Bedside clinics, Seminars, Demonstration, Problem- & case- based learning, etc.
- DOAP (Demonstration Observation - Assistance - Performance) sessions
- Encouraging Individual Presentation
- Integrated Teaching

In order to provide personal attention to each and every student, the institute runs a mentorship programme to discuss and counsel about their academic performance and personal difficulties. Additional coaching is given for slow learners and as well as to advanced learners.

To promote active learning various programmes such as quiz programme, self directed learning, role play, electives and skills, etc. are regularly organized.

The college has also implemented the AETCOM module and Foundation course as per guidelines of Medical Council of India. This module addresses for helping students acquire necessary competence in the attitudinal, ethical and communication domains.

The college conducts formative evaluation in every class at the end to assess their performance. Unit tests and tutorials are also conducted to evaluate the students performance. Periodic internal assessment examinations are conducted as per the guidelines of MUHS, Nashik and MCI, New Delhi. The summative evaluation is carried out at the end of each phase (theory and practicals examinations) as per the guidelines of MUHS, Nashik.

Any and all difficulties/issues regarding the curricular implementation are duly discussed in the curriculum committee meetings.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document

Other Upload Files	
1	View Document
2	View Document

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

Response: 0.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	0

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

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: 97.96

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

Response: 625

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

Response: 638

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

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

Response: 1.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	15	30

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document

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:

To make students aware about community life and human values, Medical Council of India and Maharashtra University of Health Sciences make all efforts to integrate cross cutting issues like gender, environment and sustainability, human values, health determinants, right to health and emerging demographic issues and professional ethics into the under graduate curriculum. The institution upholds its obligation to Society in general and to its Students in particular. The institute wholeheartedly attempts to integrate all the cross-cutting issues as specified by NAAC:

1. Gender

The curriculum in community medicine highlights the gender issues and women empowerment. However, there is detailed emphasis on psychosexual and gender identity disorders in the subject of Psychiatry.

2. Environment and Sustainability

Various important issues related to Environment and Sustainability are highlighted in the subjects of Community Medicine, General Medicine and Forensic Medicine. These are as follows:

- Health hazards of air, water, noise, radiation and pollution
- Water purification, water quality, water conservation and rainwater harvesting
- Solid waste, human excreta and sewage disposal
- Prevention of deafness, cancer, noise & environmental pollution
- Impact of environmental factors on Diabetes, Obesity, etc.
- Toxic pollution & toxic hazards of occupation and industry

3. Human Values

The issues related to human values are addressed in the curriculum through various AETCOM modules.

4. Health Determinants

The concept of holistic health including spiritual health and the relativeness & determinants of health is highlighted in the curriculum of Community Medicine.

5. Emerging Demographic Issues

The Emerging Demographic Issues like population explosion, declining sex ratio, urbanization, dependency ratio, etc. are covered in the curriculum of Community Medicine, Obstetrics and Gynecology and General Medicine.

6. Professional Ethics

MCI lays a great emphasis on various issues related to the professional ethics. The various ethical issues incorporated in curriculum include the following:

- Communication with empathy and ethics on use of drug
- Medical Ethics and historical emergence
- Code of Medical Ethics 2002: Conduct, Etiquette & Ethics in medical practice and unethical practices & dichotomy
- Ethical issues related to HIV patients
- Principles of Bioethics
- Principles of Ethics pertaining to General Surgery & Professionalism and empathy to patient undergoing General Surgery
- Medico-legal issues in surgical practice
- Responsibility and work ethics in healthcare team
- Principle of ethics in Anaesthesiology

These important issues are covered in the subjects of Pharmacology, FMT, General Medicine, General Surgery and Anaesthesiology. In addition, a due weightage to various ethical issues related to profession such as professional qualities, empathy, autonomy, confidentiality and other important issues, is given in AETCOM modules.

File Description	Document
Link for list of courses with their descriptions	View Document

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

Response: 8

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

Response: 8

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

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

Response: 11.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	272	146	122

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document

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

Response: 20.47

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

Response: 184

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

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

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	View Document
Institutional data in prescribed format	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document

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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	71	97	55	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

2021-22	2020-21	2019-20	2018-19	2017-18
58	71	97	55	52

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

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

Response: 76.67

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:

2021-22	2020-21	2019-20	2018-19	2017-18
12	8	11	7	8

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

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

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

Response: 1.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	3	1	1	0

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Link for any relevant information	View Document

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

Response: 4.22

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

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

Response:

For building and sustenance of innate talent / aptitude of individual students and for all round development extramural activities are very important. Our institute is very keen to promote extra-curricular and co-curricular activities and encourage their active participation.

The institute motivates students to organize various cultural and sports events through the students' council formulated as per the norms of Maharashtra University of Health Sciences, Nashik.

Cricket, Football and Kho-Kho grounds are available in the premises. Facilities for indoor games such as table tennis, carom, and chess are available. Our students actively participate in various outdoor and indoor games routinely. In addition, sport competitions are organized twice in a year during Ganesh festival, and annual social gathering. Also cricket tournament is organized between 23rd January to 26th January every year in the memory of Late Mr. Sachin Kekan and Late Mr. Rahul Pawar, our students who departed untimely in a road traffic accident and COVID-19 infection respectively.

A well-equipped gymnasium is available in boys and girls hostel and also in hospital premises.

The Students' Council organizes various cultural events during The Ganesh Festival and Annual Social Gathering. Various cultural events like singing competitions, dancing competitions, skits, fancy dress competition, fashion show, debate competition, rangoli competition, treasure hunt, Masquerade Day, etc. are organized. An organization of a special event entitled as "Medi-talk – a motivational speech programme" to motivate and encourage students by inviting a stalwart from medical field from the state of Maharashtra or nearby states and two renowned alumni who excelled out as top most in their respective fields, is the specialty of our institute. In addition, activities like tree plantation, Swachh Bharat mission, Yoga, poster competition, blood donation camps, etc. are also organized. To explore and exhibit the concealed talent and passion for literature of the students, every year our institute publishes a college magazine and thus offers a platform to express their views and opinions about various issues.

The students' council is also actively involved in organization of various co-curricular activities like organ donation programme, organ exhibition for school students, debate competition, quiz competition, rallies for celebration of various health days like WHO day, Breast feeding week, thalassemia day, World AIDS day, World TB Day and many others. Undergraduate students' are also encouraged to participate in Quiz competitions organized in state level conferences of medical subjects and post graduate students are

encouraged to participate in poster presentation and oral paper presentations in various state and national conferences.

Institute also provides opportunity to exhibit hidden talent, showcase creativity like creative writing, photography, drawing, painting, etc., enhance leadership skills and build team spirit.

Because of COVID-19 Pandemic during 2020 and 2021, there was restriction in organization of extra-curricular and co-curricular activities; hence, minimum number of activities were organized.

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

2.3 Teaching- Learning Process

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

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

Response:

The MIMSR Medical College, Latur enhances student-centric methods by:

1. Experiential learning:

The teaching faculty of the institute promotes experiential learning method. The main objective of this method is to enhance and develop experimental learning approach amongst the students. Experiential learning is offered through dissections, practical session, clinical postings, field visits, community posting, research projects, museums, various health surveys, hands on training workshops on basic and advanced life support, surgical skills, exposure to quiz programmes in conferences, etc.

2. Integrated and interdisciplinary learning –

The institute follows the guidelines of competency based medical education in the implementation of alignment and horizontal and vertical integration at undergraduate level. In addition, at PG level various CME programmes are organized for Integrated and interdisciplinary learning.

3. Participative Learning:

This is the best student-centric learning method, in which students actively participate in activities such as: Class seminars, Group discussions, Participation in debates, Quiz, Acting, out method, Field visits/Industrial visits / Survey, Research projects, Case study, etc. these are the methods routinely practiced in the college.

4. Problem Solving Methodologies

In order to develop and enrich students' creativity, decision-making ability, critical thinking and logical reasoning, the institute has adopted this method. Case based learning, scenario based learning, small group learning, etc. are regularly practiced.

5. Self-directed learning (SDL):

Do and understand is the proverb. Students can learn better when they do the things on their own. Different SDL methods used include the following:

- Seminars
- Group Discussion
- Journal Club for PG students
- Individual research projects for PG
- Clinical case studies
- Home assignment

6. Patient centric and Evidence based learning:

Patient centric learning are facilitated through OPD and Clinical postings where students are exposed to a variety of cases. Evidence based learning is encouraged through

- assessment of patient (full history taking, physical examination, systemic exam, investigation, visual diagnosis, differential diagnosis and final diagnosis)
- acquiring best evidence based on clinical examination and reports of investigation
- finally appraising and applying the evidence in the management of patient.

7. Learning in the Humanities:

Students are taught about attitude, ethics and communication through AETCOM modules. In addition various activities are conducted in which the students are made aware about empathy, Doctor-patient relationship and interpersonal relationship.

8. Project-based learning:

Students are encouraged to participate in projects / research projects individually or in groups under the guidance of senior faculty member. PG students carry out research project for dissertation purpose as it is obligatory requirement.

9. Role-plays:

Our students actively participate in various role plays on different topics at Pre, Para and Clinical level. They act out the situation during their community posting on different topics of importance like advantages of breast feeding, HIV awareness, diabetes, anaemia, etc.

File Description	Document
Link for learning environment facilities with geotagging	View Document

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

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

Response: C. Any two of the above

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

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

Response:

- Information & Communications Technology (ICT) is going to change tremendously the quality of

education and personality of students. So, in our institute, there is a strong emphasis towards use of ICT by motivating all the faculties.

- As a result of which, ICT enabled teaching methodologies and advanced technologies are being followed by the faculty members in class rooms.
- The use of multimedia teaching aids like, LCD projectors, classrooms with internet enabled computer/laptops systems are commonly used in the classroom.
- The Digital Library of the institute makes electronic resource packages available for students as well as faculties.
- The faculty members effectively utilize Audio Visual aids to demonstrate the concepts to the students using available resources to enable Technology Enhanced Learning for better learning experience.
- Sufficient number of books, Journals, e-journals and e-books are available in the library. The research journals are available online and facility for accessing these journals is provided through server in the campus.
- Seminar hall is equipped with multimedia facilities using ICT tools. Invited talks and webinars are conducted in seminar hall using ICT facilities.
- Zoom video communication system is effectively used by the faculties of all the three phases (Preclinical, Para-clinical and Clinical) of departments to provide online learning experience to the students.
- Microsoft Teams is another ICT tool being commonly used by all faculties of the institute for online teaching purpose.
- Students are encouraged to use various e-learning resources available with libraries such as Open educational resources: open source code and materials and videos which are made public by eminent professionals/faculties are used as additional resources for teaching.
- Effective implementation of ICT and e-learning contents is helping to convert traditional classrooms into 24x7 learning places. As a part of continuous assessment process, students are given several activities which are time-bound such as assignments, presentations, seminars, mini projects, class tests, quizzes that extend their learning activity beyond classrooms and convert the same into 24x7 learning places.
- To conclude, as the teacher uses innovative ways to arouse interest and enthusiasm in the class, it assures the slow learners to optimize their abilities, to meet the highest realistic expectation with the help of ICT.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	View Document
File for details of ICT-enabled tools used for teaching and learning	View Document
Link for webpage describing the “LMS/ Academic Management System”	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 11.32

2.3.4.1 Total number of mentors in the preceding academic year

Response: 75

File Description	Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document

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

Response:

Innovation and creativity play a pivotal role in imparting various skills in the students.

This institution is committed to enhance the creative and analytical skills of the students through various activities like early clinical exposure, group discussions, case presentations, seminars, quizzes, and small group teaching activities and research projects.

Group discussions, small group teachings in the form of case-based learning, self-directed learning session's helps to develop the analytical abilities of the students.

Quiz competitions are conducted in various departments which provide platform to students to share and upgrade knowledge.

Every department keeps seminar on specific topics, common clinical conditions and recent updates related to syllabus, which improve the depth of knowledge and also improves teacher-student and student-student interactions.

Use of ICT enabled devices, e-learning resources, online courses, and online video lectures are promoted by the institute in order to make teaching-learning process more effective and student-centric. Teachers utilize various learning technologies like 2D animation videos and images for effective delivery of lectures

so that students gain conceptual knowledge and understand the topic properly.

In clinical and para-clinical departments students are taught interpretation of lab reports, charts, ECG, X-rays, etc. During hospital postings students are taught history taking, physical examination of the patients which helps them to arrive at differential and/or provisional diagnosis of the disease.

CPC meetings are held regularly which help the postgraduate students to understand the disease process in a better way.

All these activities help improve analytical skills in the students.

Department of Community Medicine through NSS unit encourages students to participate in various activities like tree plantation, extracurricular activities like skit, role play, health surveys in communities, various day celebrations, etc. that help to spread awareness about health issues/concerns amongst the community.

To mark the celebration of various health days such as

International Women's Day, International Breastfeeding Week, AIDS Day, World Tuberculosis Day, Anti-tobacco Day etc., poster, essay, street play/skit, motivational speeches and rangoli competitions are organized for the students regularly.

Post graduate students are encouraged to participate in various state and National level conference/CMEs in large numbers. The students regularly presents posters, oral papers in these activities.

Research is an integral part of teaching-learning process. The institute nurtures inquisitive and innovative skills of students by motivating them to undertake departmental projects, ICMR- projects under the guidance of faculty/s.

The Medical Education Unit also conducts Research Methodology workshops for the postgraduate

students.

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

2.4 Teacher Profile and Quality

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

Response: 97.53

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

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

Response: 2.42

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.

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	5	5	4

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

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)**Response:** 8.25

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

Response: 1659.13

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years**Response:** 21.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	129	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Any additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years**Response:** 2.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	11	3	5

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

2.5 Evaluation Process and Reforms

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

Response:

MIMSR Medical College, Latur strictly follows all the rules and regulations laid down by MUHS and NMC/MCI. The academic calendar is prepared by the respective sub curricular committees under the guidance of curriculum committee. The Academic calendar is then finally approved by the Dean. It includes the timetable of all phases of MBBS (Phase-I, Phase-II, Phase-III part-I & part-II) and PG students, and schedule for internal examinations.

Undergraduate (UG):

The schedule of internal assessment will follow the academic calendar strictly. In the beginning of the academic session the students are informed about academic calendar through notice board & it is also uploaded on the college website. Further the syllabus, pattern & evaluation system for formative exams are notified to students with prior instructions. From phase II to phase IV students are evaluated at the end of each of the 9 clinical postings in the respective departments. Internal examination time-table with venue and timings is communicated to students one month prior to exam through the notice board of respective departments.

Semester exam answer papers, after evaluation by faculty, are shown to all students along with corrections. Result is displayed on notice board in time after the completion of internal assessment examination. To make the result more crystal clear, answer scripts are shown to the students and as proof, signature is taken on the answer sheets.

Invigilation duties for the internal examination are assigned to the staff from same department. Carrying

mobile phones or any reading material by the students / invigilator, is strictly prohibited. The examination halls are under CCTV surveillance.

Evaluation is carried out by senior faculty of department. Continuous internal evaluation is carried out during lecture or after lecture in lecture hall by asking questions to the students.

