



# **SELF STUDY REPORT**

**FOR**

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

**N. K. P. SALVE INSTITUTE OF MEDICAL SCIENCES  
AND RESEARCH CENTER AND LATA MANGESHKAR  
HOSPITAL, NAGPUR**

**DIGDOH HILLS, HINGNA ROAD  
440019  
nkpsims.in**

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2020**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Institute was established by Vidya Shikshan Prasarak Mandal Academy of Higher Education (VSPM AHE) on 22/06/1990 and completed its silver jubilee celebrations in 2015.

The institute is affiliated to the Maharashtra University of Health Sciences, Nashik, and the apex body is the Medical Council of India, New Delhi. The institute has one Undergraduate MBBS program where 150 students have enrolled per year; 19 Post Graduate Degree courses, 1 Super Specialty Course (M. Ch.), PhDs in 9 disciplines and 1 Certificate (Fellowship) Course per year.

The infrastructure and teaching programs comply with the requirements of the regulating council. Various innovations like BLS training, Communication and Clinical Skills Laboratories, Faculty Development Programs by Medical Education Technology (MET) Unit, Anubandh, a mentorship program, Lifestyle Modification Centre, Palliative care, etc., provide a new sense of direction to the institute.

The Institute has established the Research cell and MET Unit (MCI and MUHS recognized) in 2009, keeping in mind the promotion of research activities. The institute has an academic indexed journal 'Panacea, the Journal of Medical Sciences' and exclusive educational technology, multidisciplinary, indexed journal, 'Journal of Education Technology in Health Sciences (JETHS)'. The institute is also recognized and awarded by the UNESCO Chair of Bioethics in 2016.

The institute received NABH accreditation on 27th July 2019.

NSS unit of 100 MBBS volunteers strengthens the extension activities of the institute by many folds.

NKPSIMS & RC and LMH has been working as a Dedicated Covid Hospital since August 2020.

The institute has conducted around 750 teaching sessions including online teaching for clinics/ practicals till June 2020. The institute is one of the pioneers in online teaching in the entire Vidarbha district.

The COVID triage area, ward, upcoming laboratory for COVID testing are all in place.

The institute will continue its endeavors to provide quality education, healthcare to the under-privileged and rural population and make every effort to reinforce its research component.

## Vision

**VISION:** To establish N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital Nagpur (NKPSIMS & RC and LMH) as a globally competent and leading health education institute providing equal opportunities of becoming competent health professionals through quality medical education, promote need based research and provide comprehensive yet affordable health care services to the society, preserving ethics and values of the institute.

## Mission

### MISSION

- NKPSIMS & RC and LMH, through value driven leadership, shall strive to develop confident, compassionate and globally competitive health professionals who are sensitive to the needs of the society and who will make a positive difference to lives across the globe.
- It shall rely on modern teaching technology with holistic approach to impart quality higher education using competency based, enquiry driven active learning principles to produce competent health professionals.
- It shall engage in conducting meaningful research with relevant local, national and global partnership that will foster quality health care in the community.
- It shall commit to deliver preventive, promotive and curative health care services to both rural and urban population of the society and create health awareness amongst masses through its outreach activities.

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

### Institutional Strength

The institute is affiliated with Maharashtra University of Health Sciences, Nashik, and the apex body is the Medical Council of India, New Delhi. It was established in 1990, with 150 MBBS students, 19 Post Graduate Degree courses, 1 Super Specialty course (M. Ch.) and Ph. Ds in 9 disciplines along with 1 Certificate (Fellowship) course per year.

- The institute is spread over 67.14 acres of eco-friendly land.
- NKPSIMS & RC and LMH has an independent IT department. All lecture halls are enabled and the campus has WiFi at a strategic location. The institute uses ICT enabled techniques in Teaching Learning and Governance
- A well equipped Central Library, with 24505 books including textbooks, reference books and journals is available. There is a digital library with 47 computer terminals, NKN connectivity and the institute avail web resources like the clinical key. The institution is a member of the MUHSD Digital Library.
- Lata Mangeshkar Hospital is **NABH accredited**. There is a total of 981 beds in the hospital with 106 beds for critical care. The hospital complex has 15 Operation Theatres inclusive of 3 modular OTs and 24x7 Pharmacy, Blood Bank, Eye Bank, Specialty and Diagnostic Services, Kitchen and a Mess for patients and relatives.
- The institute has clinical skills laboratory & a communication skills laboratory.
- The institute has solar panels water harvesting facility and a separate footpath for the pedestrian.

- There is an independent cell of Research & Medical Education which regularly conducts MCI & MUHS recognized faculty development programs for the medical & allied health sciences teachers.
- A UNESCO Bioethics Unit of the institute is affiliated with UNESCO Chair in Bioethics
- The institute has a strong research component with 120-140 indexed academic publications inclusive of educational research publications per year.

The institute has its own two indexed journals: Panacea (academic journal) and Journal Of Education Technology in Health Sciences (educational research journal)

The institute has a strong, dedicated, and passionate faculty and non-teaching staff, who proved themselves, when they all stood up to the challenging times of COVID-19, both as Academic warriors and patient care warriors.

### **Institutional Weakness**

Insufficient alumina database.

Less number of Collaborative research projects with other disciplines & grants in aided research projects, Pubmed and Scopus publications, and faculty & student exchange.

### **Institutional Opportunity**

- An incubation Centre in the department of Research motivates promote Collaborative & Funded Projects
- Alumni association which has been recently registered to keep data base.
- MET unit to help introduce new courses (certificate, interdisciplinary, interdepartmental) and Teaching-Learning methods to cope with competency-based education.
- Strategic plan documents of all the departments of the institute can take them towards the center of excellence.

### **Institutional Challenge**

Sustainability of the level of motivation of staff towards the implementation of newer concepts

Keeping pace with the pressures of regulatory bodies

Limited flexibility in introducing new courses.

To implement CBME with the existing number of teaching staff

## **1.3 CRITERIA WISE SUMMARY**

## Medical Part

N. K. P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital (NKPSIMS & RC and LMH) caters to the development of all the aspects essential for the enrichment of the students and teachers, as well as the safety of patients.

The hospital has acquired NABH in 2019. Infection control is an integral part of the functioning of the hospital with a special committee looking after the same.

The faculty is encouraged to acquire additional qualifications in their respective specialty.

The institute admits MBBS students as per a centralized procedure of Maharashtra University of Health Sciences, Nashik following NEET results. We have introduced the good practice of immunization of all undergraduate students, after admission, since 2019.

Graduate Medical Regulation envisages the 5 roles that an IMG graduate must perform in order to achieve the goal of the undergraduate medical education program. NKPSIMS & RC and LMH has incorporated all these attributes of an IMG in its Vision & Mission statement.

Competency-based medical education (CBME) curriculum where several competencies have been clearly defined and mentioned in the Medical Council of India (MCI) curriculum has been put for implementation from the 2019 MBBS batch.

Clinical departments at the institute, during their lectures, emphasize the importance and usefulness of organ transplantation to needy patients.

Medical Education Unit of NKPSIMS & RC and LMH, Nagpur is a recognized center of Medical Council of India, New Delhi & Maharashtra University of Health Science (MUHS), Nashik for conducting faculty development programs since 2009.

While persistently teaching the students the course of MBBS throughout their tenure the college has formed its policy of teaching the students how to deal with contemporary medico-legal issues that every medico has to face after he/she completes the course.

## Curricular Aspects

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital Nagpur is affiliated to Maharashtra University of Health Science (MUHS) Nashik.

The Institute follows the curriculum as prescribed by MUHS Nashik. The Vision-Mission, goals & objectives of the institute are in alignment with the University and are displayed on the website and at all prominent places in the institute.

The MUHS curriculum is implemented by using conventional and innovative methods of teaching-learning & evaluation. The curriculum is enriched by the inclusion of few new programs like Communication Skills Workshops, Value-based education, Basic Life Support, Advance Course Life Support, Advance Life Support on Obstetrics, Basic Life Support Obstetrics & Early Clinical Exposure. The institute addresses issues related to

gender sensitivity through Gender Grievance Committee and by sensitizing students towards current demographic issues like female feticide and PCPNDT Act.

The academic calendar for Phase I MBBS has been displayed on the website of the institute.

All departments and Committees have developed protocols and SOPs so that there are clear guidelines for management.

Undergraduate students are motivated to undertake ICMR STS, MUHS STS and NKP Short Term Studentship (STS) research projects.

Feed-back on curriculum is obtained from all the stakeholders which are analyzed at the department level, discussed at the college council committee and further forwarded to MUHS for consideration with Hon Dean's approval.

Many teachers are members of the Board of Studies of MUHS and academic councils of other Universities.

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

N.K.P. Salve Institute of Medical Sciences & Research Center and Lata Mangeshkar Hospital implements the curriculum of MUHS as per the regulations of apical bodies. The institute believes in teaching beyond the syllabus and active learning principles

The teachers of the institute are trained through various Faculty Development Programs so as to use newer and global methods of Teaching -Learning and Assessment / Evaluation in addition to conventional methods. This makes teaching globally relevant and keeps the students apprised about global practices. Early Clinical Exposure for First MBBS is being practiced at the institute for the last many years.

Students are encouraged for self-directed learning through Case-Based Learning (CBL)/ Problem Based Learning (PBL), syndicate seminars assignments & projects.

Integrated teaching programs are regularly organized for all the Phases of MBBS as well as PG students for many years.

Clinical Skills Laboratories and Communication Skills Laboratories further enrich teaching-learning.

Slow learners and advanced learners are identified and remedial measures are taken for slow learners. Advanced learners are identified and encouraged to participate in syndicate seminars, debates, quizzes, research projects & Institute Industry Interface Program.

Students are encouraged to take up short-term ICMR, MUHS STS & NKP-Short Term Studentship (STS) research projects at the undergraduate level.

Structured feedback is obtained from all the stakeholders about the teaching-learning process which is analyzed by the Internal Quality Assurance Cell (IQAC).

During the lockdown period, the institute changed its Teaching-Learning Strategy from Onsite to Online. The teachers were trained on using various platforms for online teaching and assessment by conducting webinars by eminent faculty across the nations. The teachers were trained to create their own ICT enabled tools like audio ppts, videos of practicals and clinical examinations, youtube uploading of lectures and conducting online tutorials. The teachers were appraised about the videos prepared by MUHS Nashik.

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

An independent cell of the Research and Medical Education Technology Unit is a single-window monitoring body for all research activities. The institute has framed a well-defined research policy with a provision of an independent budget for research annually. Many teachers in the College have published their research papers in reputed national and international journals with good impact factors. Incentives in the form of grants for travel, publication and presentation are given to the faculty. The committee organizes workshops and sensitization programs to create research spirit among teachers and students. All the Undergraduate students are motivated for submissions of Short Term Studentship projects to ICMR and MUHS. For students whose research projects are not selected by either ICMR or MUHS, the institute also has its own NKPSTS for the UG students where a certification along with a cash incentive on publication of research projects is given. The institute is an MUHS recognized center for conducting basic and advanced research methodology workshops.

The research scholars have complete access to all infrastructural and academic facilities and Central Research Laboratory is equipped with all specialized equipment to deal with the research needs for intra and inter-disciplinary research.

The institution is also actively involved in extension activities to help society through its services. The college has a unit of National Service Scheme, Rural Health Training Center and Urban Health Training Center through which social and community services are rendered. Blood donation camps, environmental awareness programs, various commemorative days, etc. are also organized by the institute.

### **Infrastructure and Learning Resources**

The institute is spread over an area of 67.14 acres. It has a college building, hospital, hostels, water supply, power supply, canteen, auditorium, gymnasium, hospital waste disposal, CCTV cameras and parking complex. Around 5000 trees make the campus green.

Lata Mangeshkar Hospital has 981 beds (106 beds in critical care units). It has 15 OTs (3 modular OTs), Pharmacy, Blood Bank, Diagnostic Services, Kitchen and Mess.

Daily OPD is of 1000-1500 and ward occupancy is above 85%.

Hospital has services of a blood bank, pharmacy, ambulance, CT, MRI, X-ray Laboratories and Eye Bank.

The redressal system works for grievances of patients monitored by the Medical Superintendent and

administrative Officer. Hospital has a proper disposal mechanism for the bio-hazardous waste as per the norms.

The IT department believes in green computing. Wifi facility and teaching-learning facility with e-enabled lecture halls are available.

Central Library has 24,505 books including textbooks, reference books and journals. Digital library with 47 computer terminals, NKN connectivity and member of MUHS Digital Library is available.

Civil Department is present in the campus supported by Electrical, Sanitation, IT and Biomedical Engineering departments.

The infrastructure of the institute includes 7 hostels on campus with all amenities, an auditorium of 1000 seating capacity, facilities of indoor and outdoor games for students.

Lifestyle modification Centre teaches yoga, meditation, stress relaxation and value-based education.

There are adequate facilities for differently able people for easy access.

The student's cooperative Store distributes journals to the students.

The following COVID facilities as per government guidelines have been provided:

1. Triage area.
2. Separate COVID-19 wards.
3. COVID center at RHTC.
4. COVID laboratory (under construction).

### **Student Support and Progression**

The institute has an effective student support system to improve the academic and professional performance of the students. A congenial atmosphere is maintained through an induction program, a mentorship scheme and a student counseling center which also deals with psychological problems.

Institutional support is provided through committees like the Students' Welfare Association, Gender Grievance committee, Hostel committee and Anti-ragging committee. The anti-ragging committee functions as per the UGC guidelines and observes ZERO TOLERANCE Policy.

Apart from classroom teaching, the institute has community-oriented teaching with field programs like school health & health check-up in remote areas.

All the Undergraduate and Postgraduate students are trained in Basic life support, ACLS and ALSO/BLSO. Value-added courses & subject related certificate courses are included.

Co-curricular activities:

Communication Skills workshops are conducted on a regular basis for all students.



The Curriculum is enriched with lectures on bioethics, yoga & meditation, moral & spiritual values by eminent faculty.

Active Alumni Association is the strongest feedback of any institute. Alumni association takes interest in organizing career guidance programs along with training and a placement cell for students and also contributes to infrastructure development like green gym and donation of books to the library. The institute has an International Student Observership program in clinical subjects.

Extracurricular activities:

Annual Social Gathering, "JOSH" gives the opportunity to showcase their cultural and sports talents.

Annual student magazine Ectopic Beat is brought out giving them a platform to express their literary and creative talents. Gender equality is maintained by proper male & female representation in various committees.

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

The institute has a well-defined vision mission statement that is displayed on the website and at prominent locations on the campus.

The management, Dean and faculty play a proactive role in the governance of the institution. They ensure that academic, financial and logistic planning is carried out well in time by collecting plans from all departments annually.

The institute believes in participative management. There are 56 committees and each committee has proper SOPs.

The heads of various departments allocate duties to staff for running specialty clinics and also sharing of responsibilities. The institution has provided IT support to all the departments.

The institute regularly organizes Faculty Development Program for all the teachers in subject-specific discipline, education technology and professional and personal development program.

H.R. Department has an annual performance appraisal system for the teaching & non-teaching staff. The code of conduct for teaching, non-teaching staff and students has been displayed on the website and in the institute.

Budgetary allocation for effective use of financial resources is done yearly.

The institution has established IQAC in 2016 and it has played an important role in accreditation like NABH, preparation for NAAC, etc. IQAC monitors the functioning of most of the committees and enforces robust feedback systems for all the stakeholders

The institute follows the e-governance policy for student support and academics. The institute offers financial support to teaching staff members for research and capacity development.

The institute utilizes an alternate source of energy like solar energy.

During COVID-19 Pandemic the management and the leadership of the institute took several online meetings to streamline and monitor its teaching-learning activities for students and faculty development programs through webinars.

As per the guidelines from the Standing Committee and College Council, the institute not only conducted a series of online lectures, tutorials, online videos of practicals and clinical examinations and but also gave emotional support to the students and parents through online mentorship meetings and online PTM so as to relieve the stress and anxiety of the parents.

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

The institute imparts life-saving skills, soft skills and clinical skills apart from academic training. For this training, a well-equipped clinical skills laboratory and communication skills laboratory are established in the Institute.

In the clinical skills laboratory, the Basic Life Support workshop is organized for students, teaching and non-teaching staff of the institute and mass awareness programs in the society.

The institute is recognized for American Heart Association Accredited courses “Basic Life Support” and “Advanced Cardiac Life Support”. For the nursing staff and UG students one day ‘Code Blue Training’ is regularly conducted. Communication skills workshops are organized in all the phases of MBBS.

Capacity building for teachers is an important focused area of the institute. Teachers are trained in basic and advanced research and education technology workshops so as to create a pool of resource persons, to create evidence in academics and education technology by undertaking subject-specific and education technology research projects. A National conference, NCHPE was in organized 2018. A number of CMEs and regular workshops are organized so as to appraise the faculty about the recent trends in Education Technology.

The institute has taken a number of measures towards environmental consciousness and sustainability like the use of solar energy, the use of LED bulbs, and water conservation facilities. Certain green campus initiatives of the institute are landscaping with trees and plants, ban on the use of plastics, restricted entry of automobiles and pedestrian-friendly pathways.

For disabled persons, a barrier-free environment is provided in the form of disabled-friendly washrooms, ramps/lifts, special registration counter in the hospital, etc.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	N. K. P. SALVE INSTITUTE OF MEDICAL SCIENCES AND RESEARCH CENTER AND LATA MANGESHKAR HOSPITAL, NAGPUR
Address	Digdoh Hills, Hingna Road
City	Nagpur
State	Maharashtra
Pin	440019
Website	<a href="http://nkpsims.in">nkpsims.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Kajal Mitra	07104-665000	9371615705	07104-306111	nkpsims1@rediffmail.com
IQAC / CIQA coordinator	Suresh Chari	0712-2956818	9422109500	-	sureshchari2@gmail.com

Status of the Institution	
Institution Status	Private
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	
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Date of establishment of the college		22-06-1990		
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Maharashtra	Maharashtra University of Health Sciences	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
MCI	<a href="#">View Document</a>	30-03-2015	60	Date is of MBBS program which was due for renewal in April this year for which application has been sent Inspection has been deferred presumably due to COVID Other program details reflected in uploaded document

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Digdoh Hills, Hingna Road	Semi-urban	67.14	89309.56

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	Integrated(UG),Mbbs	66	HSSC	English	150	150
PG	Integrated(PG),Anatomy	36	NEET PGM	English	3	0
PG	Integrated(PG),Physiology	36	NEET PGM	English	3	0
PG	Integrated(PG),Biochemistry	36	NEET PGM	English	1	0
PG	Integrated(PG),Microbiology	36	NEET PGM	English	4	0
PG	Integrated(PG),Pharmacology	36	NEET PGM	English	2	0

PG	Integrated(P G),Community Medicine	36	NEET PGM	English	4	1
PG	Integrated(P G),Anesthesiology	36	NEET PGM	English	12	12
PG	Integrated(P G),General Medicine	36	NEET PGM	English	18	18
PG	Integrated(P G),Paediatrics	36	NEET PGM	English	10	10
PG	Integrated(P G),Pathology	36	NEET PGM	English	12	11
PG	Integrated(P G),Psychiatry	36	NEET PGM	English	5	5
PG	Integrated(P G),Ophthalmology	36	NEET PGM	English	5	5
PG	Integrated(P G),General Surgery	36	NEET PGM	English	12	12
PG	Integrated(P G),Orthopedics	36	NEET PGM	English	8	8
PG	Integrated(P G),Dermatology Venerology And Leprosy	36	NEET PGM	English	4	4
PG	Integrated(P G),Radiodiagnosis	36	NEET PGM	English	9	9
PG	Integrated(P G),Otorhinolaryngology	36	NEET PGM	English	5	5
PG	Integrated(P G),Otorhinolaryngology	36	NEET PGM	English	5	5

PG	Integrated(P G),Obstetrics And Gynaecology	36	NEET PGM	English	11	11
Doctoral (Ph.D)	PhD or DPhi l,Physiology	36	DNB or MD or MSC	English	3	0
Doctoral (Ph.D)	PhD or DPhi l,Community Medicine	36	DNB or MD or Master of Public Health	English	3	0
Doctoral (Ph.D)	PhD or DPhi l,Paediatrics	36	DNB or MD or PGDIP	English	3	0
Doctoral (Ph.D)	PhD or DPhi l,Pathology	36	DNB or MD	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Ent	36	DNB or MS or PGDIP	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Gener al Surgery	36	DNB or MS	English	3	0
Doctoral (Ph.D)	PhD or DPhi l,Medical Biochemistr y	36	PHD or DPHIL	English	3	0
Doctoral (Ph.D)	PhD or DPhi l,Obstetrics And Gynaecology	36	PHD or DPHIL	English	9	0
Doctoral (Ph.D)	PhD or DPhi l,Pulmonary Medicine	36	MD	English	3	0
Post Master's (DM,Ayurve da Vachaspat hi,M.Ch)	MCh,Plastic And Reconst ructive Surgery	36	NEET SS	English	1	0

**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	21				53				76			
Recruited	12	9	0	21	24	24	0	48	27	29	0	56
Yet to Recruit	0				5				20			
Sanctioned by the Management/Society or Other Authorized Bodies	40				60				64			
Recruited	22	18	0	40	34	26	0	60	31	33	0	64
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				35				0			
Recruited	0	0	0	0	5	16	0	21	0	0	0	0
Yet to Recruit	0				14				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				15				43			
Recruited	0	0	0	0	2	13	0	15	18	25	0	43
Yet to Recruit	0				0				0			



<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				619
Recruited	379	240	0	619
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				129
Recruited	85	44	0	129
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	21	18	0	34	25	0	31	33	0	162
UG	0	0	0	0	0	0	0	0	0	0
<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/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	13	0	18	25	0	58
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/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
<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/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

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Emeritus Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Adjunct Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	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	67	0	7	0	74
	Female	60	0	16	0	76
	Others	0	0	0	0	0
PG	Male	38	0	0	0	38
	Female	40	0	0	0	40
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	8	6	6	11
	Female	9	8	7	7
	Others	0	0	0	0
ST	Male	4	5	1	4
	Female	4	2	4	2
	Others	0	0	0	0
OBC	Male	44	38	36	31
	Female	41	32	31	23
	Others	0	0	0	0
General	Male	48	57	71	69
	Female	56	74	65	79
	Others	0	0	0	0
Others	Male	9	4	4	1
	Female	5	0	2	1
	Others	0	0	0	0
<b>Total</b>		<b>228</b>	<b>226</b>	<b>227</b>	<b>228</b>

<b>General Facilities</b>	
<b>Campus Type: Digdoh Hills, Hingna Road</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>

<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>222</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>525</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>Yes</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>24X 7 Blood Bank, Eye Bank, Pharmacy, Police Chowky, Amphitheatre, Clinical Skill Lab, communication Skill Lab</b>

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
* Boys' hostel	1	234
* Girls's hostel	3	186
* Overseas students hostel	0	0
* Hostel for interns	1	6
* PG Hostel	2	254

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## Extended Profile

### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1022	1034	1005	1000	1037
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
247	248	217	214	251
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
228	234	227	228	234
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
185	215	224	246	260
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
185	263	260	260	260
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
3404.62	3147.32	2781.42	1993.06	1782.68
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

**Response:**

**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.**

The curriculum of N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital for Undergraduate, Postgraduate, Superspeciality, Ph.D., Fellowship programs is as prescribed by MCI and Maharashtra University of Health Sciences (MUHS). Improved health for all is the principal goal of medical education. The institutional goals and objectives are reflected in the curriculum, teaching-learning program and assessment strategies. Community-based training and education constitute the core of the curriculum.

The institutional time table committee addresses various issues related to syllabus and curriculum. A master timetable is prepared taking into consideration the requirement of the regulatory bodies, with special emphasis on knowledge, skills and attitude expected from an Indian Medical Graduate. The academic calendar for a year is displayed at the beginning of the first term. The time table has fixed days for internal assessment exams. Prelims are conducted covering the complete syllabus before the final university exam. The academic monitoring committee is in place for monitoring academic activities.

The time table committee conducts periodic meetings to discuss issues regarding implementation of curriculum and introduction of newer elements as per MUHS directives. Suggestions are sent to MUHS through the dean for consideration of curriculum reforms. The faculties of the college are members of the board of studies of MUHS and other universities. MUHS revises the curriculum as per MCI directives.

Since 2019, MCI has introduced Competency-Based Medical Education (CBME) for all medical colleges. CBME provides an effective outcome-based strategy where various domains of teaching including teaching-learning methods and assessment form the framework of competencies. MCI has laid the basic framework for the revised undergraduate medical curriculum. A team of senior doctors from our institute was sent to MCI Nodal center for orientation and training for the revised CBME Curriculum implementation. A new curriculum committee has been formed by the institute which worked on planning CBME. From 2019 our institute has started the implementation of CBME.

Competencies required of a health sciences graduate addressed in the curriculum are subject knowledge and skills, decision making, communication, professional skills, teamwork, coping with situations and capacity building through skills and simulation laboratory. This is brought about by lectures, seminars,

tutorials, vertical and horizontal integrated teaching, clinical rotation, operative training and laboratory training which are a part of the curriculum. 'Earlyclinical exposure' helps in understanding the relevance to the future clinical application. Slow learners are identified in periodic assessments, tutorials and surprise tests and are counseled. Academic results are discussed in each department. UG cell analyses the results and reports to the college council.

As an initiative of the institute and as per MUHS directives during the COVID – 19 Pandemic,

teachers training, lectures, clinics and assessment of students is being conducted online using different platforms like google classroom Go-to-webinars and zoom.

Capacity building at N.K.P SIMS & RC and LMH include faculty development programs in education technology and research methodology.

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

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

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

**Response:** 1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	3	2	2

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

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</b></p> <p><b>Response: 4.96</b></p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 6</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 121</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
<p><b>1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</b></p>	

**Response:** 39.92

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
527	497	458	168	390

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

### 1.3 Curriculum Enrichment

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

**Response:**

**Gender** - There is co-education and no discrimination amongst the genders and equal opportunities are provided to both genders. A gender grievance committee has been formed to address gender-related grievances. Department of Radiology, as well as obstetrics and gynecology, have included lectures on preconception and prenatal diagnostic tests and relevant act.