Head of the department with concerned faculty addresses the issues of students, if any, pertaining to marks allotted to each question, discrepancies in assessment marks. Answer booklets, question papers and related documents should be retained at least one year after declaration of university examination result.

In case of any unexpected events, if the examination needs to be postponed, timely intimation is given to students. All measures are taken for smooth & fair conduct of the exams.

Because of COVID-19 pandemic, internal assessment exams were rescheduled. Assessments were done online, via Zoom or Google Meet Apps.

Post Graduate (PG):

Postgraduate students maintain log book reflecting all the activities carried out for entire course. It includes seminars, journal clubs, case presentations, lectures and postings. Yearly assessment of these activities is done along with annual internal examination.

Postgraduate students have to conduct a research activity during the course and submit dissertation prior to university examination within stipulated time.

A six monthly progress report is sent to the university in prescribed format. Each student has to present one research paper in state/national conference along with one publication during the course.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document

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

Response:

- Students are important stakeholders; hence, it is our endeavor to make all efforts to ensure transparency at different stages. Taking this into consideration, the institution deals with examination related grievances transparently, efficiently and in a timely manner.
- Examination related grievances are addressed either at the institute or University level depending

upon the necessity of the grievances.

- College strictly follows the guidelines laid down by MUHS Nashik for redressal of grievances.
- Grievances associated with internal assessment are handled by concerned HOD and examination section co-ordinator of the institution with the help of I/C Student section, whereas grievances related to external assessment are forwarded to MUHS, Nashik through proper channel.
- The code of conduct of examination, timely published by MUHS, is made available to students by giving wide publicity on college notice board.
- The college has an Internal Grievance Redressal Cell constituted under the chairmanship of the Principal to look into the matter and appropriate measures are taken sensibly, transparently and within the stipulated time limit.
- Internal Examination theory answer sheets are shown after the assessment by the concerned subject teachers for further clarification of the students. After going through the answer sheets of theory papers of internal examinations, student's remark "**Seen and Satisfied**" in his / her own handwriting and signs are taken over the main page of each section of answer sheets.
- The grievances regarding internal practical examinations are resolved immediately by the concerned teachers and HoDs of the various departments.
- Final Internal examination marks of various subjects of each professional year of MBBS course are compiled together, filled and submitted through Online Portal of the University.
- Grievances of the students regarding examination form, incorrect entry of marks, queries related to subject codes, wrong entries in names, hall tickets, absenteeism, etc. are addressed in stipulated time by the institute and university.
- A time-bound redressal mechanism is suggested by MUHS Nashik. As per the guidelines and rules set by the University. There is a provision for retotaling of marks.
- In addition, there is a provision to get the photocopies of their answer sheets by depositing the required fees to evaluate the answer sheets on their own and find out the actual position.
- Students can put their examination related queries through the suggestion boxes kept in the college.
- The schedule of the annual examination prepared by the Examination Section of MUHS is displayed on the notice board for the notification of the students and communicated to the students in advance.
- Central Assessment Programme (CAP) is undertaken as per the rules and regulations of the University.
- Head of the institute remains as overall incharge of University theory examination centre of the college as well as CAP centre. He appoints one of the senior faculty as centre incharge for theory exam and CAP Director / CAP Custodian to look after theory answer sheets evaluation programme.
- The Internal Vigilance Squad is also appointed to prevent malpractices in the examination hall at the time of examinations as per the University norms.

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

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

Response:

Examination Procedure:

The examination procedure is made more transparent and robust. The following reforms in the procedure of conduct of examination and evaluation are being implemented:

1. Internal and university examinations are conducted in a centralized examination hall which is under the surveillance of CCTV cameras, which are connected to the university examination cell.
2. For invigilation a faculty from other departments is deputed for supervision purpose to bring transparency in examination system.
3. Students are allowed to enter the examination hall with writing material like Pen, Pencils and eraser. They are strictly prohibited from bringing other materials such as smart watch, mobile phones, writing pads, calculators, etc.
4. They are also instructed to come in proper dress code as per the university norms.
5. Evaluation of papers is carried out by senior faculty of the respective department and the papers of some of the high scorers and low scorers are randomly assessed and verified by HoDs.
6. The Internal practical exams are conducted as per the norms of university.
7. The results of internal theory and practical examinations are displayed on the departmental and college notice boards. The papers are shown to the students and their signature on paper is taken if they are satisfied with results. If not satisfied, their grievances are resolved by the senior faculty and HoD. Also the results of low scorers are informed to their parents.

Process integrating IT:

MUHS has implemented online procedures for examination related work. The following are the areas where information technology is being used for smooth and speedy examination related processes:

1. The internal assessment marks from all departments are uploaded on the university server directly through links provided by MUHS.
2. After submission of duly filled examination forms, university sends admit cards/hall tickets to the institute through emails, which are then printed and issued to the students.
3. After the evaluation of barcoded answer sheets at CAP center, marks are uploaded directly from answer books to University server in an online mode.
4. The PG dissertation evaluation is also carried out in an online mode.
5. The practical examination marks of UG as well as PG examinations are also uploaded to University server directly in an online mode.

Continuous internal assessment system

Institute has well established and continuous evaluation system and conducts assessments regularly as stipulated by NMC and MUHS. In addition, formative assessment is carried out during and after the lectures by asking a series of questions.

Competency based assessment

After the implementation of CBME in 2019, more emphases is given to competency based assessment to assess whether the student has acquired the required clinical or practical skill or not.

Workplace based assessment

The students are assessed continuously by their teachers during their posting in OPD, IPD, OT, Laboratories, etc.

Self-assessment

Students are given opportunity to assess themselves by involving them in case based studies, seminars, quiz, group discussion, debate, etc.

OSCE/OSPE

OSCE and OSPE type of examinations are being implemented to assess practical/clinical skills as per new CBME curriculum from 2019.

File Description	Document
Link for Information on examination reforms	View Document

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

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

The vision and mission statements of the institution are very much in line with the objectives stated by MCI/NMC and also in tune with MUHS, Nashik. The learning outcomes (generic and programme-specific) and graduate attributes are well defined as per the guidelines. These are made familiar to students and teachers. The learning outcomes to be achieved at the end of programme and course are made clear to students.

As per MCI/NMC and University, following are the graduate attributes (program outcomes, and program-specific outcomes) and various methods followed for the assessment of learning outcomes and graduate attributes. As described in the MCI/NMC gazette

1. National goals are referred as program outcomes (POs).
2. Institutional goals are referred as program-specific outcomes (PSOs).
3. Course outcomes (COs) as goals and roles for the learner along with competencies to be acquired by the learners.
4. Institute conducts various training programmes for faculty regarding evaluation of PSO, which is based on the attainment of CO.

Following are the statements of PSO for Indian Medical Graduates (IMG) -

IMG should

1. be competent in diagnosis and management of common health problems of individual and community and should be a part of healthcare team.

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

Methods of assessment of Learning outcomes and graduate attributes -

Following are the steps to measure attainment of PSOs and COs:

1. Conduction of continuous internal evaluation (Theory and practical) as specified by NMC and MUHS, Nashik.
2. Calculation of percentage score of each student in theory and practical examinations.
3. Calculation of average of percentage scores obtained by all students. This is percentage attainment of CO through CIE.
4. Average percentage score in University examination is calculated for all students, which is CO attainment in University examination.
5. Under the UG programme, 14 subjects are studied by the students. Phase-I include 3 subjects, Phase-II 4 subjects, Phase-III (part I) 3 and Phase-III (part II) 4 subjects. The percentage contribution of each of these subjects is considered for measurement of PSO attainment.
6. The final PSO attainment is the average of PSO attained through various subjects of UG / PG programme.

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

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

Response: 83.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
165	195	97	125	113

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

2021-22	2020-21	2019-20	2018-19	2017-18
189	203	136	142	137

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

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

Response:**TEACHING AND LEARNING PROCESS**

The institute follows the curriculum guidelines from Maharashtra University of Health Sciences

(MUHS), Nashik and Medical Council of India (MCI) (Now National Medical Council – NMC), New Delhi.

MBBS Course consists of nine semesters. As per the new competency based curriculum laid by NMC, we follow the goals & objectives of regulations on graduate medical education 2019 (GMR). The undergraduate medical education programme is designed with a goal to create “Indian Medical Graduate” (IMG) possessing requisite knowledge, skills, attitude, communication, values & responsiveness. In phase I, two internal assessments are conducted and University exams are held at the end of second term. Phase II has two internal assessments in subsequent two semesters followed by university examination. Phase III and IV has two internal exams and university exam at the end of each year.

Institute uses interactive, innovative and ICT based teaching learning methods where webinars, online lectures, power point presentations are delivered to students. Institute conducts guest lectures, CME, Workshops, Conferences, and live interactive sessions with National and International faculties.

◦ **Innovative process adopted by institution in teaching & learning –**

- Problem solving skills
- Use of Power Point Presentations
 - Seminars
 - Integrated teaching programmes
 - Demonstration using departmental museums
 - Journals review
 - Small group teaching
- Self-directed learning

Institutional research committee encourages students and teachers to conduct research projects. Students have been taught and they have learnt: “Health for all” as a national goal and availing good health care facilities is a right of every citizen.

All the faculty members are involved in effective delivery of curriculum and conduct of examination as per the specified norms under the guidance of curriculum and sub-curriculum committees. Teachers are encouraged to participate in faculty development programs, conferences and symposia.

Data collected on student learning outcome is analyzed regularly. Student learning outcome is also collected through mentor system. Slow learners and advanced learners are identified and suitable measures to motivate them are undertaken. Faculty regularly explores talent and constantly encourages students participation in community outreach programs. Institute takes efforts for better generic learning outcome of students.

Successful students have to undergo one-year compulsory rotatory internship. During internship there is exclusive three months posting in community medicine to acquaint with rural and urban health care services. Interns maintain record of work in logbook.

Learning Outcome Evaluation process:

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

1. **Clinician** - Who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.
2. **Leader and member of health care team:** with capability to collect, analyze, synthesize & communicate health data appropriately.
3. **Good communicator:** with patients, families, colleagues and community.
4. **Life-long learner:** committed to continuous improvement of skills and knowledge.
5. **Good Professional:** who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

2.6.4 Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis**Response:****Parents-teachers meetings (PTM)**

The first Parents-teachers meeting (PTM) is conducted at MIMSR Medical College at the start of every first academic year once the admission process is complete and after the first internal assessment examination.

It helps in introduction and bonding between parents, teachers and students which is very essential.

Mechanism of the Parents and Teachers Meeting is as follows:

- **Academic schedule-** Parents and students are explained about the MBBS course teaching schedules broadly by the HoDs of Anatomy, Physiology, Biochemistry and Community Medicine.
- **Rules and regulations about attendance** – Parents and students are also informed about the rules and regulations regarding the requirement of attendance, performance, progress and eligibility criteria to appear for final examination. They are also made aware about the criteria regarding the maximum number of attempts (Four) available to clear First MBBS and its consequences.
- **Syllabus and Curriculum** of all academic years of MBBS course and internship is informed broadly.
- **Exam Pattern and Scheme of examination-** Parents are informed about the internal assessment

exams and university exam schedule.

- **Action to be taken for defaulter students-** Progress of slow and advanced learners is periodically communicated to the parents. As a matter of extra care slow learners are supported by extra classes. Parents are informed about their wards' performance at regular interval.
- **Departmental Activities-** Parents and students are also given broad ideas about departmental activities like lectures, practicals, quiz, poster presentation, organ exhibition, etc.
- **Safety of students-** Parents are assured of safety of their wards in and around the campus with the help of anti-ragging committee, anti-ragging squad, Sexual harassment committee, students grievances committee and by effective implementation of mentorship program.
- **Discipline in the campus-** Parents and students are explained about the discipline to be followed strictly in the campus. They are explained that Smoking/alcohol/Non-Veg food/Addictive substances are strictly prohibited in the campus.
- In a subsequent meeting after First internal assessment examination, the parents are called and informed about their wards academic progress and attendance.
- Subsequent meetings are conducted as and when required.
- **Parents feedback** - Parents are also instructed to give their valuable feedback/suggestions for further improvement.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.14

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: 23.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
59	47	48	44	42

File Description	Document
List of full time teacher during the last five years.	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document

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: 0.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	1	1

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
E-copies of the award letters of the teachers	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge****Response:**

The institution has created an ecosystem to promote innovative ideas among students and staff and also takes initiatives for creation and transfer of knowledge. The institute has established incubation and innovation center with the following objectives:

- To promote a research culture amongst staff members and UG and PG students
- To create efficient and economical products with the help of available resources
- To foster educational excellence by identifying interests of students in research and entrepreneurship
- To motivate students to excel on national and international platforms
- To satisfy the research needs of students with innovative ideas
- To promote the concept of interdisciplinary research and collaboration and interaction with researchers from interdisciplinary streams.
- To establish linkages with different sectors like industry, Research & Development organization, overseas universities and apex bodies for research and entrepreneurship.

With these objectives, the institute has established a central research laboratory with sophisticated/advanced instruments and equipments to cater the research needs of staff and students. The institute always tries to provide required facilities in the form of material resources, equipments, funds, human resources in the form of guiding faculties and other facilities as required. With the efforts of interested faculties and students, an attempt has been made to develop the effective and economical products, and to do high quality research of international repute.

Outcomes of the incubation and innovation center have resulted in the following achievements:

1. Dr. B. S. Nagoba, Asst. Dean (R &D), Dr. R. C. Gandhi, Professor of Surgery and Dr. A. K. Rao, Prof & Head Orthopedics have developed a newer economical and effective product for the treatment of a variety of chronic wounds.
2. Dr. S. V. Dhotre, a Ph. D. Scholar in Microbiology and Dr. B. S. Nagoba, Asst. Dean (R&D) have reported isolation of *Streptococcus tigurinus* for the first time from the oral cavity of the patient of periodontitis.
3. Dr. B. S. Nagoba, Asst. Dean (R&D), Dr. Abhijeet Rayate, Asso. Prof. of Surgery, Dr. A. M. Gavkare, Professor Physiology and Dr. Smita Chakote, Prof. of Skin & VD have developed a newer approach for the treatment of infected venous eczema.

File Description	Document
Link for details of the facilities and innovations made	View Document

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	1	1

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

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

1. There is an Institutional ethics committee which oversees the implementation of all research

projects

2. All the projects including student project work are subjected to the Institutional ethics committee clearance
3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0.36

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: 84

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

Response: 234

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

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

Response: 0.56

File Description	Document
Institutional data in prescribed forma	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

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	View Document
Institutional data in prescribed format	View Document

3.4 Extension Activities

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

Response: 14

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.

2021-22	2020-21	2019-20	2018-19	2017-18
4	2	3	1	4

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

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

Response: 16.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
230	75	120	50	165

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

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

Response:

MIMSR Medical College and YCR Hospital, Latur conducts regular outreach and extension activities in

collaboration with various civic bodies, NGOs, schools, colleges, etc. Faculty from Department of Community Medicine along with faculty from various clinical departments and students regularly conduct health awareness programs and multi-diagnostic health camps in nearby villages and slum area surrounding the Latur city. Health education talks are regularly arranged for creating awareness about balanced diet & role of exercise, sanitation, hygiene, anemia, malnutrition, sex education and adolescent health and on other health related problems. The Institute shoulders its commitment towards social responsibility for conducting outreach and extension activities for the betterment of society on regular basis. These outreach and extension activities are acknowledged in the form of appreciation from related civic authorities, which motivates the faculty and students to work further responsibly with more dedication. The following appreciation certificates have been received so far during the last five years:

1. An appreciation certificate from Sarpanch, Gram panchayat office, Ramwadi, Sub district Renapur, dist. Latur for services provided by doctors of MIMSR Medical College and YCR Hospital, Latur in the year 2017.
2. An appreciation certificate from Sarpanch, Gram panchayat office, Gategaon, Sub district & district Latur for services provided in the year 2017.
3. An appreciation certificate from Sarpanch, Gram panchayat office, Bhandarwadi, Sub district Renapur, district Latur for services provided in the year 2018.
4. An appreciation certificate from Sarpanch, Gram panchayat office, Tattapur, Sub district Renapur, district Latur for services provided in the year 2018.
5. An appreciation certificate from Sarpanch, Gram panchayat office, Pangaon, Sub district Renapur, district Latur for services provided in the year 2019.

The institute has also been honoured with appreciation certificate from District Collector and Disaster Management Authority, Department of Disaster Management, Latur District for the exceptional and outstanding services towards the society during the COVID-19 pandemic in the year 2020.

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

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

Response:

Department of Community Medicine of our institute always encourages our students to participate actively in various social responsibility activities in the neighbourhood community to create awareness about the importance of education, environmental mission like Swachh Bharat Abhiyan, Importance of health and hygiene and socio economic development of the community.

Social Responsibility Activities about education:

To create awareness and educate the peoples about various issues following activities are organized by the department of community medicine with the help of students:

- Different health talks promoting awareness of diet and exercise & lifestyle modifications (Yoga, meditation, etc.), importance of breast feeding, immunization, Sanitation and personal hygiene.
- Activities to create awareness about communicable and non-communicable diseases.
- Activities like poster making, street plays & rallies are organized on occasion of World Health Day, World TB Day, AIDS Day etc. Health and multi-diagnostic camps are organized to identify the health issues in the community.
- Shrimati Prayagakka Karad Arogya Suraksha Yojana: our institute has adopted 66095 families from near about 195 villages to provide healthcare education and healthcare services. Medical students, with staff and Medical Social Worker conduct various activities in these villages, like family health surveys, health awareness programmes, counselling, etc. Preventive, promotive and curative measures are also addressed.
- PurnBramhayogini Tyagmurti Prayagakka Karad free delivery services: our institute also offers free delivery services to needy patients from Latur district and nearby areas. Every pregnant women coming for delivery are given free IPD services, free investigations, free food and free essential medicines.

Activities related to environmental issues like Swatch Bharat:

- Swachh Bharat activities are organized to sensitize the community regarding the importance of pollution, disposal of waste, green environment for sustainable development, health and hygiene, cleanliness of surroundings, etc.
- The community is also made aware for issues related to environmental problems like poor ventilation, overcrowding, open air defecation, safe drinking water supply, solid waste disposal etc. These activities help assess the burden regarding these problems which further helps in arranging various health camps as per the requirement of the community. Activities related to this are conducted in the villages with active participation of the students, faculty and villagers.

Health and Hygiene awareness:

- Health education related activities are regularly organized in nearby urban and rural areas through street plays and rallies. Through such activities students become aware of their social responsibilities. They also learn communication skills, team building and leadership qualities. Free health camps are regularly organized by various departments throughout the year in the hospital and the community. During these camps various hospital services such as routine lab investigations, routine radiological investigations, indoor patient facilities and general surgeries are given free of cost. However, specialized investigations and super speciality services are offered at subsidized rates. Free blood donation camps in the nearby villages and YCR hospital are regularly organized

throughout the year. NSS wing of our college plays a key role in the organization of these activities.

Activities of Socio-economic development:

- It is said that money saved is money earned. Through all the activities mentioned above the institute contributes equally in socio-economic development.

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

3.5 Collaboration

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	2	2

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty

exchange, collaborative research programmes etc. for last five years

Response: 4

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: 4

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View Document

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:

Our institute supports Teaching and learning process with a well maintained eco-friendly academically vibrant environment and state of art infrastructure required for under graduate and Post graduate students. The institute keeps itself updated with modern methods to deliver the teaching knowledge to learners utilizing the ICT. As per the requirements of MCI / NMC, the infrastructure is upgraded to meet the needs of UG and PG students, e.g., when the admission capacity of students from 100 seats to 150 seats was due, the institute has constructed a complete additional floor over college building.

Accordingly there are now six lecture halls with following capacities.

1. One lecture hall with capacity of 350 students on third floor of college building.
2. Three lecture halls with 180 student's capacity on second floor of college building.
3. One lecture hall with capacity of 120 students on first floor of college building.
4. One lecture hall with 180 capacity in the hospital building.

There are demonstration rooms in all the pre-clinical and Para-clinical departments and seminar halls for clinical departments. These demonstration rooms and seminar halls have been provided with audio visual aids, such as LCD projectors, public address system, etc. All the lecture halls have been provided with internet connection and can be used as virtual class rooms.

The institute has well equipped laboratories as per MCI/NMC guidelines. The clinical bed side teaching and case study is provided in wards, OPD, seminar halls and operation theaters.

The community learning is organized and taught by community Medicine department. The students are posted in slum areas of Latur city for home visits, at Urban Health Training Center (UHTC) located in the city area and Rural Health Training Centers (RHTC) which is Located 24 kilometers away from the college in the rural area of Latur district, village Rameshwar. The interns are posted in this Urban and Rural health training centers. The free transportation facility is provided to students during these postings.

The institute runs Mahatma Jyotiba Phule Jeevandayi Arogya Yojana for low income group of patients and the Faculty and PG students are trained to execute it properly.

The ICT unit is very well organized and manned with qualified engineer and trained staff. It is responsible for management information system (MIS). All the departments OPD, IPD, Operation theaters, etc. are computerized and a separate medical record department with well trained MRO (Medical Record Officer) looks after it. There is a separate digital Library with 40 computers having internet connections. The digital library facility is made available free of cost to the students and faculty for academic purpose.

The departmental computers are also connected with Internet and are used for academic

activities of the department such as searching and downloading of subject related content, uploading of exam results, etc.

There is a central Library which is enriched with regular Text books and reference books, Journals, E-journals, etc. for the academic use of UG and PG students and Faculty.

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

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

Response:

The institute cares for students as well as Teaching faculty not only in terms of regular teaching and salary but also cares for their physical, mental and spiritual needs by providing the atmosphere with facilities like Yoga center, Gymnasium, indoors and out door games, cultural activities in auditorium and play grounds.

1. For students

The vibrant and enthusiastic youth of the college is not only book learner’s of the university or MCI/NMC syllabus but they also get following facilities.

The girl’s hostel and boy’s hostel are having well equipped Gymnasium halls where they can build up their physic and the facilities for indoor games like Table-tennis, Chess, Carrom, etc. For outdoor games like Foot ball, cricket, etc. play grounds are provided and the sport’s in charge is responsible for the managing the games in batches. The timings are early morning and after 5:00 pm.

The youth is always interested in various extracurricular activities and competitions for which they are given free hand by providing the required infrastructure and practice sessions. The cultural activities are organized in a well equipped auditorium with stage and preparation rooms. The electrical department takes care of maintenance electrical and electronic instruments.

The Ganesh festival and Annual social gathering are two big occasions for their cultural talent exhibition. They also celebrate various health days, Teacher’s day, Doctor’s day, Jayantis and Punyatithis of great human beings of India. For all these events the faculties act as mentor, guide and supervisor.

The institute has a separate Yoga center where students, faculty and Para medical staff can practice yoga. The yoga day (21 June) is regularly celebrated enthusiastically.

The spiritual activities start in the morning with Spiritual songs at 6:00 am. The Vishwa Shanti Prarthana begins at 9:15 am daily and various bhajanas in evening between 6 pm to 7 pm.

All the events arranged in the premises begin with the Vishwa shanti Prarthana and end up with Pasayadan prarthana.

The students are given the opportunity to listen and practice the spiritual programmes directed by the well known expertise.

1. Post Graduate Students & Teachers

The institute motivates post graduate students and faculty to avail the facility for their physical and mental health, by providing a separate Gymnasium in hospital section, Yoga room, play grounds, etc.

There is a constant encouragement and support from our beloved and Honorable Prof. Dr. Vishwanathji Karad (The man with vision, urge for world peace through spiritual and science combination) and our Executive Director Honorable Shree Rameshji Karad for the students, faculty, Para medical staff, class 3 and class 4 personnel to improve spiritual and mental health along with other capacities.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The institute has adequate campus and state of art infrastructure with college building, OPD complex, Operation theater complex, indoor wards, central clinical laboratory, central research laboratory, Government recognized blood bank, well equipped Ultra sound imaging, C.T. Scan imaging, MRI imaging, X-Ray imaging, etc.

The institute provides well maintained, well equipped facilities like under graduate boys hostel, under graduate girls hostel, P.G. student hostel, medical store, canteen, Nationalized bank facility, Tar roads with signages, Solar electrical energy plant, Sewage treatment, Effluent waterTreatment plant, etc.

Campus Facilities

There are two hostels for U.G. students.

1. Pandit Jawaharlal Nehru boys hostel and
2. Kamla Nehru girl's hostel.

There are 103 rooms in each hostel provided with Gymnasium, mess, a reading room, visitor's room with Television, security guards (24 Hrs). These facilities are well maintained and are under the supervision of Warden and Rector. As per Govt. instructions, there are three occupants in each room, they are provided with facility like Bed, Cupboard, Reading Table, Water coolerfor drinking water, etc.

The post graduate students have separate hostel providing all above facilities. There is a good canteen service for staff, students, and patients. Patients are also provided free meals served by hospital kitchen.

The Students, Faculty, Para medical, class 3, class 4, staff are provided free medical facility both outpatient and inpatient.

The campus has a nationalize bank branch "The Bank of India" where the monthly salaries of all the staff members of the campus are deposited in the individual accounts. The bank also provides all its schemes and facilities like Personal Loan, Vehicle loan, Home loan, Educational loans for students, Fix deposit schemes, recurring deposit schemes, etc.

Recently about three years back a huge solar energy plant has been installed on the roof of ward complex there by giving alternate source of energy which is eco friendly and is linked with Maharashtra state electricity board.

Lush green campus is our specialty and is maintained both by outsourcing of a gardening agency and institutional supervision. The trees and the greenery are maintained since 24 years. The height of trees speaks the story.

The institute has installed effluent water treatment plant which serves for watering to greenery plantation.

The institute has maintained an ayurvedic medicinal herbal plant garden under the supervision of ayurvedic department of the institute.

The campus is connected by wide tar roads and the banks of road are planted with trees adding beauty to roads and the campus. On the roads there are clearly visible signage messages and campus map.

The institute provides ample space for two wheeler and four wheeler parking.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document

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

Response: 22

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

2021-22	2020-21	2019-20	2018-19	2017-18
353.1969	340.5475	358.052	278.76	294.4106

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

MIMSR Medical College and YCR hospital is a tertiary care centre with 705 dedicated teaching beds. We have well equipped OPD for all clinical subjects and 29 wards as per MCI/NMC norms. The YCR hospital also has well equipped Operation Theatres (13), ICU, ICCU, SICU, NICU, PICU and respiratory ICU. In addition, a well equipped central clinical laboratory, radiology unit (MRI, CT, Mammography, etc.), Blood Bank with component facilities are available for healthcare services to poor and downtrodden people of this area and for teaching to our undergraduates and postgraduates students. We have all required equipments for patient care as well as for teaching purpose in each department as per the prescribed norms by MCI/NMC. We also have a well equipped central research laboratory for research purpose, the facilities of which are utilized by students and staff members to complete their research projects. In addition to central research laboratory, we have research laboratory in each department for research and innovation.

Teaching, learning methods available are didactic lecture classes, practical and clinical postings at hospital side in each department on rotation basis as per MUHS norms. At hospital side, teaching and learning take place in the form of clinical postings with bedside teaching. We have well equipped operation theatres with video facility for learning of all UG and PG students. There are five lecture halls in college building and one lecture hall in hospital building, which are equipped with the facilities like, white boards, overhead projector, LCD projector, public address system and 24x7 Wi-Fi facility and LAN connectivity with proper ventilation, and sufficient furniture for effective teaching learning practices. There is an air conditioned central library available in college building with more than 15000 books, 138 journals, e-learning material along with digital library with 40 nodes. In addition, there is a provision of reading rooms in both the hostels.

There is formative and summative type of assessments of clinical teaching of both UG and PG students on regular basis as prescribed by the Maharashtra University of Health Sciences and MCI/NMC.

Institute has adopted student centric methods, experiential learning, participative learning, etc. in teaching learning process. At institute level, every teacher takes care to achieve the course outcomes through the test and internal assessment of the students. During the teaching process, the subject teacher communicates the course outcome of every unit to the students and expects the anticipated results from the students. Student's academic performance is monitored through mentor meetings, class tests and in-semester examinations. Based on the performance, preventive & corrective actions are taken for slow learners and encouragement is given to advanced learners.

In each department, classrooms, laboratories, tutorial rooms, seminar halls, etc. are available as per the norms laid down by MCI/NMC.

Recently, in view of COVID-19 pandemic, the department of Microbiology has established viral research and diagnostic laboratory (VRDL) as per the guidelines of regulatory body.

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

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

Response: 383662

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

2021-22	2020-21	2019-20	2018-19	2017-18
367000	219160	400247	388152	384343

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

2021-22	2020-21	2019-20	2018-19	2017-18
29087	19201	39887	37582	33651

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

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.**Response:** 353.6**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.**

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	300	300	300

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.

2021-22	2020-21	2019-20	2018-19	2017-18
80	57	47	41	43

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	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document

4.3 Library as a Learning Resource

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

Response:

The Central Library of MIMSR is one of the best Libraries in Maharashtra. It has been established as per the norms of MCI/NMC and fulfils all the infrastructural and documentary requirements according to MCI/NMC & MUHS.

For Smooth working of day to day routine our library has adopted Dewey Decimal Classification system for book classification and Anglo-American Cataloguing Rules (AACR-II) for cataloguing. SLIM-21 software for automation was in use up to December 2020. From January 2021, The SLIM-21 software has been replaced with KOHA open source ILMS Software.

Our library is fully computerized and automated and currently using the user friendly software called "KOHA". It has adopted open access system and maintains Online Public Access Catalog (OPAC) of the stack.

- **Name** of the ILMS software : **KOHA**
- **Developed by** : Katipo Communications Ltd for the Horowhenua Library Trust in New Zealand
- **Version** : **19.11.00**
- **Features**
- Various Web 2.0 facilities like tagging, comment, social sharing and RSS feeds.
- Union Catalog facility
- Customizable search
- Online reservation
- Bar code printing
- Patron card creation
- Report generation
- Web based interfaces.
- Z39.50 server

- Full MARC21 and UNIMARC support
- Multilingual and Multi user support
- Nature and extent of automation: **Full**
- Year of commencement and completion of automation: **started in the year Nov.2020 and completed in the January 2021.**

Library has a library committee, which gives valuable inputs for development of Library. The Library has a separate Digital Library on the 1st floor of the Central Library. There are 40 computers having internet connection for accessing and sharing electronic learning and teaching resources.