**Environment and sustainability**-The college addresses environmental issues related to human health like air pollution, drinking water, sanitation, nutrition, temperature-related issues, disastrous weather, chemical safety, occupational health, injury prevention and overall destabilization of the global ecosystem through lecture series conducted by Community medicine.

**Human values**- Cultivation of social and moral values are taken care of while planning the curriculum of the institute and these values are addressed in different departments during related lectures. Communication Skills and Value-based education are incorporated in the curriculum. “a class apart” a soft skills program for UG students which has sessions on Empathy, assertiveness and emotional quotient

**Health determinants-** Health determinants are co-related to high levels of poverty and degradation of the environment. Our undergraduates during their community orientation posting understand the ground realities and understand the importance of providing efficient and effective quality health care to the community. Various national programs like control of blindness and Tuberculosis are incorporated in the curriculum. Community Medicine department conducts lecture series on geriatric and adolescent health, health determinants, health planning, health education, international health, mental health, epidemiology, nutrition, infectious diseases, non-communicable diseases, etc.

**Right to Health-**Recognizing health as the fundamental right, public health is included as a core subject in the curriculum of Community Medicine and thus active participation of undergraduates during their community posting is ensured. Issues related to mental health like normal and abnormal behavior, behavioral disorders, learning and memory, alcohol and drug dependence, etc. are covered in psychiatry lectures.

**Emergent demographic issues -** Epidemic, Pandemic and Endemic diseases prevalent in the region namely Hepatitis B, HIV/AIDS, Hansen’s disease, Tuberculosis, Malaria, Dengue fever, Chikungunya, Sickle Cell Disease, Tobacco hazards, Oral submucous fibrosis and malignant conditions, declining gender ratio, are given weightage while framing teaching schedule.

During COVID-19 Pandemic 2020, COVID training workshops were conducted for Postgraduate students as well as staff as per government and university instructions.

These programs were conducted by the Department of Medicine, Respiratory Medicine, Anesthesia, Microbiology and Community Medicine.

**Professional Ethics-** The college has an Institutional Ethics Committee and Animal Ethics Committee which addresses all ethical issues pertaining to research at all levels. During the foundation program, in the undergraduate curriculum, adequate hours are allotted for Medical Ethics and professionalism. Series of lectures are arranged by the departments of Community Medicine and Forensic Medicine on medical ethics. During clinics, the UG students observe the teachers and learn values of professionalism, bedside manners, confidentiality and empathy. The bioethics unit of the college has prepared a timetable of topics to be taken by each department for example cadaver as the first teacher, eye donation, gender discrimination, genetics, surrogacy cord blood collection, HIV, cesarean for non-indicated reasons, etc.

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

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

**Response: 2**

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

Response: 2

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

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

**Response: 4.54**

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

2019-20	2018-19	2017-18	2016-17	2015-16
69	96	67	0	0

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

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

**Response: 12.82**

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

Response: 154



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

## 1.4 Feedback System

<p><b>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</b></p> <ol style="list-style-type: none"> <li>1. Students</li> <li>2. Teachers</li> <li>3. Employers</li> <li>4. Alumni</li> <li>5. Professionals</li> </ol> <p><b>Response:</b> A. All of the above</p>	
File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

<p><b>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</b></p> <p><b>Response:</b> B. Feedback collected, analysed and action has been taken</p>
--

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

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 96.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
71	62	67	70	67

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

2019-20	2018-19	2017-18	2016-17	2015-16
71	71	70	70	69

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

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

**Response:** 80.83

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

2019-20	2018-19	2017-18	2016-17	2015-16
228	233	224	216	233

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

2019-20	2018-19	2017-18	2016-17	2015-16
284	284	279	279	277

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

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

**Response:** 4.86

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	11	15	17	13

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

## 2.2 Catering to Student Diversity

<p><b>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:</b></p> <ol style="list-style-type: none"> <li>1. Follows measurable criteria to identify slow performers</li> <li>2. Follows measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for slow performers</li> <li>4. Follows protocol to measure student achievement</li> </ol> <p><b>Response:</b> B. Any three of the above</p>
---

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

<p><b>2.2.2 Student - Full- time teacher ratio (data of preceding academic year)</b></p> <p><b>Response:</b> 5:1</p>
--

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

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

#### Response:

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur, believes in the overall development of students and encourages students to participate in various co-curricular & extracurricular activities.

Student Welfare Association conducts varied social and cultural activities to encourage the innate talent of students. A team of students and teachers is selected and installed every year. JOSH, the annual social gathering, is organized every year. Planning and execution of various events is done by the students with the help of teachers. The annual social gathering has activities like debates, personality contests apart from dance and music events. Students organize many cultural events in the form of Intercollegiate Debate Competitions, Personality Contests, Fashion Show, Musical Night to showcase the talent.

Students participate in various competitions organized by other bodies like Indian Medical Association, Nagpur and All India Institute of Medical Sciences, New Delhi(Pulse) etc.

“Wall Mirror” is a concept that displays various paintings, literary work and photos captured by students.

“Ectopic Beat” is a magazine that showcases the literary talents of students and teachers of the institute. It is published every year by the students for the students.

Art exhibitions are held every year. Students exhibit their talent as well as manage the show.

The institute facilitates sports initiatives in the campus as well as outside the campus. Students take part in sports activities at the college level as well as the university level.

The sports committee consists of students as well as teachers. Sports Secretary and Joint Sports Secretary from students are appointed every year. Various indoor, as well as outdoor sports activities, are held. Students also take part in competition at regional & state level.

A large sports ground is available and is well maintained. Green Gym, a delightful way of exercise, is available for students. There is a separate room for sports department for office as well as to store the

sports material. A special sports instructor is appointed by the institute for monitoring the progress of the students.

A Movie Club of the institute screens educational as well as entertainment movies in tie up with Film Federation Society of India.

Educational excursions are organized and students learn from the same.

Joy of Giving Week is celebrated during which students are encouraged to donate clothes, toys, food etc. The material so collected is donated to orphanages by the students.

Students are involved in social activities like Swachha Bharat Abhiyan, Tree Plantation, International Yoga day. They have donated a computer to a nearby school. They participate in awareness rallies held to promote Tobacco free campus, Ragging free Campus etc.

Foundation Course conducted for I MBBS students had 22 hours of extracurricular activities where students enjoyed drawing, painting, sketching, music and sports.

The lockdown period was no exception. Students prepared informative placards depicting issues related to COVID-19 to create awareness. A video was prepared by students on COVID-19 awareness which is uploaded on YouTube.

Funds are sanctioned for all these cultural and social activities by the institute.

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

## 2.3 Teaching- Learning Process

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

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

**Response:**

Medical Education Technology Unit of the institute is an active epicenter that promotes student-centric methods of teaching learning. The teachers are trained on the latest trends in teaching learning and assessment/evaluation methodologies.

The faculty development programs have created awareness and enthusiasm in teachers to use student centric methods in Undergraduate(UG) and Postgraduate(PG) teaching.

Integrated teaching is regularly organized for all phases of undergraduate teaching. Using active learning principles students are involved in the teaching learning process in Case Based Learning(CBL) / Problem Based Learning(PBL) where students also get trained in problem solving approach. In order to promote self directed learning syndicate seminars, projects and assignments are organized for the UG students. To promote evidence based learning, the institute organizes guest lectures, CMEs and Workshops where students register and are benefitted.

Objective Structured Clinical Examination(OSCE) / Objective Structured Practical Examination(OSPE) which are the newer assessment methods are used for teaching learning in many departments in formative assessments. The participants of Basic Life Support and Advanced Cardiac Life Support are assessed using OSCE in the Clinical Skills Lab of the institute.

The teachers of the institute are encouraged to pursue advanced courses in medical education where they take up educational research projects using student centric methods.

During the lockdown period, teaching learning activity and formative assessment in the institute continued on the digital platforms. UG lectures were conducted by all concerned departments in the form of Audio Power Point Presentations. Postgraduate training programs used Zoom, Google Meet, Google Classroom, Webex as digital platforms to conduct teaching programs. Web Lecture Series was conducted for the UG students on multiple topics.

Lata Mangeshkar Hospital is a 981 bedded tertiary health care hospital where UG & PG students are regularly posted in clinical departments from II MBBS onwards where they are exposed to patient centric and evidence based learning.

The institute practices Early Clinical Exposure(ECE)for students of I MBBS. This helps the students to learn basic sciences with relevance to the pathophysiology of the diseases and clinical presentation.

UNESCO Bioethics Unit of the institute organizes many activities like panel discussion, guest lectures, debates where students are exposed to ethical issues in the medical field.

Many diagnostic camps and operative camps are undertaken where students participate and have an experience of experiential learning.

The Students are encouraged to take up Indian Council of Medical Research (ICMR) Short Term Studentship(STS) research projects, MUHS STS and NKP STS, in II MBBS so as to promote project based learning. Till date students have completed 56 ICMR STS, 6 MUHS STS and 81 NKP STS projects.

A national undergraduate research conference, MEDICON-15, was organized by the UG students for the



UG students.

Use of Roleplay is regularly practiced by the department of Biochemistry, in communication skills workshops for UG students and interns, in the sessions for foundation course conducted for Phase I MBBS 2019 like Interpersonal Relationship, Leadership, Stress Management, Time Management, informed consents, study skills and during mentorship programs.

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

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

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

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

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

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

## resources

### Response:

Today's student is a techno savvy learner. The students are already exposed to a vast ocean of knowledge via the internet & social media. With the changing trends in medical education, ICT enabled tools to form a very important element of teaching learning process.

The institute has all the lecture halls enabled with internet connections, LCD projectors and Public Address(PA) system.

All departments are provided with internet connections through LAN. Powerpoint presentations with videos are used by teachers for effective teaching.

Lectures in the electronic format of Learning Resource Material (LRM) are prepared by all departments. These are available on the website of the institute. A kiosk is installed in the college building which can be used by students to access these LRMs as well as the question bank of multiple Choice Questions (MCQs).

The institute has a well-equipped library including e-library. A variety of e-books and e-journals are subscribed to for the purpose of improving knowledge and teaching learning by e learning. As an affiliated college the institute is a member of the MUHS digital library and other databases. Facility to conduct webinars are provided time to time for the conferences and seminars. Webinars are organized by the departments where teachers and students can register and participate in the activity.

Anational UG research student conference, MEDICON 2015 used the facility for live webinar by legendary Dr. Devi Shetty from Bangalore.

In the National MET Conference, National Conference of Health Professions Education 18, two webinars with Dr. Stewart Mennin from Sweden and Dr. Rashmi Vyas from the USA were organized.

High fidelity simulators are used for skills training for undergraduate as well as postgraduate students in clinical skill lab.

The institute has MOODLE (Learning Management Systems) as a ICT tool whereby students & teachers can access study resource material & it also has a facility for online assessment of the students.

Dr. Suresh Chari has completed an online leadership certificate course- Leadership in Human Medical Education System. The Medical Education Technology Unit has developed online resource material for participants during Leading Tomorrow, a leadership program for the health professional teachers.

Foundation of Advancement of International Medical Education and Research (FAIMER) fellows and teachers who did their MCI approved Advance Course in Medical Education participate in the online discussions.

Teachers attend webinars of Academy of Health Professional Education.

The teachers of the institute are members of Medical Education Unit India Online Google Group and use the resource material shared on the group.

During lockdown period the institute changed its Teaching Learning Strategy from Onsite to Online. The teachers were trained on using various platforms for online teaching and assessment by conducting webinars by eminent faculty across the nations. The teachers were trained to create their own ICT enabled tools like audio PPTS, videos of practices and clinical examinations, YouTube uploading of lectures and conducting online tutorials. The teachers were appraised about the videos prepared by MUHS Nashik.

File Description	Document
File for list of teachers using ICT-enabled tools (including LMS)	<a href="#">View Document</a>
File for details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for webpage describing the “LMS/ Academic Management System”	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** 6:1

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

Response: 185

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

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

**Response:**

Vision 2015 document of Medical Council of India(MCI) New Delhi envisages that an Indian Medical Graduate (IMG) should be able to serve as a physician of the first contact by making him/her a competent graduate through Competency Based Medical Education (CBME).An IMG is expected to critically think,

analyze and apply the knowledge gained while serving the society.

To achieve this, it is necessary to change the teaching learning methodologies. In the recent past there is a paradigm shift in the teaching learning process from the traditional didactic way to an active process where students are actively involved and they also share the responsibility of learning and teacher shifts into a role of facilitator guiding students in achieving their goal. The curriculum Committee of the institute monitors the changing teaching learning practices and guides the faculty to make it interesting and innovative for the students .

At the institute a number of new teaching learning methodologies are used like Case Based Learning, Problem Based Learning where a problem or a case (actual or paper based) is allotted to the students to think, analyse and solve the problem on their own and the teacher acts as a facilitator. It is self-directed learning hence retention of knowledge is better.