Library has developed the Web Portal, which disseminates the information about the library, its resources & services. Also the Library has been creating the institutional repository through DSpace Digital Library Software. It includes faculty publications (like; journals articles, research papers, case reports), PG-Dissertations, bibliographic compilation of dissertations, e-books, question banks, etc. to make available the resources required by Students and Faculty for research purpose.

The Library is having an adequate and enough budgets so that the latest editions of the books and journals are regularly available. Book Bank facility is provided to SC & ST category students from the funds received from Social Welfare Department, Govt. of Maharashtra and also to economically backward students from the funds received from the MUHS, Nashik.

Library working hours starts from 8.30 am to 5.00 pm and reading hall facility continues round the clock.

Other facilities include:

- Establishment of departmental libraries in every department.
- Every department is having computers attached by the internet connection. Thus, they can browse and use the library facilities in their own department.
- Reprographic facilities are made available in the Central Library.
- Fresh Purified Water for drinking is available.
- The entire library is Air Conditioned.
- For security: The Library uses CCTV system to secure the documents, Firewall for Network & Fire Extinguisher to protect from the fire.

File Description	Document
Link for geotagged photographs of library facilities	View Document

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

Response:

A wide variety of books including textbooks, reference volumes and ebooks, journals and non book materials such as CDs, DVDs, Audio Cassettes, Video Cassettes, Slides in various specialities are available. A due weightage is given to all subjects based on UG and PG courses in the concern department. More attention is focused on the purchase of latest edition, reference books and journals of repute as per the suggestions made by library committee, HoDs and staff of the concerned departments, and UG / PG Students. To select the appropriate titles special yearly exhibitions (at least two) by reputed publishers/suppliers are also arranged. In addition, the elibrary facility is made available to staff and students to access material from various online sources and also from institutional repository.

Following are the current details of reading materials in central library:

Total No. of Textbooks : 10800

Total No. of Reference Books: 5003

Total No. Volumes : 15803

Total No. of Journals : 138 (95 National & 43 International)

Total No. of Back Bound Volumes :4155

Total No. of CDs : 487

Total No. of DVDs: 182

Audio Cassettes: 40

Video Cassettes : 24

Floppies : 06

Slides : 67

E-books (Caliber E-Book Management Software) : 400

E-journals : 2000

Special Collections:

World Health Organization Publications, Geneva (WHO) :898

Indian Council of Medical Research , New Delhi(ICMR): 76

Indian Society of Health Administrators, Bangalore (ISHA): 98

Ministry of Health & Family Welfare, New Delhi (MHFW&NIHFW):95

Tata Memorial Hospital & Research Centre, Mumbai (TMH) :36

Book Bank (SWD) : 1080 Titles & 2290 Volumes

(MUHS) : 126 Titles & 278 Volumes

PG-Dissertations : 159

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document

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

Response: C. Any three of the above

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

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

Response: 86.26

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)

2021-22	2020-21	2019-20	2018-19	2017-18
116.81	48.15	88.61	94.10	83.65

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

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

Response:

In-person Access:

The Central Library “Dnyanvishwa” is fully user oriented. It is located on the first floor of college building in an area of 2700 Sq.mts and is air conditioned. As per the norms of NMC, the library is divided into various sections like three reading halls for undergraduate students, two for post-graduate students and one for staff; stack room, journal room, reference section, digital library with 40 nodes, internet section, newspaper section, photocopy machine room and sitting facility for librarian and assistant librarians. Physical access to the library is granted by the barcoded identity cards for the students and staff. There is separate registration section for the new library users. Library maintains catalogue records of physical access by taking in and out signatures of library users. The users can lend any book from the acquisition section for a period of maximum 7 days. All those records of acquisition are maintained in Koha software. Library provides reference services to its users. The central library also provides book bank facility. Through this facility, economically backward students and students from reserved category are given the required textbooks for one year on loan basis. This service is without any charges and sponsored by Maharashtra University of Health Sciences and Social Welfare Department of Government of Maharashtra. The library facilities are available from 09.00am to 05.00 pm., however, reading halls are open for 24x7. Security features such as CCTV cameras and fire extinguisher are provided in the library.

Remote Access:

The Central Library provides remote access to the e-resources for its users. The library has Online Databases such as Clinical Key Flex, Clinical Key Students, Complete Anatomy and UpToDate, which can be accessed through mobile application. All the students and staff are provided with the username and password through which they can access the required study material from these databases.

The Learner Session / Library Usages programmes organized for Teachers and Students:

In the year 2021, the library had organized two virtual training programmes on UpToDate database for the training of all teaching faculties & PG students. Through these training programmes, information was given about how to register & access the database on LAN connected Personal Computer & personal mobile application to answer the clinical questions & its use for clinical decision making. In addition to these training programmes, an Orientation program for newly admitted First Year students is conducted every year, in which orientation classes are organized in the library for students to trained them, to access on-line learning material, e-learning resources like e-journals, e-books, reference services, etc. so that students would be able to make effective and proper use of library and e-resources for study purpose.

File Description	Document
Link for details of library usage by teachers and students	View Document
Link for details of learner sessions / Library user programmes organized	View Document

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document

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

Response: 55.56

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

Response: 25

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

Response: 45

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution.	View Document

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

Response:

Information Technology (IT) Infrastructure & IT enabled services in the campus are provided to the Faculty/Offices/Departments/Students through IT Unit. The institute takes a due care of Continual up-gradation of IT Infrastructure to provide cutting edge technology / services to facilitate enhanced teaching /learning experience and to meet the advanced needs of various sections and departments of college. In last five years, following updates in IT facilities and computer availability for students have been made available:

1. Internet Security: The purpose of the policy is to minimize risk associated with Internet and email services, and defines controls against the threats of unauthorized access, theft of information and malicious disruption of services. To mitigate such risk, Periphery network security is implemented using (SOPHOS) firewall device. These devices are configured in high availability mode and are capable of handling, intrusion detection, and intrusion prevention, content filtering, application filtering, spam filtering, antivirus and malware detection and filtering these devices are also used for identity based network access control. In addition to this, a Quick Heal antivirus has been purchased to secure the internet connection and to protect computers from viruses.

2. E-learning: MIMSR has harnessed technology to facilitate E-learning for students on the campus. We use the e-learning platform Microsoft Teams & zoom to provide Virtual Class to students in the institute. This is a platform where students can get additional resources, submit their queries, discuss concepts and also review their classes. The platform also facilitates grading of the students. The students are able to use e-learning in campus and also in the field during their social service camp and village visits. The platform combines classroom and digital environment to enhance the learning and understanding of students.

The Medical Education Unit has future plans of expanding the faculty expertise to create their own videos, these will be uploaded on the internet so that students across the globe can access it.

3. Software Asset Management: The IT unit recently signed a campus agreement with major software vendors such as Tata Consultancy Services (TCS) digital campus web application software to students/faculty and staff members of the institute and purchased Microsoft licensed copy of software and productivity tools from various vendors.

4. The IT unit recently in the year 2020 brought the Boys Hostel, Girls Hostel and Central Library the

surveillance of CCTV Cameras.

5. In the year 2021, following softwares have been installed:

- a. Library Koha and D-space software 2021.
- b. Radiology Med Synapse PACS Software
- c. Microbiology Cloud software
- d. Endoscopy Software

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document

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

Response: 50 MBPS-250 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 79.48

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)

2021-22	2020-21	2019-20	2018-19	2017-18
1042.49	1185.69	1413.08	1207.26	1002.88

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

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

Response:

- There are separate departments/sections (building and construction, electric section, Central Library, Information Technology, vehicle section, instrumentation section, laundry section, housekeeping/sanitary section, plumbing section, gardening section, etc.) exclusively responsible for overseeing the maintenance of campus.
- These departments/sections have qualified; competent and skilled man power to look after the routine maintenance of their respective departments/sections.
- For complaints related to specific maintenance, a separate complaint register regarding maintenance issue is maintained in the Dean office and Hospital Superintendent office to register the complaints. These complaints are then forwarded to respective in-charge / supervisor to comply and rectify as early as possible. The concern department/sections is instructed to submit the report of same.
- In case of major complaints, in which approval of higher authority is needed, a requisition letter regarding the purchase / replacement of the damaged item, from concerned HoD is obtained and processed further for approval.
- The Building and Construction department takes care of maintenance of buildings.
- The electric department looks after the campus power management and ensures uninterrupted power supply through express feeder and generators. This department also looks after the maintenance of electrical assets such as Solar panels, generators, telephones, Public address system, general lighting in the campus, etc.
- The housekeeping/sanitary department looks after routine cleanliness of campus and environmental pollution. It also takes care of disposal of Bio Medical Waste and maintenance of Effluent Treatment plant, Incinerator, waste water recycling plant, etc. The institute follows hospital waste management principles and rules. The institute has installed an Incinerator unit in college campus. The biomedical waste generated is segregated and disposed off as per norms of Pollution Control Board. The institute has its own effluent treatment plant as per norms of Pollution Control Board.
- The vehicle department takes care of maintenance of vehicles.
- The biomedical engineers take care of various medical instruments and equipments. They also prepare proposals for annual maintenance contract (AMC) and comprehensive maintenance contract (CMC) for all important and sophisticated instruments in hospital as well as different laboratories of hospital and college and submit them to concerned through Central Stores.
- The Information technology (IT) department looks after maintenance of computers and their accessories. It also takes care of digital library, Internet connection, Campus Surveillance Cameras, CCTVs, Biometric machines, teaching aids such as LCD Projectors, Laptops, Desktops, printers,

maintenance of Institutional Website and other security equipments.

- Central Library looks after the maintenance of books, journals, Videos, CDs and other soft material required for teaching and learning purpose.
- There is a separate sports committee that looks after various sports activities including purchasing and maintenance of various sport equipments and accessories.
- In addition to these departments, the institute also has gardening section, laundry section, plumbing section and a separate workshop inclusive of carpenter, welder, fabricator, etc. for maintenance of infrastructure.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 56.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
534	512	502	455	190

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document

5.1.3 Average percentage of students provided training and guidance for competitive examinations

and career counseling offered by the Institution during the last five years**Response:** 18.53

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

2021-22	2020-21	2019-20	2018-19	2017-18
252	235	120	72	57

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

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

MIMSR Medical College and YCR Hospital provides state of the art infrastructure and finest ambiance for Medical Education and Biomedical research to develop Medical Undergraduate and post graduate students not only from India but also from other countries (NRI). Taking into consideration the growing interest of International students to pursue medical education in India, an International student cell is established in our institution. This International Student cell functions under the able guidance of the Dean and Assistant Dean of the institute. The activities of this cell are coordinated by Dr. Shashikant Kaulaskar, Professor of FMT and other committee members. This cell takes care of International students admitted to our institution since their admission to completion of entire course. This cell works actively to ensure following activities:

1. To sensitize the students about local environment, local language, local culture, lifestyle practices, food habits and safety measures necessary to be taken during their entire course of stay in the institution.
2. To provide timely guidance to these students about their healthcare needs empathizing their country of origin
3. To promote cordial relationship with students, teachers and non teaching staff

4. To help NRI students to get involve in various events of the institution.
5. To provide guidance for different international examinations and superspeciality courses.
6. To guide the NRI students interested in research activities.
7. To ensure that proper care is taken by faculties from various departments about their academic requirement and their overall progression in curricular and extra curricular activities.
8. To provide counselling to these students to make them aware and familiar about social behaviour and cultural attributes of our locality
9. Through mentorship programme, due care is taken to help these students by taking into consideration the overall academic and extra academic difficulties as discussed in periodically conducted mentor-mentee meetings.
10. To guide them enhance their learning to build their profession internationally this cell ensures easy interaction for all the students who are interested in international career.
11. Also the students are given the contact numbers of the committee members to facilitate 24/7 assistance in case of emergency.
12. In addition this cell also guides to native students for preparation and necessary documentation needed for various international exams.

File Description	Document
Link for Any other relevant information	View Document

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document

5.2 Student Progression

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years (eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil

Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)**Response: 28.19**

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 ..

2021-22	2020-21	2019-20	2018-19	2017-18
21	42	38	32	14

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**

2021-22	2020-21	2019-20	2018-19	2017-18
80	107	98	124	129

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years**Response: 11.57**

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	14	15	18	13

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

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

Response: 20.36

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

Response: 34

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document

5.3 Student Participation and Activities

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

Response: 2

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 .

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	0	0

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

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

Response:

Under the provisions of section 50 (11) (b) of the Maharashtra Universities Act, 1994, the college constitutes Student Council in every academic year.

- After the commencement of every academic year, the college Student Council is constituted as per the rules and regulations laid down by Maharashtra University of Health Sciences, Nashik.
- Class Representatives (CR) are selected based upon their previous year's academic performances from each class.
- The members of the student council actively participate in academic and administrative developmental activities of the college.
- The members of Student Council conduct various co-curricular and extra-curricular activities under the guidance of the respective committee chairmen and staff in-charges.

Objectives and functions of Students Council:

- To promote all-round development (academic, professional and personal) of students by involving them in various co-curricular and extra-curricular activities.
- To promote an obliging culture amongst the students and to develop their leadership abilities.
- Conducting various activities/programmes at intra and inter-collegiate level.
- To help in maintaining discipline and healthy ambiance on the college campus.
- To seek help as the task force in the special drives such as funds raising, disaster management, event management, etc.

Following is the Composition of the Student Council:

1. Dean / Principal - Chairperson
2. One teacher, nominated by the Dean / Principal - Member
3. Programme Officer of National Service Scheme - Member
4. Director of Sports or I/c of Physical Education of the College - Member
5. Officer in charge of cultural activities of the College - Member
6. One student of each class (UG/PG) nominated by the Dean/Principal - Member
7. One student nominated by the Dean / Principal, 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.

1. Two lady students nominated by the Dean / Principal, 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. Provided that, two of the students from clauses (7) and /or (8) shall be those belonging to the Scheduled Castes, Scheduled Tribes, Vimukta Jaties, Nomadic Tribes or Other backward classes.
2. Dean / Principal shall nominate at least one student each from the categories belonging to the SC, ST, VJ, NT, and OBC, if these categories have no representation. The student members of the College Students Council shall elect, at its first meeting the Secretary of their Council from amongst the student members other than the students of first year and interneers.
3. Dean / Principal shall intimate the names of members of college student council and the name of Secretary in the prescribed format within one week of the election.

Student representation in academic and administrative bodies/committees

In addition to student council, students also participate as a committee members of following administrative bodies / committees:

1. Anti-Ragging Committee
2. Sports Committee
3. Women Development Committee
4. Cultural Committee
5. Disciplinary Committee
6. Prevention of Sexual Harassment Committee
7. Curriculum Committee

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document

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 institution has an active alumni association. The association is affiliated to the parent alumni association located at MAEER's MIT World Peace Society, Pune. It is constituted with 13 members apart from President, Vice President, Secretary, Joint Secretary, Treasurer & Co-Treasurer.

The students who have completed UG or PG from the college are eligible to register as a member of the alumni association.