To foster creativity in teaching learning process the students are encouraged to create educational models depicting body functions or processes. The students display these models in the annual social gathering, JOSH. A few examples are as follows-

1. Biochemistry -DNA model
2. Physiology - Neuromuscular Transmission, Mechanism of Hearing, Visual Pathway
3. Ophthalmology - Image formation on Retina
4. ENT- Epistaxis, Tympanoplasty, Tracheostomy
5. Orthopedics – CTEV Plaster Cast
6. Anaesthesiology - Model of OT and Ventilator with the help of balloons, Selective Lung Ventilation and Double Lumen Tube
7. Pathology – Uterine Pathology

One Minute Preceptorship (OMP), Use of role play to demonstrate Electron Transport Chain, Team Based Learning in Biochemistry and Pharmacology, Inquiry Based Learning in Microbiology, Use of Mini CEX for teaching learning in Physiology, Use of Lab Reports from Central Pathology Lab to teach Anaemia, Structured bedside teaching, OSCE/ OSPE as a Teaching Learning method are a few examples.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 97.27

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

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

**Response:** 16.76

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

2019-20	2018-19	2017-18	2016-17	2015-16
51	46	41	34	7

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

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

**Response:** 11.14

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

Response: 2474

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

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

**Response:** 0

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

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

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

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

**Response:** 0.36

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	0	1	0

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

## 2.5 Evaluation Process and Reforms

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

#### Response:

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur has displayed an academic calendar for 2019 of IMBBS on its website.

There are four committees that look after the implementation of the academic calendar for teaching learning.

1. **Curriculum Committee**.: As per MCI directives, a curriculum committee is in place for implementation of the CBME program in all phases of MBBS curriculum with specific subcommittees responsible for designing and implementing the same in a phase wise manner.

2. **Timetable Committee** looks after the smooth execution of the academic calendar for all phases.

3. **Examination Cell** looks after the smooth conduct of all internal assessment and external examinations and grievances related to examinations, both internal as well as university examinations.

4. **Undergraduate Cell** (UG Cell) functions along the guidelines laid down by the university i.e. Maharashtra University of Health Sciences (MUHS), Nashik. The institute follows the evaluation pattern of MUHS Nashik.

In addition, **Academic Evaluation and Monitoring Committee** which monitors undergraduate teaching schedule including theory, clinics and practical, postgraduate teaching schedule including thesis review and submission and Ph.D. Program. The committee also monitors Continuous Internal Assessment Examinations and evaluates the results of the same. Assessment dates of theory, as well as practical examinations including viva voce, are notified well in advance. Multiple sets of question papers for the examinations are submitted by the departments well in advance to the Examination Cell maintaining confidentiality.

Distribution of marks and method of evaluation is as per MUHS, Nashik guidelines. The structure of the theory paper includes Long Answer Questions(LAQ), Short Answer Questions(SAQ) and Multiple Choice Questions(MCQ).

Results are declared within two weeks of examination. Feedback is given to the students on their performance. Results are shared with the parents via an app and also during parent teacher meetings. The marks of the internal assessment examination are shared with the students before sending it to the University.

Any grievances arising out of the result are dealt with by the Examination Cell and heads of the respective departments. The Examination Cell has flying squads for the strict vigilance during the examination. The examination hall is equipped with Close Circuit Television Cameras.

Academic activities during lockdown: The timetable was followed strictly during lockdown for all subjects using the online mode specifically Google Classroom. Online assessment in formative examinations using Google Forms was done. The internal assessment was also done for both theory and practical using the online mode as per directives from MUHS,Nashik.

Online feedback from students about this method of teaching was conducted for all batches. For the first time both the mentorship program, Anubandh and Parent Teacher Meetings, were done online and used as a robust and transparent feedback mechanism.

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

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

#### Response:

N.K.P. Salve Institute of Medical Sciences and Research Centre and Lata Mangeshkar Hospital, Nagpur has an independent Examination Cell that looks after the smooth conduct of internal assessment examinations and examination related grievances.

The cell functions along the guidelines given by Maharashtra University of Health Sciences (MUHS), Nashik. All the internal assessment examinations are held as per the MUHS guidelines. Clear guidelines for fair conduct of examination are shared by the university. Instructions to all the staff involved in the examinations are explicitly conveyed.



As a measure to prevent copying in the examination, mobile phones are not allowed inside the examination hall. Instructions are in place as to how the students should dress up. Examination halls have Close Circuit Television(CCTV) cameras installed to monitor examination in process.

The CCTV cameras are linked to the MUHS which enables the MUHS, Nashik team to monitor the smooth and transparent conduct of examination.

Flying squad of the institute functions to monitor the conduct of examination as well as to take disciplinary action in case of unfair means.

A strong room is created as Central Assessment Programme (CAP) centre which has CCTV surveillance and 24-hour security. Handling of question papers as well as answer sheets is done as per MUHS guidelines.

In case of unfair means parents of the students are informed and suitable action is taken in consultation with the Head of the department and Dean of the institute.

In case of grievances related to University examinations, the student can submit his/her appeal to the Examination Cell. Access to answer-sheets, totalling and provision for reassessment are as per MUHS guidelines. The student section of the institute has all the information related to submission of appeals, providing access to answer sheets process of retotaling& reassessment.

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

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

#### **Response:**

At N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital Nagpur, an independent Examination Cell looks after the smooth conduct of all internal assessment examinations and grievances related to examinations, both internal as well as final university examinations. The cell functions along the guidelines laid down by the university i.e. Maharashtra University of Health Sciences (MUHS), Nashik. The institute follows the evaluation pattern of MUHS, Nashik.

Internal assessment of all the phases is conducted as per timetable prepared and shared well in advance with the students. Examination halls have Close Circuit Television (CCTV) cameras installed to monitor examination in process.

Multiple Paper sets for the examinations are submitted by the departments to the exam cell well in advance to maintain confidentiality. One paper set is selected randomly for the final examination.

Results are declared within two weeks after the examination.

Results are shared with the Undergraduate (UG) Cell of the institute. The results are uploaded on the kiosk installed in the college building. Students are provided with a password so that they can access their results on the kiosk.

For postgraduate students one formative examination in the form of preliminary examination is held where external examiners from outside institutes are appointed for practical examination to allow unbiased assessment. Many departments conduct part completion examinations for postgraduate students.

Many teachers have used newer methods of assessment as a part of their advanced MET Course Projects. As teaching learning methods, Mini Clinical Examination Exercise (Mini CEX), Direct Observation of Procedural Skills (DOPS), Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) have been used by these teachers in their projects. OSCE is the method of assessment used for assessing the participants of Basic Life Support and Advanced Cardiac Life Support Workshops conducted by the clinical skills lab of the institute.

The institute has a well-developed question bank for all the subjects which is uploaded in the kiosk so that it is accessible to the students at any time.

The institute has Learning Management System MOODLE. Teachers use this system for the part completion examination using the question bank built in it.

Feedback is an important aspect of the formative assessments in the form of Part Completion Examinations. Timely and well structured feedback improves student performance. Feedback is given to the students by the teachers.

In addition to parent teacher meeting undergraduate cell has developed an App through which results of various examinations are conveyed to the parents of the students.

During lockdown period the institute switched over to ONLINE modality of assessment & conducted multiple formative assessment exams and then Internal Assessment exams as per the directives of MUHS for all students using appropriate platform & tool.

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

#### **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:** C. Any 2 of the above

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar hospital is affiliated to Maharashtra University of Medical Sciences, Nashik. Medical Council of India, New Delhi is the apex body. The goal of medical education in India is to create a competent health professional possessing knowledge, skills, and attitude, capable of serving as physician of first contact and is globally relevant. The roles are clinician, leader /team member of health care team, communicator, lifelong learner, and a professional.

NKPSIMS & RC & LMH has elaborated the same goal and roles in its Vision-Mission statement which is displayed on the website of the institute and at prominent places in the institute.

The undergraduate curriculum designed by the MCI New Delhi has been displayed on the website and uploaded in the Kiosk. The course outcomes as defined by MUHS Nashik ([www.muhs.ac.in](http://www.muhs.ac.in)) are followed and displayed by all the departments. The same has been reflected in the Learning Resource Material(LRM) as a learning outcome which is shared with the students. The postgraduate programmes

also have learning outcomes in consonance with the MUHS syllabus.

The institute follows a schedule of continuous internal assessment as suggested by Maharashtra University of Health Sciences Nashik. The pattern of assessment as suggested by MUHS Nashik has been displayed on the college website (www.nkpsims.in), in the kiosk and is also available on the MUHS website .

The methods of assessment include traditional practical /clinical examination. Newer methods of assessment are used in formative assessment for assessing student's communication skills, affective domain, ethics, and professionalism. The non-conventional methods include Objective Structured Clinical Examination(OSCE) / Objective Structured Practical Examination(OSPE) for undergraduate students and Direct Observation of Procedural Skills(DOPS) / Mini Clinical Evaluation Exercise (Mini CEX) for postgraduate students.OSCE is the method of assessment used for the participants of Basic Life Support and Advanced Cardiac Life Support Workshops conducted regularly by the clinical skills lab of the institute.

Theory examinations include objective questions like Multiple Choice Questions(MCQ), Long Answer Questions(LAQ), and Short Answer Questions(SAQ) in which a few questions are application-based, AETCOM based and problem solving in nature.

The skills of the students are assessed by traditional practical and clinical examination and supported by OSCE/ OSPE, newer practical examination methods used in the formative assessment which are used globally.

At NKPSIMS& RC and LMH postgraduate students are assessed at their workplace by Mini CEX and DOPS as a formative assessment tool.

Students are trained to write reflections on community projects and during Early Clinical Exposure(ECE).

COVID 19 Pandemic lockdown did not hinder the process of teaching, learning, and assessment as the institution shifted its strategy from onsite teaching to online Teaching Learning and Assessment.

The directives of the University are conveyed to the students and parents. Internal Assessment Exams were conducted online as per the instructions from MUHS.

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

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

**Response:** 83.89

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

2019-20	2018-19	2017-18	2016-17	2015-16
223	209	181	184	213

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

2019-20	2018-19	2017-18	2016-17	2015-16
248	248	219	214	252

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

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

**Response:**

The Goal of the MBBS program is to create an Indian Medical Graduate (IMG) possessing requisite knowledge, skills and attitude. At the same time, he/she is required to perform the role of a Clinician, a

Communicator, Leader / Team member of a health care team, a Professional and a Lifelong Learner. The teaching learning and assessment process of N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital (NKPSIMS & RC and LMH) are aligned with these outcomes as follows-

**Clinician:** The institute imparts knowledge of the human body, body functions, curative & preventive aspects of the diseases, knowledge of the national health programs, record keeping & documentation for the students so that he/she is aware of social and therapeutic aspects of the diseases.

The teachers use active learning principles where students are involved in the teaching learning process using newer methods like CaseBased Learning (CBL), Problem Based Learning (PBL). The clinical and practical skills are taught to the students in practical halls, laboratories and bedside clinics and out-patient departments (OPD).

**Leader / Team Member:** The students visit nearby communities as a part of the National Social Services (NSS) program & also visit Rural Health Training Centre and Urban Health Training Centre where they learn the roles and responsibilities of the health care team. Assessment is by reflective writing.

Student Welfare Association of the college offers a constructive platform for the students to learn the qualities of the role of leaders and also a team member.

**Communicator:** NKPSIMS and RC and LMH have developed three modules on Communication Skill Workshop, Part I, II&III, for I, II and III MBBS where students are trained to develop the ability to communicate sensitively, effectively&respectfully with the patients & their relatives and are assessed by Objective Structured Clinical Examination (OSCE) / Objective Structured Physical Examination (OSPE) in formative assessment examination. The institute also has a Communications Skill Lab "Samvad".

**Lifelong Learner:** UG students are motivated to take up the Indian Council of Medical Research (ICMR)& MUHS and NKP short term projects every year. They publish papers and present posters and have won prizes in national and international conferences. The institute has made provisions for NKPSTS.

**Ethics & Professionalism:** Ethical dilemmas and issues, values and professionalism are taught to the students by a module developed by UNESCO Bioethics Unit of the institute. In the foundation course for the I MBBS students,40 hours are devoted to the professional development which includes sessions on ethics, values and professionalism.The assessment is by short Answer Questions (SAQ) in the formative and summative examination.

The departments having postgraduate programs have learning outcomes of the postgraduate programs in consonance with the MUHS syllabus. Postgraduate students are assessed by newer methods of assessment like Mini Clinical Examination Exercise (MiniCEX) and Direct Observation of Procedural Skills (DOPS) as a part of medical education technology projects conducted by the teachers in formative assessment.

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

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

##### Response:

Parent teacher meeting (PTM) is an effective way through which parents can discuss several issues regarding their wards' learning. Face to face communication with teachers immensely helps the parents to understand their wards performance and learning processes.

Since, PTM is often dreaded by the student, the most common challenge before any professional institute is the attendance of the parents in such meetings especially as the student progresses to higher classes.

Hence N.K.P. SalveInstitute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur follows a policy of appreciative inquiry where the teachers are encouraged to use these face-to-face interactions not only to highlight academic problems faced by the students but also use them as a platform for appreciation. Feedback about the student is given using the method recommended by Medical Education Unit that is: Ask, Tell and Ask again and the sandwich model of Praise-Tell-Praise.

The PTM is organized and implemented by the Undergraduate(UG) Cell of NKPSIMS and RC and LMH.The agenda of the PTM is structured and specific. It is held periodically just after every university and unit and midterm examinations. It appraises the parents about the student attendance, results and programs. The parent is encouraged to ask questions. All the parents of MBBS part I, II, III first & III second are invited well in advance by message using UG NKP App and also using individual telephone calls. They are comfortably seated in a hall where they wait for their turn to interact with the subject teacher. All subject teachers are available with the students' record of attendance and results.

Questionnaire based parents' feedback is taken. Questions range from their ward's performance in general to the performance of the college. It also addresses issues of infrastructure and the usefulness of various programs introduced by the institute and following of the curriculum.

Grievances of students, if any, are also heard during these meetings.

These feedbacks are reported to the Internal Quality Assurance Cell (IQAC) and the Dean for further action. Important, useful and feasible suggestions and feedbacks are discussed in the college council and concerned departments or persons are directed to take action where ever necessary.

COVID 19 and the lockdown followed by had put lot of stress on parents. In order to ease out the stress, during COVID 19 Pandemic, online PTM were organized for all parents. The parents attended these meetings in large numbers and discussed issues related to online teaching learning and other concerned.

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

## 2.7 Student Satisfaction Survey

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

**Response:** 3.1



## 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:** 49.28

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

2019-20	2018-19	2017-18	2016-17	2015-16
125	119	112	113	111

#### 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:** 1.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	5	4	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:** 89

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

2019-20	2018-19	2017-18	2016-17	2015-16
20	16	20	12	21

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

## 3.2 Innovation Ecosystem

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

**Response:**

N. K. P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur has Innovation and Incubation centre which nurtures talent. An idea is incubated in Incubation Center, which gives the idea and the provider a chance to bring the thoughts in shape, before they reach out to the world.

Incubation centre was started in July 2015 with an aim of transforming the students with vibrant ideas into young researchers, clinicians and professionals. We support the ideas of the students and help them to nourish those ideas into effective action plans. The centre is at present under the Director of Research & Medical Education Technology since this is the place where students come with academic ideas which could be converted into a project or a research question.

This centre has physical requirements that are essential to start incubation centre like:

a. Space b. Connectivity – internet/telephone/electricity c. Services – maintenance, security d. Furnishing – chair, table, cubicles e. IT Infra and Support – software, LAN, printer, scanner, others – board and meeting rooms, restaurants etc.

This acts as a platform for students to:

- Connect for guidance with mentors
- Connect with successful students- turned- entrepreneurs
- Get information about Government and Non-Government initiatives about academics industry collaborations
- Frequent interactions from industry (medical) experts
- Regular interactive sessions with alumni who have succeeded in life

“Medicon 2015” is one such thought that emerged in the minds of the students and took shape of National UG Research Conference in 2015.

Number of students has approached this unit with research ideas which have been converted into project and taken to completion. These encompass academic, educational from genetic to stress management, personality, etc.

Following few ideas were nurtured at the centre to reach the national and global recognition:

Mr Rohan Roy “Usefulness of androgen receptors in Ca breast” won special recognition prize at the International Cancer Congress 9th July 2016.

In 2016 project of Dr Suraj Giri, ENT “Total implant of middle ear prosthesis” has been sent to patent office.

In 2017, Department of Biochemistry had this innovative idea of teaching fatty acid synthesis using role play. Along with the incubation centre, this was implemented using students as components of synthesis which was later presented in the international educator’s conference ERICON 17 at Wardha for the educators to use.

UG student Rucha Ridhorkar’s idea on antibiotic stewardship was nurtured at the centre that later won the Young Scientist Award at World Congress on Antibiotics at Rome, Italy 13th August 2018.

In 2019, one such idea of an undergraduate student Mr Shlok Gupta about diabetic patients’ education of the correct use of insulin injection nurtured and completed with the support of the centre was presented in a diabetes conference in the USA.

Management has set aside research fund to promote staff, PG & UG research. When a UG student applies for ICMR and is not selected, the institute provides intellectual (guide) and financial (Rs 5000/-) support for completion of the research project.

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

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

**Response:** 43

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	10	11	9	4

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

**3.3 Research Publications and Awards**

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

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

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

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

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

**Response:** 3.22

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: 370

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

Response: 115

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

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

**Response:** 1.29

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

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

**Response:** 0

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

### 3.4 Extension Activities

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

**Response:** 133

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

2019-20	2018-19	2017-18	2016-17	2015-16
17	32	21	32	31

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

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

**last five years**

**Response:** 46.61

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

2019-20	2018-19	2017-18	2016-17	2015-16
486	459	465	531	433

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

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

**Response:**

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur undertakes various outreach activities like camps, school health programs, NSS activities, etc. for the benefit of society. Extension has always been an integral part of the institute. The origin of the college itself speaks about it. Extension activities of the institute provide a link between the institute and the community.

Under the guidance of Honorable Chairman Mr. Ranjit Deshmukh and Honorable Founder Mr. Bhau Bhoge, the college has started a number of programs in the villages which involved self-reliance through Arogya Yatra, medical relief, social and political awakening and to bring out children from their homes to provide them general education which in itself was a stupendous task.

The college is continuously working with the aim of extension and community welfare through its various curricular and extracurricular work. Through using different techniques such as dialogues, folk media, recreational activities, interactive and participatory programs, group working and group discussion, we are continuously trying to create awareness among the masses about their rights, access to information, exploitation, discrimination, and employment opportunities. Our education/research/extension is based

upon the basic human values to help individuals/families and the community as a whole to lead a successful life in changing our neighborhood society. As a part of this, the college regularly conducts health checkups and awareness camps for the students in schools. The school health programs for which the college has received numerous awards has catered to routine checkup and counseling sessions for students regarding adolescence, puberty, good touch, bad touch, etc.

The Gram Panchayat of Rohana and Mendhala have always appreciated the efforts taken by the institute, teaching and non-teaching staff members for the different types of camps successfully held in their region. During these camps, the diagnostic part is done in the camp and if investigations or IPD admissions are required, the cases are then referred to Lata Mangeshkar Hospital or Rural Health Training Centre, Katol.

The institute has also received recognition from Sant Kabir Vidyalya, Rohana, Shri Sant Bhakare Vidyalya, Mendhala, Jeevan Vikas Private Industrial Training Institute, Thugaon Dev, Jeevan Vikas Prathmik Shala, Thugaondey, Rashtrasant Tukdoji Maharaj Vidyalya, Jamgaon, Vidya Niketan Amner, Krantijyoti Savitribai Phule Vidyala and Kanya Kanisht Mahavidalaya, Narkhed, Vidya Niketan and Kanisht Mahavidyalaya, Lokmanya Tilak Shaishanik Sankul, Kondala, Jijamata Vidyalaya and Junior College, Khapa, Mahatama Gandhi Vidyalaya and Junior College, Sironji, and Sati Anasuya Mata Vidyalay, Paradsinga.

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

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

**Response:**

**Arogya Abhiyan Yatra:**

Students and staff participate in a rally that takes them through the rural areas around the neighborhood of the college with awareness trucks about social, health and hygiene issues using posters, slogans, plays on the open truck, banners, and dance. Impact on the students is not only about the socio-economic issues of the rural area but also learn through active participation.

**National Service Scheme (NSS) student participative activity:**

Diverse activities completed by the students with teacher mentorship make them understand the social issues and develop their personality.



- a. Celebrating National and International days like WHO day, World cancer day, No tobacco day, international yoga day, NSS day, World AIDS day, National immunization week, World mental health day, etc.
- b. Closely working with clinical subject teachers during various diagnostic camps in rural areas including Kishor Diwas in Anganwadi
- c. Tree plantation drives
- d. Organizing guest lectures and seminars on lifestyle diseases, breastfeeding week, Zika virus seminar, Pulse polio drive, healthy baby competition, blood donation camps, women`s day celebration, helmet awareness rally, cataract and DM free Abhiyan week, lectures/ talks/ poster competition and debate on organ donation, etc
- e. Swatch Bharat: Tree plantation and cleanliness drive,
- e. Role plays and skits on organ donation and save the girl child

**Diagnostic Camps/health checkup/ school health camps:**

The students not only understand the common diseases of the area but also by observation learn how to deal with the disease, the patient and their relative through experiential learning. In short, the average number of activities and persons involved is as follows

Year	Approx Number of extension activities	Approx number of teaching staff involved	Approx number involved	
2015-2016	37	151	433	
2016-2017	41	214	531	
2017-2018	24	187	465	
2018-2019	37	228	459	
2019-2020	28	285	486	

**Special camps:**

2016 -Non-communicable disease 7th -13th march 2016

2017 –Cancer Day 5th-11th march 2017

2018-Universal health coverage 5th -11th march 2018

All these special camps involve teaching staff and students

**Students’ Welfare Association activities:**

Tree plantation, donation of old clothes, visit old age home, role/street plays by students on social issues, sanitary pads disposal machine installation, etc. connects the students with the environment, with social issues and helps them look at themselves from a larger perspective.

**MET Unit:**

Teaching staff organizes group discussion under the forum called “Thinking hat” where common social issues like puppy love, organ donation, castration the best deterrent for the rapist, violence against doctors, girl child, sexual harassment at workplace, management skills of Shivaji Maharaj, GST implications, etc are debated & deliberated.

“Catch Them Young” is a novel educational project where 9th standard students of neighboring schools, who are aspiring to take medicine as a career visit the hospital and are sensitized about the various departments and the challenges ahead.

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

**3.5 Collaboration**

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

**Response:** 8

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	7	8	5	18

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

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

**exchange, collaborative research programmes etc. for last five years**

**Response: 10**

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: 10

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

Started in 1990 the infrastructure facilities at the institute has been upgraded and now facilitates teaching through modern tools and techniques. The college has 6 classrooms which are air-cooled and enabled with LCD projectors and internet facility. The capacity of four classrooms is 180 and one classroom of 200 and one of 375. There is a communication skill laboratory with an internet facility, the capacity of 50, and with 4 cubicles for group discussions. A well-equipped hall for CME's, workshops and guest lectures "Inspire hall" has all audiovisual facilities.

All the 22 departments have individual seminar rooms, tutorials/demo rooms and departmental libraries. The seminar rooms have LCD projectors and internet facilities are used by the departments for PG activities.

The tutorial rooms are used to conduct small group discussions and demonstrations. Each departmental library has an adequate number of books for staff and students. There are 35 well-equipped laboratories in various departments like 5 in Anatomy, 9 in Microbiology, 5 in Physiology, 3 in Pharmacology, 4 in Pathology, 1 in PSM, 2 in Biochemistry, 1 Communication skills lab in MET, 1 Clinical skills lab in EMS, 2 in Forensic Medicine, 1 Central clinical laboratory and 1 Central research laboratory. Routine experimental work is done in Anatomy, Physiology, Biochemistry, Pathology, Pharmacology and Microbiology for undergraduate teaching.

Central Pathology laboratory located in hospital building includes Pathology, Microbiology and Biochemistry laboratories. It contains the necessary equipment for investigations like Cold Centrifuge, Thin Layer Chromatography, ELISA etc.

The hospital has 37 wards for male and female patients separately along with well equipped MICU, ICCU, NICU, PICU, SICU, RICU and GICU. The wards have a capacity to admit 30 patients per ward. There are 15 well-equipped operation theatres including 3 modular OTs.

The college has a Clinical Skills laboratory where BLS and ACLS workshops are conducted under the aegis of the American Heart Institute with the help of mannequins, 'TURTLE' a simulator for laparoscopy is available in the Department of Surgery. Approximately 1000-2000 participants undergo training throughout the year in two air-conditioned halls with well-equipped teaching-learning facilities.

Institutional Animal House is provided with separate cages for Guinea Pigs, Mice, Rabbits, Frogs and Isolation cage.

Examination hall: A fully equipped examination hall with a seating capacity of 500 students in an area of 1800 sq.m. is used for college and university examinations. It is centrally air-cooled with separate washrooms for boys and girls.

Central library: The college building has wi-fi enabled central library with a seating capacity of 390 (UG-350 & PG-40) students and 40 staff members. It is spread over three floors with well equipped-library. It has 47 e-terminals for e-learning.

Central Research Laboratory is equipped with high-end equipment like PCR, HPLC, electrophoresis, spectrophotometer, refrigerated centrifuge, deep freezer, etc.

Community learning is done at the peripheral health centers, RHTC(at Katol) and UHTC(at Jaitala).

The following COVID facilities as per government guidelines have been provided:

1. Triage area.
2. A separate ward.
3. COVID centre at RHTC.
4. COVID laboratory (in process).

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

**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:**

**Sports:**

The campus has facilities for the following sports activities:

- 1) Cricket ground of 90 x 45 square meters area.
- 2) 400 meters track for athletics.
- 3) Football ground of 90 x 45 square meters area.
- 4) Volleyball court of standard measurements.
- 5) Basketball court of standard measurements.
- 6) Indoor games like Carrom, Table tennis and Chess.