The alumni association is formed with the following objectives-

- To foster the bonds between the Alumni and the Institute.
- To extend help to the students of the Institute through alumni for placement and clinical training.
- To act as a bridge between Institute and the public health sector for interaction on new developments in different disciplines of community health.
- To assist the Institute to promote R & D activities, testing and consultancy.
- To extend help to the Institute authorities in every possible way for overall progress of the institution.
- Through these offerings we hope to keep the alumni connected to MIMSR family and part of a legacy of excellence at MIMSR and also to interact with the alumni in several events in the near future. Alumni Association plans to share experience of alumni by means of guest lectures and training program.

Some of the activities and contributions of the Alumni Association are as follows:

- To organize events such as alumni meet every academic year.
- Alumni contributed through organizing guest lectures by inviting visiting faculty and resource persons.
- Participation of alumni in seminars/conferences/symposiums organized by the college.
- The Alumni Association also helps the students and alumni of the college by creating placement opportunities through on the campus and off the campus placement drives.
- The members of the Alumni Association have regular interaction with the Principal, the management, and the staff members regarding the overall development of the college.

Non-Financial Contribution:

Alumni of our college have delivered guest lectures on various topics during MedTalk event organized every year for the benefit of ongoing medical students. Some of the Alumni are also invited as judges for annual cultural events of the Institute. They are also invited on the day of cultural program to perform and mentor.

Financial Contribution:

As per the survey conducted by the Alumni committee many alumni had shown interest in contributing financially to the Institute for the growth of Alumni Association of MIMSR.

Dr. Sachin Bhavthankar who is aluminious of our collge has donated UPS to Medical Education Unit.

Some of the alumini have donated books & journals to the institutional library.

Also the alumni have assured to help in the overall development of the Institute in the best possible ways. Thus the purpose of formation of the Association is to foster strong bonds between alumni, students and the Institute. It will keep alumni informed and create a network enabling them to remain engaged with their alma mater and help in shaping its future through the Association's programmes and activities.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document

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

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document

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:

Yes, The institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. While formulating the Vision & Mission document, due importance is given to the objectives of higher education, the students it seeks to serve, the institution's values and traditions since years together. It is also ensured that the document addresses the needs of the society at large and has an appropriate relevance to the local / regional, national and global needs & trends.

The "Vision & Mission" statements of the Institution are:

THE VISION

MAEER MIT World peace Society, Pune, India's MIMSR Medical college, Latur envisions to create dedicated Medical Professionals who are globally competent, ethically and morally responsible, socially committed and highly educated to the noble cause of providing all possible Healthcare services for the poor and downtrodden masses of the Marathwada region in particular and the society in general, with a human and holistic approach.

THE MISSION

The mission of MAEER MIT World peace Society, Pune, India's MIMSR Medical College, Latur is 'HEALTH FOR ALL' as envisioned by the World Health Organization. This is sought to be achieved through state-of-the-art infrastructure and medical facilities in an academically vibrant environment, through innovative practices in medical education and research, inculcating Scientific, social, Ethical, Moral and Spiritual values in the Medical Professionals.

Nature of Governance:

The institution follows transparent and participatory governing practices in terms of planning human resources, recruitment, training, performance appraisal, financial management and overall administration. College management delegates overall authority to Dean, who in turn, allocates it with different levels of committees that participate in decision making activities playing an important role in academic and administrative planning of the institution. It enables smooth implementation of institutional policies and its efforts to achieve overall vision and mission of the institution.

Perspective plan:

All the internal and external stakeholders of the institution provide valuable inputs to prepare perspective plan document

Participation of Stakeholders in Decision-Making Bodies:

Dean of institution is the overall incharge of academic and administrative affairs. Regular interaction with internal and external stakeholders is the common practice so as to gain their active participation in decision making process.

1. **Students:** Involve proactively in various curricular and extracurricular activities. Six monthly feedback taken from students on teaching learning activities is an important input in curricular planning and implementation.
2. **Empolyers:** actively involved in various academic and administrative committees as a part of participatory mode of governance.
3. **Parents:** regular feedback during parent teacher meetings helps in continuous improvement in institutional governance.
4. **Alumni:** regular feedbacks, guest lectures, from the alumni is very much supportive in achieving excellence and a good asset for institutional endowment.
5. **Professionals:** their active participation through CMEs, Confernces and Workshops helps in institutional growth and their feedback gives an opportunity for further improvement.

Activities leading to institutional excellence: Value based education and participating decision making process and a good organizational cultural through total quality management brings out institutional excellence in terms of administrative management, financial management, human resource management and overall leadership.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for achievements which led to Institutional excellence	View Document

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

The institution has an effective standing mechanism for invoking commitment of the management through

a 'first person leadership' and 'first hand involvement' of the administration for effective and efficient transaction of teaching learning process via a quality based policy framework. It encompasses a wide range of initiatives highlighting decentralization and effective management participation such as

Institutional Quality Assurance Policies like Internal Quality Assurance System, Quality management system:ISO

Programme monitoring: Apart from being monitored by Faculty Appraisal Program, T-L processes are reviewed in College Council meetings.

Teaching Learning Support: including the initiatives focusing teachers (on teaching side), the students (on learning side) or both (e.g. on the work environment). Examples include various faculty development programmes, student support (e.g. mentoring and career advice), and support for student learning through Dept. of Medical education.

Apart from regular feedback which is obtained from students, top management periodically interacts with Departmental heads and their staff for taking first hand feedback.

Decentralized and participative management System

College management has decentralized entire administrative and academic powers to Dean as Head of the Institution. Dean ensures participating management and follows principals of delegations at workplace with appropriate committees for all major activities like academic and general administration including establishment, account and student sections.

Academic management

At the beginning of every academic year college curriculum committee with the help of subcurriculum and other related committees prepares annual timetable for each professional year.

Administrative management

For effective implementation of administrative policies, there are separate sections/incharge in general administrative block of the college. The infrastructural, financial and other needs of each and every department are presented with administrative office for due approval of dean and management. Faculties from various departments have due representation as members of various bodies and committees. At each departmental level head of the department delegates responsibilities and authorities to their respective departmental staff to ensure participative involvement at departmental level.

Human Resource Management

HR section looks after recruitment, appointment, appraisal, annual increment, etc. of all the teaching and non-teaching staff in consultation with Dean and management.

Disciplinary Management

Value based education with proper discipline is the heart of entire MAEER family including our college. Duties and responsibilities of teaching and non-teaching staff are defined and its separate reference manual

is prepared. Various disciplinary committees like student grievance cell, anti ragging committee are formed to monitor and address issues related to student discipline.

Outcome of participatory management practices

Students

Implementation of student centric teaching learning practices lead to achieve goal of Indian Medical Graduate (IMG) as defined by NMC

Faculty

Active involvement of various faculties in different academic and administrative bodies helps to groom their administrative and overall leadership qualities.

Research

Sincere efforts by scientific advisory committee alongwith institutional ethics committee helps promote research culture in faculty and students.

Institute as a whole

Decentralization and participative management practices implemented at each and every level help to achieve vision and mission of the institute making it a centre for academic excellence in medical education.

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

6.2 Strategy Development and Deployment

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

Response:

Ours is a premier education institution acknowledged for a variety of impetus. The institution itself is regarded as a noble cause, so endearingly pursued by its visionary Founder, Executive President and

Managing Trustee Hon. Prof. Dr. Vishwanath D. Karad, the educator of the educators and also a pioneer in World Peace and Human Rights. He has an incisive understanding of health status of society in rural population and fully realized the dire need of spread of health education and provision of health facilities which gave birth to this institution in 1990.

The strategic plan was developed by taking into consideration vision and mission of the institution to achieve excellence in medical education.

Perspective Plan:

Curricular aspects

1. To increase student intake capacity for existing courses
2. To introduce short term, value based and skill based courses
3. To promote faculty members to participate in curriculum design and review at university level.
4. To establish well structured online feedback system on curriculum from the various stakeholders.
5. To provide excellent academic flexibility at UG/PG and Research levels.

Teaching Learning and Evaluation

1. To strengthen use of ICT based teaching methodology
2. To make innovation in evaluation methods
3. To strengthen student centric teaching methods
4. To adopt and use online learning methods
5. To strengthen Self Appraisal System for teaching and non-teaching staff

Research Consultancy and Extension

1. To strengthen research facilities in the institution and motivate faculties to involve in research by undertaking major and minor research projects
2. To organize International / National workshop / conference on research and quality enhancement related themes
3. To increase consultancy services
4. To increase the participation of students in research through field projects, in-house project, publishing research papers in seminars & conferences.
5. To apply for DST-FIST, DBT Star College schemes for financial support for biomedical research

Infrastructure and Learning Resources

- 1.To make improvement in infrastructure facilities
- 2.To strengthen provision of e-learning resources
- 3.Augmentation of sports facilities

Student Support and Progression

- 1.To conduct soft skill development programme
- 2.To introduce student centric learning methods
- 3.To strengthen career counselling and competitive examination guidance cell
- 4.To strengthen alumni engagement for institutional development.

Governance Leadership and Management

- 1.To effectively communicate vision and mission of the insitution to all the stakeholders.
- 2.To strengthen various faculty development programmes
- 3.To enhance efforts to obtain grants from different funding agencies like DST, ICMR, CSIR, etc.

Innovation and Best Practices

- 1.To conduct green audit of the campus
- 2.To move towards paperless administration
- 3.Value added courses
- 4.Short term courses

Internal Committees:

- 1.Managing Committee / Governing Body
- 2.Local Management Committee
- 3.Academic Advisory Committee
- 4.Academic Planning Committee
- 5.Research Society
- 6.Ethical Committee for Human Research
- 7.Ethical Committee for Animal Research
- 8.Library Advisory Committee
- 9.Student Council
- 10.Anti-Ragging Committee
- 11.Grievance Redressal Cell
- 12.Research Committee

- 13. Career Guidance / Placement Cell
- 14. Cultural Programme / Annual Gathering Committee
- 15. Sports Committee
- 16. Women Development Cell
- 17. Disciplinary Committee
- 18. Rural Health Social Service Cell
- 19. Infection Control Committee
- 20. Death Audit Committee
- 21. Purchase Committee
- 22. Staff Credit Society
- 23. Medial Education Technology Cell
- 24. Internal Quality Assurance Cell
- 25. Committee for Prevention of Sexual Harassment of Women Staff / Student
- 26. Alumni Association

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: 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	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

MIMSR Medical College, Latur considers all of its Teaching and NonTeaching staff members as one big family as 'MIMSR PARIWAR'. Hence, it has a well established welfare machinism as listed below:

1. Employees Provident Fund Scheme –

All eligible employees are included in Employees Provident Fund Scheme as per the Government norms. Through this scheme, deduction of specific amount from employee's salary and equal contribution from institution is done as per norms. After retirement the employee will be benefited with total deposited amount and can avail pension as per norms. Those employees who have lost their life during COVID-19 pandemic, their families were benefited with additional 7 lakhs from EPF office.

2. Additional Travelling Allowance for Differently Abled Employees

Additional travelling allowance is offered to differently abled employees as per the government norms and these employees fulfilling the criteria of disability as per the government norms are given traveling allowance four times more than the other employees.

3. Loan Facilities

The needy employees are given loan through Dhanwantari Medical College Cooperative Society Ltd. Latur – a cooperative society of all employees of MIMSR Medical College, Latur. This society takes care of needy employees and provides loan for any financial needs and emergencies of Teaching and Non-Teaching Staff such as Home construction, Education to the Ward, Emergency Health Issues, Marriage purpose, Festival Celebration, etc.

4. Advance Payments

In case of emergency, the institute offers the facility to avail payment in advance. The advance payment is given to needy Teaching and Non-Teaching staff in case of any emergency/major medical expenditure and on occasion of various family festival celebrations.

5. Free Health Services

Free Health Services are offered to all Teaching and Non-Teaching staff members. In addition, 50% concession in Hospital charges for first degree relatives of staff – Father, Mother, Wife, Children, Brothers and Sisters, is also given.

6. Facilities for attending conference

The staff members are offered financial support for attending conferences/workshops. They are also given Special leave to attend conferences.

7. Leave Policies for Employees

A structured and well defined leave policy consisting of Causal Leave, Earned Leave, Medical Leave and Special Leave to attend conferences/seminar/training / university examinations and other academic activities. 90 days maternity leave is given.

8. Rewards for Meritorious Performance

Felicitation of Teaching and Non-Teaching staff and their wards for their achievement in academic and social life at the time of flag hoisting ceremony on 15th August

9. Other facilities offered

- **Uniforms** - A set of uniform is provided to all the Class IV employees of the institution per year free of cost.
- Free Internet facility is made available to all the staff members in the campus.
- Bank of India, Branch Kasargaon with ATM facility is available in the Campus.
- Organization of Professional and personality development training programmes for Teaching and Non-Teaching Staff
- Discount on tuition fees to the wards of employees is offered after getting admission to any unit of MAEER Trust.

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

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

Response: 2.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	3	15	1

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

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

Response: 3.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	5	4	2	1

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

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

Response: 28.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
135	44	35	36	44

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View Document
Link of AQARs for the last five years	View Document

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

Response:

Annual performance assessment for teaching & non-teaching employees is carried out in an impartial & confidential manner for the period of June to May each year. For this purpose a structured appraisal form has been designed by the institute and has been revised as per suggestions from various employees. Separate forms are created for teaching and non-teaching staff.

For teaching staff, appraisal form consists of four different categories.

Category – I: Teaching, Learning & Evaluation Related Activities

Category – II : Professional Development, Co-Curricular & Extension Activities

Category – III: Research and Academic Contributions

Category – IV: Other Related Activities

Marking system of the appraisal form is as follows:

APIs	API allotted	Score	Self-appraisal Score	API Verified by HoD	Score	Remarks by Director / Dean / Principal
Category – I : Teaching, Learning & Evaluation Related Activities	100					
Category – II : Professional Development, Co- Curricular & Extension Activities	70					
Category – III: Research and Academic Contributions	100					
Category – IV: Other Related Activities	30					
TOTAL	300					

Minimum Score required	150			
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There is a separate form of assessment for nonteaching staff. This form is in local Marathi language. It includes personal information and information general intelligence, technical abilities, administrative skills, Computer knowledge character, eligibility for promotion of the employee.

These forms are sent to each teaching and non-teaching staff for self-appraisal, after which, it needs to be submitted to the respective HODs. After due evaluation, assessment and remarks by HOD the forms are submitted to the Dean office in a sealed envelope for review of assessment & recommendation by the Dean (RA). For administrative office staff, the interim appraisal is the HR head, while for the nursing & allied staff of hospital, it is the Matron and the Medical Superintendent.

The entire process is followed in a strictly professional, impartial and confidential manner. Management meticulously considers the assessment done by each authority, re-assesses it wherever required & then accepts and finalizes the appraisal report.

The employees with under par scores in appraisal are counselled in a strictly confidential manner and are provided opportunities for improvement. Repeated negative remarks results in postponement of annual increment, promotions and/or delayed DA hike. Employees in the probation period also undergo due appraisal. Those who underperform are given a short duration of continuity of employment and are counselled for betterment of scores. Good score in the subsequent appraisal results in long term service. In case of any queries, the administration office along with the HR department addresses the employee to their satisfaction.