### **Gymnasium:**

The boys and girls hostels have a separate gymnasium with the following equipment:

- 1) Treadmill
- 2) Cycle
- 3) Incline bench
- 4) Punching bag
- 5) Dumbbells

**Green gymnasium:** There is a facility of a unique gym for outdoor sessions of physical exercise thus providing physical and psychological benefits. The equipment available are Leg Press, Air Walker (single), Sky Walker, Shoulder Builder (single) and (Double) Seater Twister.

**Lifestyle Modification Centre:** Fitness and lifestyle modification offers a comprehensive program for general wellbeing. It promotes prevention and better control of conditions like hypertension, diabetes, heart attacks, etc. through exercise, diet, nutrition and monitoring of health parameters. With this intention, a Lifestyle Modification Centre was started in 2016.

Regular yoga classes (biweekly) are conducted in two places

1. Harmony hall (180 sqm)
2. Psychiatry wards for psychiatry patients.

Professional yoga instructors conduct these sessions and also organize workshops for teaching and non-teaching staff.

**Matoshree Auditorium:** There is a spacious auditorium (area 1800 sq.m.) with a seating capacity of 1000 people. It is a beautiful structure with projection rooms, a main hall, an elevated stage, two green rooms and a balcony view seating arrangement. There is a separate area for catering. An audiovisual system has been installed near the stage. All performances on special Events like annual gathering, freshers, Ganesh festival are organized in the auditorium.

**Cultural Activities:** The annual social gathering “JOSH” is held in the month of February every year. It begins with sports activities including team and individual sports events. The cultural events include Antakshari, Musical night, Arts exhibition, Fashion show and dance programs for students as well as teachers. It ends with the valedictory program.

**Music room:** During the annual social gathering “JOSH” one of the graceful cultural events is musical night. A rehearsal for the musical night occurs in a fully equipped music room situated in the department of Biochemistry.

**Photo artist room:** All cultural and sports activities are recorded by the in house photo artist department. (The photo artist also shoots the videos and photographs of clinical cases as and when required).

COVID facilities as per government guidelines :

1. Triage area.
2. A separate ward.
3. COVID center at RHTC.
4. COVID laboratory (in process).
5. Quarantine facilities for teaching staff, non-teaching staff and students.

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

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

##### Response:

The Institute has 7 hostels. There are separate hostels for undergraduate boys and girls students. There is a common postgraduate hostel for girls and boys. The hostels Sahayadri, Satpuda, Narmada, Wainganga, Vindyachal, and Gangasagar, have the provision of accommodation for 1105 students. Each hostel has dining halls, a common room, etc. The mess provides breakfast, lunch and dinner. There is a centralized kitchen where the food is prepared and distributed to all the hostels.

**Medical facilities:** Lata Mangeshkar Hospital is a non-profitable teaching hospital specialized in Adult, Paediatric and Neonatal Medicine with the following services:

- Casualty
- Registration
- OPD
- IPD
- OT
- MICU, ICU, PICU, NICU, SICU, GICU and RICU
- Burn unit
- Dialysis unit
- Laboratories
- Blood bank
- Eye bank
- Pharmacy

**Toilets:** Adequate number of toilets are available on each floor of the hospital as well as college building.

**Canteen:** One canteen with separate seating arrangement for students and staff

**Kitchen:** There are two kitchens in the college campus. A hospital kitchen which is used to prepare good quality food for patients in IPD and the Central kitchen present in the PG hostel which prepare and supplies food to all UG & PG students.

**Laundry:** Laundry facilities are available on the campus.

**Bank:** 24x7 ATM facility is available on the campus. The college is attached to Arvind Sahakari Co-Operative Bank which is run by the management of the college.

**Roads & signage:** The college campus is spread over 67.14 acres of land. There are adequate tar roads connecting each building. The roads have separate footpaths in most of the areas. Informative signage boards are installed.

**Greenery:** The whole campus has a green cover of innumerable trees and beautiful landscaping around the temple area.

**Alternate source of energy:** There exists 800 kW rooftop solar panels and solar water heating system for hostels. 5000 bulbs have been changed to LED bulbs.

**STP:** Liquid waste generated are neutralized in Sewage treatment plant (STP) and Effluent treatment plant (ETP) plants situated near NRI girls hostel having a capacity of 275 Kld. Disposal of treated water is reused for gardening purposes.

**Water purification plant:** Drinking water is supplied through 11 RO plants.

**Workshop:** A well-equipped workshop which assists civil work in the campus in repair and maintenance of the infrastructure.

**Temple:** There is a beautiful and sprawling temple area with an adjacent amphitheatre with lawn.

**Students' consumer cooperative store:** It provides journals, books and stationery.

**Parking:** Ample parking space is available for staff as well as patient vehicles all around the campus

**Vehicle/Electrical/Civil departments:** Independent Civil and electrical departments exist. The vehicle department provides ambulances, staff buses and other vehicles whenever required.

**Fire department:** Fire safety measures are present on the entire campus.

**Police chowky:** 24 x 7 police personals are present on the campus.

**COVID facilities as per government guidelines:**

1. Triage area.
2. A separate ward.
3. COVID center at RHTC.



4. COVID laboratory (in process).
5. Quarantine facilities for teaching staff, non-teaching staff and students.

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

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

**Response:** 17.56

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

2019-20	2018-19	2017-18	2016-17	2015-16
736.51	559.25	380.97	563.04	114.928

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

## 4.2 Clinical, Equipment and Laboratory Learning Resources

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

**Response:**

**Teaching hospital:** Lata Mangeshkar Hospital is a non-profit teaching hospital specialized in Adult, Paediatric and Neonatal Medicine. All specialties are represented. The teaching hospital, equipment, clinical teaching-learning and laboratories are as stipulated by the Medical Council of India which are as follows:

**Casualty:** A 25 bedded well-equipped casualty with emergency medical and surgical care, with all resuscitation facilities like Oxygen, Ventilator, Defibrillator, Fully equipped crash trolleys, etc.

**Registration:** The registrations are managed by the HMIS software, which is connected with wards, OTs and pharmacy.

**OPD:** All clinical departments have independent OPDs with the requisite equipment and HMIS software.

**IPD:** 37 wards, 981 (850 wards + 25 Casualty + 106 ICU) teaching beds with facilities like Resident doctor's duty room, Nurses duty room, Examination & Treatment room, Ward pantry, etc.

**OT:** Modular, Non-modular, Labor room.

15 General Surgery (3), Obstetrics & Gynaecology (3), Orthopedics (2), ENT (1), Ophthalmology (1), Emergency OT (1), Septic OT (1), Minor OTs (2), Burn OT (1). There are 5 labor rooms adjacent to Obstetrics & Gynaecology OT.

**Critical Care:** Critical care unit consists of MICU (10 beds), ICCU (5 beds), RICU (5 beds), NICU (20 beds), PICU (9 beds), GICU (4 beds), SICU (15 beds), Postoperative unit (10 beds), Pre-operative unit (12 beds), Dialysis unit (7 beds) and Burn unit (9 beds).

**Laboratories:** Total 35 laboratories.

- a) Central - Pathology, Biochemistry and Microbiology
- b) Departmental –Anatomy (5), Physiology (5), Biochemistry (2), Microbiology (9), Pharmacology (3), Pathology (4), Forensic Medicine (2) and PSM (1).
- c) Communication Skills laboratory.
- d) Clinical Skills laboratory.
- e) Central Research laboratory.

**Blood bank:** It works round the clock to provide blood and its components (red cells, fresh frozen plasma and platelet concentrate)

**Eye Bank:** It was started in September 2007, monitored and inspected by the State government authorities. Renewal of registration is done every 5 years.

**Pharmacy:** There are 3 pharmacies within the campus offering 24x7 services.

**Equipment:** All departments have equipment as stipulated by the Medical Council of India.

Community learning is done at the peripheral health centers, RHTC (at Katol) and UHTC (at Jaitala).

**COVID facilities as per government guidelines :**

1. Triage area.
2. A separate ward.
3. COVID center at RHTC.
4. COVID laboratory (in the process).

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

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

**Response:** 529657.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
384742	514198	509080	508874	503095

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

2019-20	2018-19	2017-18	2016-17	2015-16
34588	50537	50405	47352	45418

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

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

**Response:** 1012

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

2019-20	2018-19	2017-18	2016-17	2015-16
791	801	774	767	818

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

2019-20	2018-19	2017-18	2016-17	2015-16
222	221	222	228	216

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

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

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

Response: B. Any three of the above

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

### 4.3 Library as a Learning Resource

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

Response:

- 1.N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital Library has 'Softlib' Library management software by 'Synchronic', developed by a local software developer.
- 2.The software was commissioned in the year 2002, for in house Library operations and is working satisfactorily till date.
- 3.This software has various features & reports eg. Accessioning, Cataloguing, Cardex, Member Category, Member Master, Circulation, OPAC (Online public access catalogue), Reservation, Administration, Maintenance, Backup & Recovery, Reports, AACR 2 (Anglo American cataloguing rules), Printing, Accession Register Printing, Bulk Entry System Monitoring, Correspondence letters, Institute Information, Holiday Entries, Penalty Module, Library at a glance, Photo ID card & Email system. Details of features and reports are as follows :

- 1.Accessioning - manual accessioning is done in Library Accession Register as well as on a computer.
- 2.Cataloguing is automated by software.
- 3.Cardex is the serials or journals entry.
- 4.Member Category is the details of all the Library users & members.
- 5.Circulation means issue return of Library books which is automated.
- 6.OPAC (Online public access catalogue) is available for users.
- 7.Reservation of books can be done
- 8.Administration system - administration facilities available.
- 9.Backup and Recovery is possible in case of any system failure and data can be recovered.
- 10.We can obtain Reports: Barcode for material, Barcode photo ID card for every member, Periodicals reports, Member reports, Acquisition reports, Materials Reports & Committee Reports.
- 11.AACR2 (Anglo American cataloguing rules) catalogue cards printing can be done with the software.
- 12.Accession Register Printing can be done with the software.
- 13.Bulk entry can be done with the software
- 14.Holidays can be entered to keep a track on issue return of books.
- 15.Penalty like late fine can be done.
- 16.Summary of activities in the Library is also maintained.
- 17.Photo ID cards of staff & students can be printed.
- 18.Email system facility is provided.
- 19.Supplier information of publishers and vendors is available in the software.
- 20.The help system is available for users.

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital Library is partially automated.

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

#### 4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian

**languages, special reports or any other knowledge resource for library enrichment**

**Response:**

1.Total No. of Books: 24505

Text: 9614

Reference: 14891

Journals: 646

2. Textbooks, Reference books purchased during the last five years.

S. No	Year	No. of Books	Text	Ref	No. of Titles
1	2015-16	836	220	616	641
2	2016-17	423	61	362	388
3	2017-18	566	247	319	395
4	2018-19	866	409	457	493
5	2019-20	454	121	333	236

1. Total number/collection of books in NKPSIMS Library are 24,505 out of which 'Textbooks' are 9614 & 'Reference books' are 14,891.

2. There are various categories under which books are accessioned eg. Purchased books, BCS (Backward class students fund), G (Gift/complimentary/donated books), MUHSBB (MUHS book bank scheme).

3. Bound volumes of back issues of journals are bound together and kept: There are total Number of 2330 Bound Volumes/back volumes of all the subscribed print journals which are bound together & kept for reference.

4. Audiovisual material/C.D's- We have a total 1235 number of CDs.

5. Journals Database: A database of all the journals downloaded from an online journal package is created in the Library server. North American Clinics of various subjects starting from 1996 & Journals from 2008 are available.

6. Online journals: 'Clinical Key' package by 'Elsevier Health Sciences', of more than 600 full-text journals, 1000 e-books, drugs database, CMEs, patient handouts, etc. are subscribed

7. Question Bank: We have a Question Bank which comprises MUHS 2012 to 2017 and Kerala University 2013 to 2018 collection of question papers.

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

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

**Response:** D. Any two of the above

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

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

**Response:** 72.41

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

2019-20	2018-19	2017-18	2016-17	2015-16
83.09	78.11	67.69	58.05	75.1



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

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

##### Response:

1. Online package of e-journals by 'Elsevier Health Sciences', called 'Clinical Key' is subscribed for N.K.P. Salve Institute Medical Sciences and Research Centre and LataMangeshkar Hospital Library. 'Technical reports' of usage of e-journals and e-books are received from their server.
2. Visitors register is maintained in the Library where entries of users are taken.
3. The issue and return record are automated and reports can be generated through the software. The students and teachers use their library cards for books transaction.
4. Orientation program for undergraduate and postgraduate students: Every year orientation program is conducted for U.G students during the distribution of their Library cum I-Cards. They are given all the necessary directions for the maximum use of the Library and its resources. P.G students are addressed during their orientation program by the Librarian regarding the Library resources and other facilities and services provided by giving a PowerPoint presentation.
5. Following workshops were conducted for students and teachers for online searches and usage of 'Clinical Key':
  - i) **"End User Workshop /Training for Clinical Key", dated. 10/11/2017:** All the Teaching staff and P.G students were invited to attend this workshop conducted by personnel from Elsevier Health Sciences.
  - ii) **"Workshop on Technical Maintenance of Departmental Libraries", dated.3/9/2018:** Incharge teaching staff, clerks, and all those interested were invited from various departments to attend this workshop for better maintenance of their departmental libraries.
  - iii) **"End User Workshop/Training for Clinical Key" dated.29/1/2019.** All the Teaching staff and P.G

students of the institute were invited to attend this workshop conducted by personnel from Elsevier Health Sciences.