Unbiased and clean practices of appraisals provide a positive work atmosphere. The employees rendering excellent/extraordinary services are appreciated by awards, appreciation certificate and felicitations on special occasions.

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The institution has robust mechanism to monitor effective and efficient use of financial resources. The main source of financial resources is tuition fees, hostel fees received from students and hospital charges received from patients. Various undergraduate and postgraduate courses, certificate courses run by institution have significant contribution to get financial aid for the overall development of institute. The YCR hospital attached to our college provides quality health care services at subsidized rates to the downtrodden masses of community and is financially self-sustainable. Other facilities like canteen, mess, etc. are outsourced on rental basis. Significant economic benefit to the institution is achieved by implementation of green practices such as roof top solar electricity panels, use of recycled treated water for gardening, rainwater harvesting practices.

The teaching hospital of the institution run many patient welfare schemes and it is also accredited with Government run MAHATMA PHULE JAN AAROGYA YOJNA (MPJAY) for needy eligible patients in the region. Such patients are provided free of cost treatment while the cost is recovered through the Government schemes.

The institution draws detailed budgetary estimates before the start of the financial year. The budgets are reviewed periodically and variances if any are addressed then and there only. Apart from this the institution has activity wise monitoring system for use of its resources and all such usages are pre – sanctioned and post audited. Utilization of funds can be broadly categorized as monthly salary to the staff, running expenses, statutory expenses, infrastructure development augmentation and maintainance, student welfare, patient management services and other hospital related expenditure.

Available funds are earmarked as per the requisite expenditure heads mentioned above. Every department sends its requirement for budget in the given format which is complied and with due approval of the authorities it is further sent to the office of Executive Director for final approval.

The provisions of budget are meticulously followed by various committees such as purchase, maintenance and condemnation. The institution has annual rate contract policy with its various suppliers to deal with market fluctuations. AMCs and CMCs along with extended warrenties are covered with majority of the purchases.

Maintenance department looks into optimal utilization and durability of equipments and other infrastructure facilities to avoid unnecessary wastage. Regular stock verification is carried out by central store and report is submitted to the higher authority. There is a seprate section available to repair old

furniture to make it reusable. HR department monitors effective and efficient utilization of manpower.

During COVID-19 pandemic YCR hospital was upgraded to a dedicated COVID care center with COVID compatible infrastructure. During this pandemic situation, providing quality patient care along with protection of health care workers was a major challenge which added sudden financial burden.

The institution adopted online resources to implement teaching learning activities and all the faculties including pre and para clinicals worked together as a team to provide quality COVID care services.

The overall strategic and visionary planning of resource mobilization results in transparency, accountability and responsibility at each level of administration.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

In the year 1990, Maharashtra Institute of Medical Sciences and Research Medical College and Yeshwantrao Chavan Rural Hospital established under the umbrella of MAEER, Pune. MAEER Pune is registered under Maharashtra Public Trust and Society Act in the year 1983. As per the statutory provisions of law every year a statutory auditor is appointed and approved by the trust, who conducts the audit of all the institutions under MAEER. The balance sheet and the audit report is duly approved by the Board of Trustees which is then submitted to all concerned authorities.

Internal Audit –

Periodic internal auditing is an independent, objective assurance and consulting activity that improves institutional operations. It also brings a systematic and disciplined approach to evaluate and improve effectiveness of risk management and governance processes, thereby adding value to governing bodies and institutional management as an objective source of independent advice.

Functioning of Internal Audit -

- The internal audits are conducted by the appointed auditors for every institution under the trust.
- The auditor point out suggestions / corrections / lacunae if any in writing to the Chief Accounts and Finance Officer (CAFO) of the trust with copy to the Account officer and Heads of the respective institutions.
- Any audit queries raised by the auditors are replied to their satisfaction. All relevant records are maintained for the same.

Annual Stock Verification –

Carried out by central store every year which works as an extended arm of finance and accounts department.

External Audit –

External audit as mentioned above is done by statutory auditor appointed by the trust office. The external auditor also looks after the performance of internal auditors. The CAFO of the trust is overall coordinator of internal & external auditors.

Functioning of External Audit –

- Every year in the month of February the statutory auditor compiles the audit report and the balance sheet of the trust and presents the same in the budget meeting of the trust.
- All the trustees present discuss the audit report at length & breadth. Due diligence is given to all the suggestions by the auditor. CAFO takes the responsibility to implement the suggestions if any by the auditor as well as trustees for improving/correcting the financial practices of the trust.
- The secretary of the trust is also head of finance of the trust. He takes review of all unit audits on quarterly basis. He is responsible to look after effective implementation of budgets & audit report follow ups.
- In the budget meeting & review meeting of the trust, secretary gives a presentation of the reports. After all due discussions & suggestions the approved changes are communicated to all units.

Outcome of auditing -

Strong internal & external audit system has contributed to the expansion and overall development of the institute in a positive way since inception.

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

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

Response: 1110.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
354.09	197.40	192.88	214.52	151.96

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

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The institution has established Internal Quality Assurance Cell (IQAC) under the chairmanship of the Principal / Dean of institution. The members of the cell consists of one member from management, Assistant Dean, five senior teachers mainly HOD's from various departments, Hospital Superintendent, CAO of the Medical College as a member from administration, one nominee each from local society, employers and two from alumni, one coordinator. Chairman and co-coordinator of IQAC conduct and monitor the regular meetings of IQAC. IQAC meets every quarterly to discuss various quality issues as detailed below:

1. **ACADEMICS:**

IQAC monitors the quality of academics through the curriculum committee and Medical Education Unit (MEU). The Curriculum is implemented as per NMC/MUHS guidelines. The IQAC ensures quality sessions during the one-month foundation course, which is instrumental in enabling the First MBBS students to get acclimatized with the new learning environment. MIMSR focusses on imparting value-based medical education. While planning the implementation of the curriculum, efforts are taken to introduce innovative teaching learning methods / practices and ensures a learner centric environment. IQAC monitors the Mentorship program in which students are counselled regarding academic progress, performance and personal/emotional issues. These efforts are reflected in excellent university results across all batches with a significant number of distinctions.

MEU conducts regular training programmes such as rBCW / AETCOM / CISP, etc. for the faculty in which the teachers are updated with advances in medical education technology. The IQAC contributes to upgradation and effective usage of Information and Communication Technology (ICT) tools which is of great utility in up keeping the teaching and evaluation. These initiatives from IQAC were of great help during the COVID -19 pandemic.

2. **RESEARCH:**

To facilitate the research activities of faculty and students, the IQAC encourages and supports for research activities and publication of research papers in journals indexed in PubMed, Scopus, Web of Science and UGC-Care list. The committee also encourages activities such as guest lectures by eminent stalwarts from medical field, organization of subject related conferences / CMEs / workshops, etc.

3. **ADMINISTRATION:**

IQAC monitors functioning of all the committees involved in administration. Effective leadership is reflected through good governance practices of administration with decentralization and participatory management. A continuous appraisal and feedback system enhances quality output on the human resource front.

4. **HEALTHCARE SERVICES:**

We strive hard to impart quality and affordable health care to the masses. Adherence to quality practices in diagnostics, following SOPs in clinical practice, monitoring by the Pharmacovigilance committee, introspective morbidity and mortality meetings, Clinico-Pathological Conferences (CPCs), etc. help to keep up the standards of healthcare.

5. **OTHER RELATED ISSUES:**

Preparation and submission of AQAR according to the guidelines of NAAC is one of the prime responsibilities of IQAC. The IQAC ensures compliance to previous NAAC peer team recommendations. The institute seeks upgradation of its own standards by volunteering in accreditation processes like NAAC.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document

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

Response: 28.64

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	187	0	15	2

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	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Annual report of the College	View Document

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: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	2	2	2

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document

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

Response:

Institute provides following facilities for women

The institution firmly believes and supports the policy for equal opportunities among male and female students and employees, irrespective of religion, race, cast, language, which is reflected in various institutional practices.

Besides various health camps for general population, dedicated health care and promotional activities specific to women health are organized in the hospital as well as in the community by various departments. The institution observes and organizes “International Women’s Day”. We invite the renowned guest women speaker from outside the institution to guide and to motivate the females for various recreational activities. All the female students, faculty, nursing staff and other employees of the institution actively participate in such activities.

Institute has a separate dedicated staff for gender equity and sensitization activities which regularly takes up Gender sensitization activities for students and teaching and non-teaching staff.

Institution ensures gender balance by fair representation of women at all levels such as various committees, departments and in leadership and governance. Institution has 'Women's Grievances Redressal committee' in accordance with the VISHAKHA guidelines by the supreme court of India for cases of sexual harassment at the workplace, which conducts regular meetings and addresses issues about women's grievances. Qualified clinical psychologist and counsellor offer counseling services.

We strictly maintain all the measures for ragging free campus to safeguard the female students. We have a separate committee for the prevention of ragging. We have a separate hostel facility for both boys and girls with dedicated wardens and adequate security round the clock.

In addition, the institute provides specific facility for women in terms of

a) Safety and Security -

In our institution, safety, security, gender equity and friendly working atmosphere are given the utmost importance. While on campus, precautions are taken to safeguard the safety of women community, students, employees, patients and their relatives. Round-the-clock security maintains adequate patrolling and surveillance. Institution has adequate security coverage by multiple CCTV cameras across the campus. Institute also has well-trained adequate number of ladies security guards round the clock. During night time, intermittent surprise patrolling of campus is conducted by senior staff.

b) Counselling-

Institute provides the specific facilities like counselling room for female employees as well as patients and relatives visiting to the hospital. All teaching staff of the institute are allotted ten students each for counseling/mentorship, without any gender discrimination among staff and students. These dedicated staff periodically conducts the counseling/mentorship programs for both male and female students for their academic and other issues.

c) Girl's Common Room -

Institute has a provision for 'Girl's Common Room' where the girls may sit, rest and go for recreation activities.

d) Day care center for young children -

Institute provides specific facilities like Crèche and play room for wards of female staff with dedicated staff and faculty supervisor.

e) Other facilities -

In addition, we also sensitize and guide the students in their career, long term employment and women's empowerment. Female employees are allowed to avail paid maternity leave and also extended maternity leave in specific cases.

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

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document

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:

Our institute follows standard guidelines for management of degradable and non-degradable waste mentioned as under:

Solid waste management

Solid waste is managed as per Solid Waste Management Rules, 2016. Solid waste is collected as per standard protocol and segregated into biodegradable and non-biodegradable waste. Biodegradable waste is treated in the compost plant and the compost produced is utilized for maintaining green vegetation in the campus. The non-biodegradable waste is divided into small parts and dumped in a large pit. Part of solid waste, which is recyclable, is recycled after chemical treatment.

Liquid waste management

Liquid waste generated from hostels, hospital and Medical College is treated in Sewage Treatment Plants. We have one Effluent Treatment Plant (ETP) located behind the college building of capacity 60000 lit/day for the treatment of waste water of the campus. This treated water is recycled and used for maintenance of gardens and lawns (2 lakh sq. ft. area) in the campus.

Bio-Medical Waste management

Bio-medical waste is managed as per the Bio-medical Waste Management Rules, 2016. Our institute is registered with Akshay Industries MIDC Latur which is authorized for disposal of biomedical waste. Biomedical waste is collected in color-coded bags and disposed of in accordance with Maharashtra Pollution Control Board standards. Our institute is a member of a common Biomedical Waste facility. Maharashtra Pollution Control Board has issued an authorization letter for operating a facility for reception, collection, segregation, and transport of biomedical waste. In addition, we have installed double chambered incinerator (capacity 50kg/hr) in the campus for management of biomedical waste. Before incineration the waste is sterilized by autoclaving. Plastic material is collected separately and it is cut in smaller parts by cutting machine and it is recycled.

E-waste management

We promote E-waste management by practicing buy back offers. Whenever computers are purchased, we request the vendor to buyback the old system so that it is recycled. The staff and students are encouraged to use pen drive to store data instead of CDs. Electronic goods are put to optimum use and the minor repairs are set right by the staff.

Waste re-cycling system

Liquid waste is processed in Sewage Treatment Plant and the treated water is reused for maintenance of gardens and lawns. Biodegradable waste is processed for composting and the compost produced is used for gardening.

Hazardous chemicals and radioactive waste management

Hazardous chemicals from laboratories that cannot be reused or recycled are disposed of in an environmentally sound manner as per the standard operating procedure. ETP for treatment and safe disposal of hazardous chemicals from laboratories is available.

Radioactive waste

No radioactive waste is generated in campus. Radiation levels in Radiology department are monitored and certified to be within permissible limits by authorized Government agency as per the Radiation Protection Rules, 2004.

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document

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	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document

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	View Document
Geotagged photos / videos of the facilities if available	View Document
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View Document

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document

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 day of the institute starts with “World Peace Prayer” every morning at 9:00 am.

Institute organizes annual cultural program (Annual gathering) and celebrates *Ganesh Chaturthi* festival every year to promote cultural and social harmony among students. All the faculty and student actively participate in such activity. These activities are fully funded and monitored by the institute.

Every year, our institute organizes yoga activities on the occasion of the “International Yoga Day” for students, all institutional staff and relatives of patient. For this event, we invite a well known local yoga teacher, and all the yoga activities are performed under his/her guidance.

Our institution organizes ‘Blood donation camps’ frequently to promote blood donation and create awareness and to meet the requirements of needy patients.

In our institute, the department of Anatomy organizes “Human Organ Exhibition Camp” for students of various schools of our district. The purpose of this human organ exhibition camp is to sensitize the school students about knowledge of human body structure. Various schools from Latur and nearby actively participate in this activity every year.

During Nepal’s earthquake in 2015 in collaboration with MAAER MIT Pune, our institution has contributed relief material to Nepal. On the peaceful occasion of Buddha Jayanti, 120 earthquake resistant houses were built in Nepal and presented to the families who had lost their homes in the calamity.

During 2018 our institution also contributed relief material in the form of medicine, food, clothes and other needy material to flood affected areas in Kerala state.

To maintain peace and harmony in our society, our institution has constructed Ram Mandir, Masjid, Buddha temple and also Bharatratna Dr. Babasaheb Ambedkar Smriti Vishwashanti Bhavan in Rameshwar village, Latur and also constructed “Vishwadharma Shriram-Rahim Manavta Setu” to celebrate bridging the divide between Hindus and Muslims. Every year we celebrate ‘Ram-navami’ and Buddhjayanti.

We organize state Level Annual Wrestling Championships in the memory of “Rashtradharma Pujak Dadarao Karad”, exclusively for warkari devotees at Wakhari village during the month of July-August - Ashadhi Pilgrimage.

In recognition of the contribution of Shri. Dadarao Karad in the areas of community development, culture and nation-building at the grassroot level, annual awards have been instituted at the state level to felicitate laudable work done by people in various fields of human endeavor in Maharashtra. The awards are being given across nine categories since 2010, based on the concept of NavRatna (nine jewels), which include
1. Krushiratna Award 2. Samajratna Award 3. Arogyaratna Award 4. Shikshanratna Award 5. Adhyatmaratna Award 6. Gramratna Award 7. Janajagranratna Award 8. Kridaratna Award 9. Bachatgatratna Award.