Clinical Key technical reports are available towards the usage of e-journals and e-books in the library as well it can be accessed outside the library, within the campus.

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

**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 One of the above

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

**4.4 IT Infrastructure**

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

**Response:** 94.59

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

**Response:** 35

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

**Response:** 37

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

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

##### Response:

Sincere efforts are being made by the institute to provide technical assistance for students to help them learn better. The institute has an independent IT department with an IT head and 12 IT personal working for the maintenance of IT facilities.

1. Every department has sufficient computers. A total of 450 computers are placed in various departments out of these the computers of UG Cell and MEU can be used by students for access and document printing purposes.
2. The campus is intra and internet-connected. The available bandwidth of internet connections is 90 Mbps. Internet connections are provided in all departments, staff rooms, classrooms, seminars, and demonstration rooms.
3. The library is digital with a wi-fi system and internet connectivity. Students and teachers have access to e-journal. N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, affiliated to Maharashtra University of Health Sciences has an e-library (open-source digital library) and this institute is authorized through a member login to use this web-based electronic storage of health science information.
4. Wi-fi is available in Dean Office, Surgery department & HR department.
5. Institute is a member of the clinical key subscription in which currently there are more than 600 full-text articles and 1000 e-books available which students and teaching staff can access.
6. The website of the institute is robust and has a moodle system which has study material, question banks etc. for students to access.
7. IT department is also maintaining students' friendly Kiosk which has learning resource materials, attendance, result, etc for students to use. All the students have been provided with a login id through which they can view the information in the kiosk.
8. Students feedback about teachers is regularly done using a dedicated App
9. The parents and students have access to attendance, results, and notices through an independent App.

Periodic maintenance of the internet and wi-fi facility is done.

Updates in IT from 2010 till 2020						
Year -	2010	2011	2012	2013	2014	2015
Number of	200					350

computers						
Internet connectivity available to computers	200					350
wifi connections/dongles	NIL	5 Gb U/L	10 Gb Unlimited		6 Gb U/L	10 G
Internet speed available	1 Mbps	1 Mbps	2 Mbps	2 Mbps	2 Mbps	2 Mb
Security available (anti-virus protection available for):	50	50	50	50	370	370

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

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

**Response:** 50 MBPS-250 MBPS

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

## 4.5 Maintenance of Campus Infrastructure

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

**Response:** 0

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities

excluding salary component year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
254.1	301.92	197.55	331.99	248.24

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

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

##### Response:

**Civil and electrical issues:** In case of issues related to civil and electrical the clerk of the department where the problem has arisen, writes the complaint in the complaint/logbook kept in the Dean's office. The electrical and civil department personnel visit the complaint book daily and address the issue and signs after completion of work. In addition, departments can write a note directly to the civil and/or electrical departments in case of emergency breakdowns.

**IT issues:** In case of a problem the user department makes a call to the IT department (call log). This is then registered with the department. The computer support staff is sent to the user department to resolve the issue(s). Whenever possible the problem is solved then and there. Otherwise the same is outsourced. Spare parts like motherboard, printer, ink, CPU fan, hard disc, RAM, SMPS are procured as and when required.

**Equipment, repair, maintenance and condemnation:** User dept makes a call on the breakdown to the BME (biomedical engineer) who sends the engineer for problem-solving. Also, the departments can use the medical equipment repair requisition form to raise a complaint. If the instrument/equipment is under AMC/CMC then the parent company engineer is called. If not then the institute BME will undertake the repair work. In case they are unable to locate the fault then work is allotted to a freelancer. All instruments and equipment that are directly or indirectly related to patient care are annually third-party calibrated by NABL certified company. The minutes of the meeting and logbook are maintained. This department also

looks after the process of condemnation of equipment and instruments.

**Sports facilities:** Students' requisition of sports equipment and gears are sent to Students Welfare Association by the students in the month of January, just before the annual social gathering. This is scrutinized by the SWA sports committee for justification and utility. The purchase is done by the institute. All the sports gears are kept in an exclusive sports storeroom and the teacher in charge and sports secretary maintain the record of the purchased items. A periodic review is done of the stock and issued to the students as and when required. Most commonly purchased and maintained sports gears are the equipment for games like cricket, volleyball, football, badminton, table tennis, carom and chess.

**Classroom facilities and academic support:** One electrical personnel is permanently appointed for the maintenance of AV aids, electrical problems and classroom management who also keeps a logbook of classes conducted with the teacher's name and signatures.

**Library:** In the Central Library for the maintenance of computers, a technician from the IT department is called to solve the problems. For maintenance of infrastructure, engineers from Workshop, Electrical and Civil departments visit the library. Old books are preserved by binding them annually through outsourcing.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 8.53

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)

2019-20	2018-19	2017-18	2016-17	2015-16
98	102	94	69	72

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

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

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

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

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

**Response:** 10.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
94	92	91	142	95

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

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

**Response:**

#### International Student Observership program

The program is run by Under Graduate Cell, N.K.P.SalveInstitute of Medical Sciences & Research Centre and Lata MangeshkarHospital, Nagpur.

**Objective:**

Global education directly engages students with real-world issues and activities. The importance has been highlighted in our vision mission statement. This institute has always welcomed students from abroad who are desirous to pursue academics. Cross-culture skills will help them to work in diverse terms. In order to facilitate this, the Institute has an open invitation to any overseas student who wishes to experience medical education in India.

**Goals:**



During the observership the students will be able to attend:

Out-Patient Department

In-Patient Department

Operation theatre

Laboratory

With this training, the student will be able to know about the patient profile in Central India. The student will attain knowledge of the prevalence and incidence of common diseases in this part of the world and also know about the SOPs of management of the same.

**Departments offering the course:**

Surgery

Medicine

Pediatrics

OBGY

Orthopedics

Ophthalmology

Radiology

Psychiatry

Plastic Surgery

Pediatric Surgery

**Duration of Programme:**

1 Month

**Minimum Qualification:**

Medical graduate (including internship)

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

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

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

**Response:** All of the above

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

**5.2 Student Progression**

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

**Response:** 17.34

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: GATE/AICTE/GMAT/ GPAT/CAT/NEET/ GRE/TOEFL/ PLAB/USMLE/AYUSH/Civil

Services/Defence/ UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years ..

2019-20	2018-19	2017-18	2016-17	2015-16
5	36	36	24	19

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

2019-20	2018-19	2017-18	2016-17	2015-16
178	135	144	187	98

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

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

**Response:** 19.92

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

2019-20	2018-19	2017-18	2016-17	2015-16
58	71	37	23	28

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

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

Response: 2.09

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

Response: 5

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

## 5.3 Student Participation and Activities

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

Response: 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 .

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

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

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

#### Response:

N.K.P.Salve Institute of Medical Sciences & Research Centre and LataMangeshkar Hospital, Nagpur strictly follows MUHS guidelines for the formation of students' council with a few procedural modifications to suit local needs. The Students' Welfare Association comprises of President, two Vice presidents, General Secretary, two Joint Secretaries, Treasurer, Sports Secretary and Joint Secretary, two Ladies' Representatives, Class Representatives of each class, Interns and Post Graduate Representative one each and a University Representative.

The Subcommittees of SWA are Cultural, Music, Debate and publication, Hobby lobby, Sports, Student grievance and Social & Outreach committees.

Perennial activities of this committee in chronological order is as follows:

- **Teachers' day celebration**
- **ArvindbabuDeshmukhIntercollegiate Debate Competition**
- **Installation of Student Welfare Association**
- **Fresher's debate**
- **Fresher's sports meet**
- **Fresher's Personality Contest**
- **Graduation Ceremony**
- **Saraswati Pooja**
- **'JOSH'** annual sports and cultural extravaganza with the following activities:

1. Indoor and outdoor games to build team spirit and leadership skills.
2. Musical program
3. Fashion show showcasing the fusion of cultures from different parts of the country
4. Dance competition: It helps in bridging the cultural diversity as students from different cultural and religious background perform together.
5. The art exhibition also gives the opportunity to showcase talent.
6. Ectopic beat: Students' magazine to highlight the literary skills of students

Apart from this, the institute has conducted few events like:

- **Skit and Mime competition:** Written, Directed, Performed by the students in 2019
- **Educational visit to Sawangiclinical skills lab and hospital in 2018**

- **Movie Club – “Chill Pill”** started in 2018
- **Walkathon2015** Theme was “Anti-Tobacco, Cleanliness, Save girl child”
- **Vidarbha level Folk Dance Competition and Singing Competition** in 2015
- **CrossFire Intercollegiate debate** in 2015
- **“The great wall of Hingna” painting contest** in 2015
- **Cleanliness Drive** in 2014
- **Diabetes awareness rally** in 2014

**Students’ representation in academic and administrative bodies/ committees.**

Name of Committee	2015-16	2016-17	2017-18	2018-19	2019-20
Unesco Bioethics Committee	Formed in 2016	Shravan Khanetan, Abhishek Mankar	Shravan Khanetan, Abhishek Mankar	Varun Ambgade, Devashree Nikose	Niharika Saraf, Radha Bhandarkar
MCI Curriculum Committee	Formed in 2019	Formed in 2019	Formed in 2019	Formed in 2019	Palak Purohit
Anti ragging Committee	Shravan Khanetan, Mehandi Parekh, LRs, CRs	Nrupa Danade, Madhakar Shergokar, LRs, CRs	Devas hree Nikose, Pushkar Bhai, LRs, CRs	Mayur Aitwar, Aditi Modalk, LRs, CRs	Ketan Dekate, Arvind Dandale, LRs, CRs
College Council	Shravan Khanetan, Mallika Vyas	Nrupa Danade, Madhakar Parekh	Devas hree Nikose, Pushkar Bhai	Mayur Aitwar, Aditi Modalk	Ketan Dekate, Arvind Dandale
Library Committee	Shravan Khanetan, Mallika Vyas	Nrupa Danade, Madhakar Parekh	Devas hree Nikose, Pushkar Bhai	Mayur Aitwar, Aditi Modalk	Ketan Dekate, Arvind Dandale

	ka Vyas	nd sh egoka r	hkar Bhai	Moda k	andal e
Hoste l Com mittee	Malli ka Vyas, Paras Giri	Risha bh Gr over, Mugd ha M ozark ar	Anub hav Dube, Aditi Moda k	Suraj Karpe , Aditi Moda k	Chait anya Bhan dekar, Krish na De shmu kh
UG Cell	Simra n Tuli, Sheza n Fau zdar	Simra n Tuli, Sheza n Fau zdar	Mansi Lahar i, Yag yani Bali	Mansi Lahar i, Yag yani Bali	Mansi Lahar i, Yag yani Bali
Food Com mittee	Form ed in 2020	Form ed in 2020	Form ed in 2020	Form ed in 2020	Shiva ngi C handa k, Su mant Bade

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

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

**Response: 2**

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

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

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

## 5.4 Alumni Engagement

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

**Response:**

Alumni Association has been actively working since 2016 and has been registered with charity commissioner on 4th January 2020 (**Registration number: Nagpur/0000006/2020**)

**Vision:** To be a part of the growth & development of the institute. To encourage & foster junior students in the right direction

**Mission:** To provide a forum to enable alumni to keep in contact with their alma-mater & also with one another.

### ALUMNI BODY

The Secretary of VidyaSikshanPrasarakMandals Academy of Higher Education& Dean N.K.P.Salve Institute of Medical Sciences & Research Centre and LataMangeshkar Hospital, Nagpur are the Patrons of the Association.

The Association functions through the alumni body comprising of the following Elected, Nominated and Ex-Officio members:

#### Elected Members (2018-2020)

1. **President:** Dr. Umesh Hassani
2. **Vice Presidents:** 1. Dr. Rajesh Dehankar



2. DrRakheeAmbade

1. **Secretary:** DrShilpaHajare
2. **Joint Secretary:** DrAartiKasulkar
3. **Treasurer:** Dr. Sanjay Walulkar
4. **Ladies Representative:** Dr. Shreya Ghosh
5. **Batch Incharges:** One member from each batch -by nomination:

**Nominated Members**

1. Distinguished Alumnus: Alumni Body will nominate 5 members
2. One nominee of the Patron
3. One nominee of the President

**Ex-Officio Members**

1. Immediate past President
2. Immediate past Secretary.

**DETAILS OF ACTIVITIES**

It annually organizes a career guidance seminar in association with the Training and Placement cell for students of Final year & Interns and makes them aware of various career options in India and abroad and also offers guidance for placement.