Our institute also gives life time achievement award in the memory of “Purnabrahmayogini Tyagamurti Shrimati Prayagaakka Karad” to women for their valuable contribution to the society.

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Web link of the code of conduct	View Document

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

Response:

Our institute strongly believes that it is important to preserve and protect our national identity and culture by increasing awareness in young students about our glorious heritage. Our country has several eminent personalities whose vision has propelled us into becoming a nation which is hospitable to all communities and religions, setting an example to the rest of the world for Unity in Diversity. At our institute, students are sensitized about significant landmarks in Indian history to inculcate a sense of national pride and patriotism. International days of significance are also celebrated to produce students who are responsible and conscientious world citizens.

Apart from these days many health days also celebrated in college. On such days different types of activities are conducted with aim of increasing knowledge about that disease among students, increasing awareness about prevention and treatment of some chronic diseases. For this various seminars, lectures arranged for medical students. Rallies, street play, slogan/poster competition etc arranged to inculcate healthy habits in population.

For all the following commemorative days and festivals, celebratory functions with speeches and talks are held by students and staff. Additional activities are indicated as relevant.

Independence Day (15th August)

Republic Day (26th January)

National Festivals: Diwali, Navratri, Guru Pournima, Ganesh festival. Dussera, Eid are celebrated by institutions.

Teacher's Day (5th September): Students felicitate their teacher with gratitude and it enriches relationship between students and teachers.

Ambedkar Jayanthi (14th April) Speech arranged for students about work of Dr Babasaheb Ambedkar

International Women's Day (8th March) & International Day of the Girl Child (11th October) Poster

competition was conducted for students about social issues of women.

Children’s Day (Bal Diwas) (14th November): Functions include Healthy Baby competitions, immunization camp, and health camp arranged on children day

World Health Day (7th April): Quiz for students, talks/ essay/poster competition on WHO theme of the year.

International Day of Yoga (21st June): Yoga demonstration and training session, and Community counselling on Yoga at local Health Training Centre.

World Tuberculosis Day (24th March) : Sensitization about recent updates in national health programme was done by arranging a lecture for UG students. Faculties attended seminars arranged by public health department on recent updates

World Diabetes day (14th November) : Health rallies arranged in city. Diabetes screening was conducted among staff of college.

World AIDS day (1st December): Health rally conducted in city along with other teaching institutes and public health department to create awareness about HIV prevention

Breastfeeding Week (1st – 7th August) Teaching about importance of breast feeding and its correct technique was taught to lactating women

May measurement month: May measurement month is an activity of international society of hypertension. During month of may all adults are screened for hypertension in campus and outside campus by students for consecutive three years and thus participated in an international screening drive.

International Leprosy Day (30th January) World Breast Cancer Day (4th February) World Heart Day (29th September) World No Tobacco Day (31st May) World Cancer Day (4th February) also followed in campus yearly

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

Best Practices 1

1. Title of the practice: Health security plan for rural people

2. Objectives:

1. To provide essential free of cost health services to rural population around Latur
2. To provide family health card to ensure health security to every individual of family
3. To develop and enhance the mutual healthy relationship between people and health institute

3. The context:

Latur is a draught prone zone, where most of the families are having farming as occupation and are socio-economically deprived. The increasing cost of health services is beyond their affordability. Simultaneously people don't receive all the services under one roof so people need to give more time and money for "shopping of treatment" at different places. To help such needy people, our institute decided to launch this scheme named "Shrimati Prayagakka Karad Arogya Suraksha Yojana" in November 2018 which provides comprehensive health services free of cost under one roof within less time.

4. The Practice:

It was decided to reach every family from villages surrounding Latur. A list of all families was taken from local authorities. Medical social workers and paramedical workers were trained about scheme, data collection and social interactions. All of them visited allotted villages and reached all families. They informed about the scheme to family members and motivated them to get registered. Families were registered after their consent. Near about 195 villages were surveyed and 66095 families enrolled under the scheme. To have continuous communication mobile numbers of every family head were taken and unique phone number of the institute shared with every family head. Data of all family members entered centrally in a specially designed App.

In this scheme, every registered family member has access to free OPD, free IPD, free investigations, free food and free essential medicines. A special desk is created at registration counter. Special officer is appointed for dealing with queries of the family members. For old, poor and disabled individuals free transport services are provided.

Our hospital is a **One Stop Solution for the health of family**. It also helped in training the students for treating illness/condition by community and family based approach. The concept of treating everyone under one roof also helped in the reduction of the health problems of the community.

5. Evidence of Success:

We received a huge and satisfactory response from the community. We reached around 195 villages of

three talukas (Latur, Renapur and Ausa) and registered 66,905 families (around 3,50,000 individuals). Surveillance work was completed in five months and services started from 01/01/2019.

6. Problem Encountered and Resources Required

Initially very few people were not interested about the scheme. But due to continuous reinforcement we succeeded to cover maximum number of families. As number of registered families increased there was persuasions from people itself for registration.

7. Notes (Optional):

We strongly recommend that all the tertiary healthcare institutions to adopt this best practice to achieve a goal of “Health for All”.

Best Practices 2

1. Title of the practice: PurnBramhayogini Tyagmurti Prayagakka Karad Free Delivery Scheme.

2. Objectives:

To provide free essential and emergency intra-natal services to population around Latur.

3. The context:

As Latur is drought prone and socioeconomically deprived, total dependency on farming make rural families more vulnerable. The increasing cost of health services is beyond their affordability. There are very few centres available for providing free comprehensive intra-natal services. Two Government hospitals providing free intra-natal services are overburdened. Considering all these issues, our institute decided to provide free intra-natal services to all women coming to hospital. It includes free essential and emergency intra-natal obstetric care, free medicines and surgical procedures, free hospital stay and free neonatal services along with free immunisation services. Thus, making available all the services under one roof to avoid “shopping of treatment” at different places.

4. The Practice:

With an objective to cover antenatal mothers of Latur city and surrounding villages, intensive propaganda of scheme was done. List of all registered pregnant women was taken from local authorities and efforts were taken to reach to every registered pregnant women with the help of trained staff. During visits they informed about the scheme to family members and motivated them to get registered under scheme. In case of emergency, for easy communication unique phone number of the institute shared with every family head and in social media. For transportation existing ambulance services of public health system were utilised which was free of cost and readily available only on a phone call.

5. Evidence of Success:

We received satisfactory response from the community. We reached around 100 villages around Latur. This scheme was started in May 2015 and up to date intra-natal services are provided to 5769 women up to 19/12/2022. Out of 5769, 2979 women underwent LSCS. **The cost of services provided till date is approximately (considering Rs. 25000 per LSCS and Rs. 12000 for normal delivery) worth Rs. 10,79,55,000/-.**

6. Problem Encountered and Resources Required

Although we tried to reach every pregnant women, the number of beneficiaries were less. We need to promote pregnant women to avail benefits of this scheme. For this if local government authorities and mass media help us, many women will be benefitted from the scheme.

As number of beneficiaries go on increasing we may need financial and logistic support to provide these services. We are well equipped with infrastructure and manpower however we need support in logistics, surgicals, medicines and in advertisement of the scheme.

7. Notes(Optional):

Maternal health particularly intranatal and perinatal care is an important aspect which supports greater economic prosperity thereby increasing equity and inclusiveness for development of a nation. Provision of free maternal health care services particularly to the downtrodden masses of the community, will definitely be one of the key factors to achieve holistic national development. Hence, we wholeheartedly suggest to adopt this practice in every tertiary care hospital in India.

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

7.3 Institutional Distinctiveness

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

Response:

SCIENCE AND SPIRITUALITY – A Unique Tradition

Education is the manifestations of hidden talent; it is an assimilation of noble ideas. Real Education does expand the intellect, strengthen the mind and ultimately helps in forming one's character. But this is possible only when the process of education is interconnected with Spirituality, unless this, real transformation is impossible and the sole purpose of education will remain incomplete. This need of hour is recognised by visionary educationist, Professor Dr. Vishwanath D. Karad (Executive President and Managing Trustee, MAEER's MIT Pune) and with the sole aim of Value added Education, the institute was established in 1990.

Since then, this institute is sincerely working to bring about transformation in students and staff through various scientific and spiritual activities. Recitation of World Peace Prayer is one of the most unique, noteworthy and daily activity of the institute. The working hours / all academic programs / every function begin with this prayer which is beyond any caste, religion and this prayer truly reflects the principles of Life. Similarly, every day at 6 pm a cassette of devotional and patriotic songs are played for one hour and each day in the campus ends with a live bhajan by non-teaching staff members.

As a part of this tradition, renowned scientists, eminent speakers from Spiritual field are invited as a guest / faculty to guide the students and staff members to interconnect science and spirituality. Such programs enable students to have an appropriate understanding of the role of Science and Spirituality in our day to day life. It also inculcates a sense of complete awareness about the rich Indian tradition, cultural heritage and Indian non dualistic philosophy. Similarly students are encouraged to participate Art of Living's Yoga, Meditation workshops, personality development programmes organised in college campus. Every year (at least twice) millions of Pilgrims (Warkari) are provided hygienic food and basic health facilities at various pilgrimages like Pandharpur, Alandi, Dehu, Rameshwar etc. The institute always tries to inculcate human values in students and staff by inspiring them to participate in such cultural activities. From last more than 25 years, Annual World Congress of Science, Religion and Philosophy is organised by the trust in which renowned National and International faculties contribute on this aspect and communicates with hundreds of students. To maintain religious harmony among all students and staff, every year various religious festivals of all religions, like Ram Navami, Buddh-pournima, Id A Milad, Christmas etc. are actively

celebrated with zeal and enthusiasm.

File Description	Document
Link for appropriate web page in the institutional website	View Document

8. Medical Part

8.1 Medical Indicator

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

Response: 92.44

8.1.1.1 Institutional mean NEET percentile score

Response: 92.44

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document

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:

Quality of care and patient safety procedures

Patient Safety is a health care discipline that emerged with the evolving complexity in health care systems and the resulting rise of patient harm in health care facilities. It aims to prevent and reduce risks, errors and harm that occur to patients during provision of health care. A cornerstone of the discipline is continuous improvement based on learning from errors and adverse events. Patient safety is fundamental to delivering quality essential health services. Indeed, there is a clear consensus that quality health services across the world should be effective, safe and people-centred. In addition, to realize the benefits of quality health care, health services must be timely, equitable, integrated and efficient.

All students of MIMSR Medical College Latur are exposed to quality of care and patient safety procedures including infection prevention and control practices in both didactic as well as practical sessions during their clinical postings.

Hospital infection control committee:

This committee comes under department of Microbiology and regularly conducts workshops/seminar for

nurses and PG students related to infection control and prevention practices.

College conduct the sensitization programme for students:

- Regarding handling of sharp, infectious and hazardous chemical
- Awareness about hand washes practices, Bio-Medical Waste management
- Sterilization techniques as part of curriculum and MCI/NMC requirement
- Display regarding hygiene, Bio-Medical Waste guidelines

For patient safety and care:

- Patient identification system
- Surgical check list
- Catheter swab, surgical wound swab to identify microbes
- Hygiene guidelines to reduce health care related infections
- Fire safety practices
- Signage's to guide in emergency
- Infection control committee meeting
- Highlighting importance of infection control to relatives by displays
- Emergency readiness
- Appropriate use of resources.

Sterilization of all wards and operation theaters:

Periodic sterilization practices in operation theaters and disinfection of wards is followed positively to minimize the chances of infection.

COVID -19 Prevention

During COVID -19 pandemic, extra measures were taken by the Institution for prevention and control of Infection as per standard operating procedures.

Working environment in the hospital is very conducive to avoid diagnostic errors, transfusion related errors, radiation errors, documentation errors, iatrogenic errors, etc. Due precaution is taken to prevent chances of infection during various procedures like lumbar puncture, FNAC, Biopsy, pleural/pericardial/peritoneal tapping and Incision and Drainage.

File Description	Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document

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

Fellowships, Ph D in Medical Education etc.)**Response:** 1.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	7	1	1	1

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

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

MIMSR Medical College, Latur has adopted competency based under graduate medical curriculum (CBME) and thereby introduced specific clinical competencies for MBBS students and interns as per MCI/NMC guidelines to measure and certify attainment of specific clinical skills

For MBBS Students

The goal of CBME adopted by our institutions is to create an Indian Medical Graduate (IMG) as envisioned by National Medical Commission. After completion of MBBS programme, the graduate is expected to attain specific global competencies that provides preventive, promotive, curative, palliative, and holistic care with compassion by following ways:

1. To acquire knowledge of normal and abnormal human structure, function and its development from a molecular, cellular, clinical perspective.
2. Knowledge of medico-legal, ethical and humanitarian principles influencing health care.
3. Demonstrated ability to elicit and record clinical history of patient relevant to specific clinical condition, disease prevention and health promotion.

4. Demonstrated ability to choose appropriate diagnostic test and interpretation of reports in clinical context.
5. To familiarize with basic, clinical and translational research for the benefit of health needs of community.

Assessment philosophy adopted by our institution is in line with the above goals and roles of IMG as per the guidelines of National Medical Commission (NMC) and Maharashtra University of Health Sciences (MUHS), Nashik.

Formative assessment:- for periodic performance monitoring and timely feedback.

Tools used:-

- Class test
- Journal writing
- Tutorials
- Discussions and Mentoring

Summative assessment – To evaluate student learning at the end of specific course

Tools Used:-

- Theory assessment includes MCQ's, LAQ's, Short answer and brief answer questions,
- Practical - demonstrating on subjects/short cases/long cases
- Viva

Interns:-

At the end of internship, the interns are expected to attain clinical competencies in terms of diagnosis of common clinical condition encountered in day to day practice and to take timely decision to refer to higher center, appropriate use of essential drugs, ability to provide first hand care in case of medical emergencies and also skilled in implementation of various national health programmes and schemes.

Tools Used:-

The intern maintains a record of work in log books which is verified and certified by the incharge under whom he works at the end.

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

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

Response:

As per the NMC proposed curriculum under CBME, students exposed to innovative T-L methods/modules like small group discussion, AETCOM, Integrated teaching. To create awareness about various aspects related to organ transplantation lectures are arranged by Surgery, forensic medicine, anatomy departments and following issues introduced to them-

Medical Issues:

- Types of donor
- Matching and cross-matching
- Age of donor and recipient
- Health problems in donor(DM, Smoking, Hypertension)
- Transplant rejection

Legal issues:

- Death definition
- Bill made amendments in the Transplantation of Human Organs Act
- Transplantation of Human Organs (Amendment)Rules
- Authorization Committee
- Appropriate Authority in organ transplantation,
- Working guidelines in organ transplantation,

-Composition of a hospital-based Authorization Committee etc.

Ethical issues:

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

Social Issues :

- Misconceptions regarding mutilation of body
- Mishandling of body
- Removal of other organs too from the body during donation
- Religious ground

All concerned segments in organ donation are constantly introduced by Department of Anatomy, Surgery Forensic medicine, and Community Medicine of our institute.

National and state level policies on organ transplantations are adopted by our institution. According to the Horton and Horton's model of factors related to organ donation, the strongest predictors of organ donation willingness are knowledge and attitudes, with personal values playing a much weaker role which has to be overruled. To remove this and other types of hurdles in organ donation is our motto of institution.

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

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

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

Response:

Functioning of Immunization clinic in the Institution:

MIMSR Medical College, Latur adopts policy of National immunization programme as per the WHO guidelines. Students of III rd MBBS and the Interns are posted in immunization clinics.

Intern students are giving immunization to the needy. One of the faculty member from community medicine and pediatric are looking after immunization clinic.

Cold chain is maintained to store the vaccines. Expired vaccine is discarded in hospital as per protocol. Expanded immunization programme is conducted by the hospital. Following are vaccine and schedule of vaccine which hospital is giving to the needy.

Overall, the following vaccines were provided under UIP:

- BCG
- DPT
- OPV
- Measles.
- Hepatitis B.
- TT
- Also new optional vaccinations depending on the affordability of the parents are recommended

Small group teaching are also conducted for the students in immunization clinic for undergraduate as well as postgraduate students.

Lectures and demonstrations are conducted on vaccine for the undergraduate students as well as postgraduate students of the dept. during clinical posting at respective departments of the institute. Awareness in community regarding the benefits of the vaccination and for educating common public by solving their question/ quarries related to vaccination of their children are done.

Awareness in community regarding the benefits of the vaccination and for educating common public by solving their question/ quarries related to vaccination of their children are done.

Immunization programme is also actively working in urban health centre of the medical college and hospital.

Pulse polio programme is also actively working in hospital.

Following is the immunization schedule which is conducted in hospital.

Steps followed in Immunization clinic:

1. Registration of new as well as old cases: For the collection of demographic data like name, age, sex, address, area, date of birth.

2. Nutritional assessment of children under 5 years of age: for e.g., recording the height, weight, grading the nutritional status of the child with the help of growth chart, etc.

3. Medical History review: For collecting information/ data regarding any significant past history of allergies to drugs, Any AEFI, etc.

4. Vaccine administration is done by Teaching staff and postgraduate students of Pediatric departments and record keeping regarding the vaccination that is vaccine, dosage, dose number, site of vaccine administration, date of vaccination, details of batch of vaccine & Company or manufacturer of the vaccine, etc. is done by nursing staff and vaccinator.

5. Post vaccination advice regarding common side effects of vaccine and when to seek medical attention, common helpline numbers, emergency medical service provider's numbers and details are provided by Teaching staff and postgraduate students of Pediatric departments along with Nutritional advice and health education about preventing common childhood illness.

Quality maintenance records:

1. Verifying that the cold chain has been maintained throughout transportation period of the particular vaccines.

2. Adequate temperature monitoring on storage of the vaccines.

3. The details to be recorded are:

Type of vaccine

Quantity received

Vaccine manufacturers

Batch Details of the received vaccines.

Date of Manufacturing

Date of expiry

Vaccine Vial Monitor (VVM) status of vaccine.

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

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

Response:

Medical graduate attributes

MIMSR Medical college ,Latur on its website has displayed and described the Medical Graduate Attributes with a system of evaluation of attainment of same with special emphasis on:

1.Clinician

2.Leader and member of the health care team and system

3.Communicator

4.Lifelong learner

5.Professional

The College has adopted various methods to implement Medical graduate attributes are as follows:

Clinician:

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

Leader:

Leader and member of the health care team and system who: Work effectively and appropriately with colleagues in an inter-professional health care team respecting diversity of roles, responsibilities and

competencies of other professionals. Recognize and function effectively, responsibly and appropriately as a health care team leader in primary and secondary health care settings.

Communicator:

Communicator with patients, families, colleagues and community who: Demonstrate ability to communicate adequately, sensitively, effectively and respectfully with patients in a language that the patient understands and in a manner that will improve patient satisfaction and health care outcomes.

Lifelong learner:

Lifelong learner committed to continuous improvement of skills and knowledge who: Demonstrate ability to perform an objective self-assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills. Demonstrate ability to apply newly gained knowledge or skills to the care of the patient.

Professional:

Professional who is committed to excellence, is ethical, responsive and accountable to patients, community and the profession: Practice selflessness, integrity, responsibility, accountability and respect. Respect and maintain professional boundaries between patients, colleagues and society. Graduate attributes of the institution collectively reflect the institutional commitment to offer opportunities for distinctive learning environment for all its students.

Assessment Criteria:

MBBS: Term end examination and Preliminary examinations including both theory and practical.

Rotatory Internship: Record is maintained by the institute

Assessment: Assesses the learning level of the candidate after admission throughout the terms.

Formative evaluation: as per guidelines of MUHS, Nashik, each department has separate policy:

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Assessment Criteria: Class test, Tutorials, Discussions and Mentoring

Apart from the summative and formative evaluations as discussed above special programmes are

conducted by the institute for slow as well as advance learners.

Subject mentoring:

Remedial classes

Mentoring through Mentorship Programme

Soft skills workshop using Skill Laboratory

Personality Development Lecture

File Description	Document
Links for Medical graduate attributes as described in the website of the College	View Document

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:

MIMSR Medical College Latur, has one of the actively functioning Medical Education Technology (MET) Unit in the state. Aims and objectives regarding “Faculty Development Programme” as envisioned by National Medical Commission and timely guidelines laid down by Nodal Centre in emerging trends in medical educational technology are fulfilled by Medical Education Unit of our institute by conducting various faculty development workshops with following aims and objectives.

Aim:

To improve the quality of medical education by training the teachers

Objectives:

- Sensitize teachers about new concepts in teaching and assessment methods
- Develop knowledge and clinical skills required for performing the role of competent and effective teacher, administrator, researcher and mentor
- Assist clinicians to acquire competency in communication and behavioral skills
- Update knowledge using modern information and research methodology tools.

By organizing lectures and workshops for all full time teachers of our institute with the help of Nodal

Centre, NMC and IMETTT unit of MUHS, Nashik, we are playing an important role in following areas of Medical Education such as –

1. Shifting from conventional role of teachers to

Facilitator (of learning) curriculum and course planner

Resource material creator

Student assessor

Mentorship provider

Program evaluator

2. Adopt and Acquire Changing Learning styles:

Student autonomy

Self-learning

Experiential learning,

Reflective learning,

Computer assisted learning,

Distance learning,

E- learning,

Use of skill learning laboratories

3. Innovative curriculum models:

Problem based Learning (PBL)

Integrated Teaching

Competency based curriculum

4. New Assessment methods and tools:

OSCE & OSPE OSLER: Objective Structured Long Examination Record Mini CEX (Mini Case Evaluation Exercise) Case based Discussion DOPs (Direct Observation of Procedures) Portfolio Multi Source Feedback (360 degrees) Patient Satisfaction Questionnaire

The real strength of our institute is our faculty members with 4 faculties having advanced certificate in Medical Education Technology, and 127 having completed Revised Basic Course Workshop in MET with AETCOM. In addition to this as per the guidelines of Nodal Center, National Medical Commission, 58 faculty members of our institute have undergone Curriculum Implementation Support Programme (CISP) in two batches for effective implementation of competency based undergraduate medical curriculum (CBME).

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

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

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

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Links for e-copies of Certificate/s of Accreditations	View Document

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

Response: 15.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	29	24	19	27

8.1.10.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

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

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:

MIMSR Medical College and YCR Hospital adopted the Steps and procedures for students to expose them to contemporary medico-legal practices and third-party administration, insurance mechanisms, indemnity insurance protection relevant to the clinicians/provider as well as the patient/recipient.

Department of Forensic Medicine and Toxicology orients the MBBS students regarding basic principles, knowledge and application of important medico legal acts, Medical Indemnity Insurance, various provisions of Indian Penal Code (IPC), Criminal Penal Code (CrPC), etc. Departments of Pharmacology, Community Medicine, Obstetrics and Gynaecology and Radiology also contribute for adequate orientation and exposure of students to various acts, regulations and medico legal laws. Few examples are listed below:

- The Maharashtra Medical Practitioners Act

- Registration of Birth & death act, 1969
- PCPNDT Act, 1994
- MTP Act, 1971
- Pharmacy Act, Drug and Cosmetics Act, Narcotics Drugs and Psychotropic Substance Act
- The Human Organ and Tissue Transplantation Act, 1994
- Consumer Protection Act-1986 (Medical Indemnity Insurance, Civil Litigations and Compensations), ESI Act
- Persons with Disability Act
- Mental Health Act
- Biomedical Waste Rules
- Indian Medical Council (Professional Conduct, Etiquette and Ethics) Regulations, 2002.

Students are also made aware about contemporary medico-legal practices such as

- Right of the patient
- Right to choose a doctor
- Right to information
- Consent - Implied consent, Express consent and Informed consent
- Medical ethics - Code of medical ethics, International code of medical ethics and Ethics of medical research
- Medical negligence - Act of omission and Act of commission
- Medico legal responsibilities of a medical practitioner
- Medico legal issues on practice of physician
- Mishap in practice
- Malpractice in insurance policy
- Legal aspects in medical records
- Ethical guidelines in biomedical research
- Medical tourism

Institution makes an attempt to cover various contemporary medico-legal practices through didactic lectures, seminars, clinical postings and CMEs. During the clinical postings in clinical subjects and Casualty, the students observe and learn to deal with Medico-legal procedures (documentation, injury reports, medical certificates, other relevant procedures in cases of RTA, poisoning, assault, rape, etc.). The students are also exposed to procedures in errors and negligence by various didactic lectures. The medico-legal cases on compensation are discussed in hospital seminars.

During internship and post-graduation, students are made to understand various insurance schemes implemented through Third Party Administration (TPA) and government schemes like Pradhan Mantri Jan Arogya Yojana, Mahatma Jyotiba Phule Jan Arogya Yojana, concept of “Indigent Patient Fund”, ‘Below Poverty Line’ mandated by charity commissioner, and institutional schemes (Shrimati Prayagakka Karad Arogya Suraksha Yojana, Purn Bramhayogini Tyagmurti Prayagakka Karad Free Delivery Scheme).

File Description	Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document

5. CONCLUSION

Additional Information :

- During COVID-19 outbreak, our institute was designated as dedicated COVID-19 healthcare centre by government authority with 400 beds and 20 bedded ICU, and catered more than 5000 IPD patients.
- For outstanding work during COVID-19 pandemic, our institute has been honoured by District Collector and Magistrate, District Disaster Management Authority of Latur.
- During COVID-19 outbreak, Our Institute was one of the institutions to install oxygen plant to meet the oxygen requirement of COVID-19 patients.
- To strengthen further the quality of healthcare services, Our Institute has implemented various quality indicators and now is preparing for NABH accreditation.
- Our Institute is very keen about research and striving hard for quality research. (research paper publications, dissertations, presentations in conferences and student projects).
- Our faculty members and postgraduate students from various departments have received awards for competitive presentations in various state, national and international conferences.
- For good governance, leadership and management the institute has recently upgraded to ISO:9001-2015 quality management system from ISO:9001-2008.
- Similarly, the Medical Education Unit is taking efforts to update the training of faculty to keep abreast with the changing trends in the medical field (new implementation programmes for CBME curriculum, Exchange of ideas with other institutes).

Concluding Remarks :

- In alignment with the vision and mission statements, MAEER MIT World Peace Society's MIMSR Medical College and YCR Hospital, Latur, strive hard:
 - to produce a complete and competent doctor, one who is able to take appropriate decision as per the situation. Our Institute is able to fulfil this penultimate aim and task of producing a primary care physician of first contact of community, i.e., "Indian Medical Graduate" fulfilling all the five necessary roles (Clinician, Community Leader, Professional, Life-long learner and Communicator).
 - to offer quality health care services to poor, needy and downtrodden people of Marathwada region and border districts of Karnataka. In order to strengthen health care services to rural masses, the institute runs "Shrimati Prayagakka Karad Arogya Suraksha Yojana" and has adopted more than 66,095 families from 195 villages from Latur district. The institute provides comprehensive health care services free of cost to the beneficiaries from these families under this scheme.
 - to offer quality obstetrics care, particularly to rural masses. "PurnBramhayogini Tyagmurti Prayagakka Karad Free Delivery" scheme is another important scheme implemented by institute for pregnant women. Through this scheme, all types of delivery services are offered free of cost to all pregnant women coming to hospital.
 - to cultivate and hone other facets in medical students which are essential as a social human being. Our institute conducts a variety of extension and outreach activities that ensure student participation, support and progression.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	<p>Average percentage of seats filled in for the various programmes as against the approved intake</p> <p>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:</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>250</td> <td>238</td> <td>224</td> <td>224</td> <td>225</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>8</td> <td>11</td> <td>7</td> <td>8</td> </tr> </tbody> </table> <p>2.1.2.2. Number of approved seats for the same programme in that year</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>256</td> <td>250</td> <td>239</td> <td>239</td> <td>237</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Remark : Input edited with respect to documents provided by HEI by considering program which is not covered under CET.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	250	238	224	224	225	2021-22	2020-21	2019-20	2018-19	2017-18	12	8	11	7	8	2021-22	2020-21	2019-20	2018-19	2017-18	256	250	239	239	237	2021-22	2020-21	2019-20	2018-19	2017-18	12	12	12	12	12
2021-22	2020-21	2019-20	2018-19	2017-18																																					
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2021-22	2020-21	2019-20	2018-19	2017-18																																					
12	12	12	12	12																																					
2.4.3	<p>Average teaching experience of fulltime teachers in number of years (preceding academic year)</p> <p>2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience)</p> <p>Answer before DVV Verification : 1786.13 years</p> <p>Answer after DVV Verification: 1659.13 years</p> <p>Remark : Input edited as per the data template.</p>																																								
2.4.5	<p>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</p>																																								

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:

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	17	5	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	4	11	3	5

Remark : Input edited as per the supporting documents.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
1681.89	1362.19	1627.51	1393.80	1338.23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
353.1969	340.5475	358.052	278.76	294.4106

Remark : Input edited as per the supporting documents.

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.

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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
900	900	850	800	753

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

300	300	300	300	300
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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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
174	132	106	104	108

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
80	57	47	41	43

Remark : Input edited as per the given supporting documents.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
0	28	53	52	52

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

Remark : Input edited as per the supporting documents.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
135	44	104	56	65

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
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135	44	35	36	44
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Remark : Input edited as per the use of data template

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

Answer before DVV Verification : E. any one of the above

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

Remark : Input edited as per the supportive documents.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>899</td> <td>874</td> <td>808</td> <td>759</td> <td>715</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>849</td> <td>824</td> <td>764</td> <td>709</td> <td>665</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	899	874	808	759	715	2021-22	2020-21	2019-20	2018-19	2017-18	849	824	764	709	665
2021-22	2020-21	2019-20	2018-19	2017-18																	
899	874	808	759	715																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
849	824	764	709	665																	
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>211</td> <td>233</td> <td>209</td> <td>148</td> <td>115</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>167</td> <td>190</td> <td>130</td> <td>130</td> <td>115</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	211	233	209	148	115	2021-22	2020-21	2019-20	2018-19	2017-18	167	190	130	130	115
2021-22	2020-21	2019-20	2018-19	2017-18																	
211	233	209	148	115																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
167	190	130	130	115																	
1.3	Number of first year Students admitted year-wise in last five years.																				

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
250	238	224	224	225

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	188	180	174	175