Every Year association donates academic books to the college library.

In order to keep students fit and healthy, the association has installed a green gym in the college from its funds.

Every year one batch which completes 25 years of passing out from college, visits alma-mater. The Association acts as a facilitator for the interaction of alumni with students and faculty.

The alumni association also helps alumni of the institute in getting recommendation letters and official documents required for their careers abroad.

As a part of Social responsibility, the association conducts health checkup camps in school & various programs for health awareness.

Association constantly gives feedback to the management regarding difficulties faced by the students.

Since the last two years, the association has hired a software Platform of “Almashines” which can help for better interaction amongst alumni. The objective is to get all the alumni members on this platform through various means like social media integration, direct mail, etc.

**FINANCIAL CONTRIBUTION-** Each Student after completing their internship, in the institute contributes a sum of Rs 1000/- as Life membership of Alumni, this sum is used to create a corpus from which various activities of the association are carried out.

The batch of 1994 contributed Rs 50,000 to the awards & recognition committee during their silver jubilee year. The interest from the amount will be utilized to give a medal to the topper in final year MBBS.

**Frequency of Meeting:**

Alumni Body meets **quarterly** and there is one annual general body meeting (GBM).

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

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

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

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

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**VISION:** To establish N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital Nagpur (NKPSIMS & RC and LMH) as a globally competent and leading health education institute providing equal opportunities of becoming competent health professionals through quality medical education, promote need-based research and provide comprehensive yet affordable health care services to the society, preserving ethics and values of the institute.

**MISSION**

- NKPSIMS & RC and LMH, through value-driven leadership, shall strive to develop confident, compassionate and globally competitive health professionals who are sensitive to the needs of society and who will make a positive difference to lives across the globe.
- It shall rely on modern teaching technology with a holistic approach to impart quality higher education using competency-based, inquiry-driven active learning principles to produce competent health professionals.
- It shall engage in conducting meaningful research with a relevant local, national and global partnership that will foster quality health care in the community.
- It shall commit to deliver preventive, promotive and curative health care services to both rural and urban population of the society and create health awareness amongst the masses through its outreach activities.

This vision mission statement is placed at all strategic locations like Dean chamber, Dean office, all academic and nonacademic administrative heads cabin, OPDs, wards, casualty and registration counter.

The academic curriculum as defined by Maharashtra University of Health Sciences Nashik & Medical Council of India New Delhi is competency-based and includes sessions on targeting the affective domain. Additionally, sessions on ethics and professionalism are conducted with the mission of making our students globally acceptable and competitive with compassion and empathy. The Medical Education Unit of the college is very vibrant and conducts capacity development programs for teachers. It inculcates the habit of using student-centric technology for learning.

Academic and educational research is encouraged and almost all teaching staff members have engaged in at least one project apart from the PG student's thesis projects. Around 120-130 research publications per year by teachers are published in indexed journals. The institute encourages research to generate evidence-based questions that can be converted into research projects. Newer teaching-learning methods with thrust on active learning principles and assessments are used. Value-based education through the UNESCO Bioethics unit is scheduled in the curriculum. UG students are engaged in research in ICMR, MUHS and NKPSTS fellowships. Institutional excellence is reflected in projects like BLS & capacity building.

Administrative governance is reflected in the feedback from all stakeholders.

Patient health care is the first priority and this is percolated to the last worker in the hospital. Hospitality in hospitals is a training program for nurses posted in the hospital which talks about “patient first”. The regular and special camps which the departments organize are generally in the rural population in and around the college premises for creating health awareness and education in the rural masses. NSS students are exposed to the local health needs of the rural and urban populations.

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

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

#### Response:

The decentralization of responsibilities is the key to the success of any organization. Decentralization is giving responsibilities but keeping vigil of the activity and having control over the work. Empowerment is a step ahead of the only delegation, it gives the unit the power to decide and act without much supervision or control. Both are good leadership qualities that are useful for productivity and also to increase the sense of belonging. Decentralization in a hospital and educational setup has its own challenges but is necessary.

Vidya Shikshan Prasarak Mandal Academy of Higher Education ((VSPM AHE) began its journey of establishing educational institutes across the rural areas in and around Nagpur in 1971. It has more than 55 educational institutes which include schools, science, arts & commerce colleges and has exclusive 5 health science institutes. N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, VSPM’s Dental college, VSPM’s college of Physiotherapy, VSPM’s college of nursing and Madhuritai Deshmukh college of Nursing spread over an area of a 67.14-acre land.

The VSPM AHE believes in decentralization and participative management. An apical standing committee of VSPM AHE comprises of a Chairperson Shri Ranjeet Deshmukh Ex cabinet minister with Government of Maharashtra who is an educational visionary and engineering graduate from the prestigious Manipal University. The organizational structure of the VSPM AHE management is Chairman, Vice Chairman, Founder Secretary, Secretary, Treasurer, two joint secretaries and 5 members who are all well-known people from the society. Of these members, one joint secretary is exclusively looking after the administrative issues and another joint secretary looks after the financial matters related to health science institutes. The standing committee meets the heads of these health science institutes once a month to take stalk of the past activities, present challenges and future roadmaps. The standing committee gives suggestions and guidance where ever and as when required. There is total decentralization of the organizational work since each institute is headed and led by respective Dean/Principal who has its own organizational setup to look after their respective hospitals and colleges. The N.K.P. Salve Institute of Medical Sciences& Research Centre and Lata Mangeshkar Hospital with their college council, several committees and subcommittees look after the day to day working of academics and the hospital. The

standing committee meetings are held once a month in which the Dean, Vice Dean, invited teaching staff relevant to issues to be discussed and administrative staff from accounts, human resource, civil & electrical departments and hospital director & medical superintendent apprise the management about the work done and seek help if required.

Director Clinical Services looks after the hospital services which not only includes administration but academics & research in clinical trials.

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

## 6.2 Strategy Development and Deployment

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

#### Response:

The Dean is the head and looks after both the administrative and academic activities of the institute. The college council has all the heads of the department of preclinical, para-clinical, and clinical subjects and Hospital Director, Medical Superintendent, Administrative Officer, Matron, Human Resource, etc. This is the highest decision-making body that directs the academic and administrative issues to its completion by complying with the action taken report. It also plans for the future to take the institute to the next level.

Lata Mangeshkar Hospital is the teaching hospital for undergraduate and postgraduate students. It is a 981 bedded hospital with 37 wards, 7 ICUs, 15 Operation theatres and 24 x 7 services for the blood bank, eye bank, Pharmacy, etc.

There are 56 committees which include Alumni association, Anti Ragging, Award, Advisory, Bioethics, Board of Research Studies, Camp, Casualty, Clinical Epidemiological Unit, College Council, Curriculum, Cooperative Store, Central sterile Services Department (CSSD), Death Audit, Drop Box, E.M.S. (Emergency Medical Service), Environmental Health Safety, Equipment Maintenance Repairs & Condemnation, Examination Cell, Fees Collection Monitoring, Gender Grievances committee, Health Science Institutions Coordination, Hospital Infection Control, Hospital Management, Hospital Records & Statistics, Hostel (Boys), Independence Day, Inspection Cell, Institutional Academic Awards, Institutional Academic Monitoring And Evaluation Cell, Institutional Animal Ethics, Institutional Ethics, Internal Complaint, Internal Quality Assurance Cell (IQAC) , Internship Grievance, Internship Monitoring , IT, Library, Local Management, Medical Board, Medical Education Technology (MET) Unit, National Assessment And Accreditation Council ( NAAC) , National Service Scheme ,O.T., Radiation safety, P. G. Cell, Pharmacovigilance & Drug Audit, Physical Education And Sports, Publication : Annual Report, Reflection, Ectopic Beat , Medical Mirror, Panacea Journal Of Medical Sciences, Journal of Education Technology In Health Sciences, Splash, Headliners, Research, Staff Selection / Recommendation (Non-Teaching Staff), Staff Selection, Recommendation (Teaching Staff), Student Welfare, Time Table, Transfusion & Blood Bank, U. G. Cell, Web Site, Holistic medicine, Food Committee, Hospital Mess Committee, Institutional Grievances Committee, Social Equality Cell , Committee for disabled persons.

All these committees have defined rules, roles & responsibilities. They have set their objectives, composition, frequency of meeting, minutes of meetings & Action Taken Report (SOP).

They meet as per the frequency decided and send the minutes to the Administrative Officer of the institute. Any action required related to academics or administration is discussed in the college council and a plan is made for its implementation.

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

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

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

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

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

## 6.3 Faculty Empowerment Strategies

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

#### **Response:**

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital provides rewarding welfare schemes to all the employees to ensure and increase their work efficiency.

#### **Provident Fund:**

NKPSIMS & RC and LMH as the employer contribution to PF at the 'rate of 13%' of the basic wages. Provident Fund is available to the members of both teaching and non-teaching.

**Medical Facility:** Special Medical leave up to 01 years is granted for severe diseases like Cancer, TB, Kidney Failure. 50% concession/discount on Investigations/IP is given to all employees & their Spouse, Children (2) and dependent parents (mother & father). A free annual check-up for all staff members.

#### **Maternity Leave:**

All women members of staff are given maternity leave for a period of 180 days with full paid salary

#### **Abortion Leave:**

All female staff are given abortion leave of 45 days with full paid salary.

#### **Special Paid Leave for Blood Donation:**

Special paid leave for Blood Donation is given to all staff members (a be availed max. 2 times in a year).

#### **Loan Facility:**

All the employees of the Institution can avail a loan with lesser interest and a higher rate of interest on FDs can avail in the Employee Credit Co-Operative Society for both teaching and non-teaching staff members

### **Conference sponsorship:**

Sponsorship / Grants is being provided for the teaching faculty to attend Seminars / Conferences / Paper Presentations / Paper Publications both in India and abroad during the last 5 years.

#### **Vacation Leave:**

A 15-days paid summer and winter vacations are given for teaching faculty members. Faculty members are also given sabbatical (max. up to 01 years) to pursue their higher studies.

### **In campus facilities:**

- Food courts are available for food and refreshment with subsidized rates.
- A 24 hr ATM is available.
- A 24x7 Pharmacy is also available inside the campus with 10% discount on medicines.
- Wi-Fi is available for students and faculty members at strategic locations.
- Subsidized Parking facilities for faculty and students

## Development Programs:

For the benefit of teaching and non-teaching faculty members, training and Skill Development courses are conducted regularly.

### Appointment of one family member in case of untimely death of staff in service:

In case of untimely death of staff in service, one family member is appointed on a contractual basis after approval of management.

### Appointment of a spouse of existing staff in case of vacancy:

Preference is given to the spouse of existing staff in case of vacancy if they fit the required criteria of the job profile with respect to qualification and work experience

File Description	Document
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

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

**Response:** 24.54

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

2019-20	2018-19	2017-18	2016-17	2015-16
55	70	49	56	41



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

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

**Response:** 15.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
33	14	11	14	5

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

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

**Response: 0**

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

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

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

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

**Response:**

A proper scientific appraisal is done with no subjectivity in appraisals. Human resources & the Head of the departments are reporting managers who ensure that the appraisals are taken in a positive, fair, transparent and unbiased sense. The true purpose of the appraisal is performance enhancement by rewarding good performers and training average performers. The effectiveness of this policy, regular reports on outside market trends and statistics relating to recruitment and appraisals are maintained by the Human resources department. A formal performance appraisal is done once every year in two cycles i.e. January & July for all personnel under the scope (the staff joining between January to June are eligible for increment in the month of January and the staff joining between July to December are eligible for increment in the month of July). But if the Chairman/Dean feels necessary they can conduct an additional review of the performance any time they want. This is especially recommended in cases of:

1. Before being transferred to a new position
2. A major change in the working environment of an existing position.

Employee's compensation and benefits are reviewed during the appraisal; the review based on individual performance, group performance, affordability and financial viability of the institute is done as per guidelines of MUHS (Maharashtra University of Health Sciences).

The reward system is based on meritocracy. The institute from time to time administers exercise which helps it to assess the performance of an individual. The annual appraisal exercise is one of them. Based on the findings through all these exercises individual is given increment. Appraisal performance for teaching

staff, non- teaching staff and other employees are reviewed and updated by Dean & Group Head of human resources periodically. In addition to the earmarked appraisal rate, there are several other recognition systems such as rewards, certificates, honors, extra special allowances for which decision is at the discretion of the top management.

The Appraisal system is a comprehensive approach that not only measures the functional aspects of performance but also measures the behavioral attributes of an individual. As we believe that high performance is one who not only achieves targets but also adheres to the quality policy and objectives of the organization.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The institute has a well-defined mechanism to monitor the effective and efficient utilization of available financial resources for the development of the academic processes and infrastructure development.

- The institutional budget is prepared annually by the accounts and finance teams taking into consideration recurring and non-recurring expenditures.
- Accordingly, all the administrative and academic heads are requested to submit the budget required for the subsequent financial year.
- All the major financial decisions are taken by the Institute's local managing committee. There is a separate financial matrix which describes the financial power at each level i.e. Dean, Purchase head, CEO (accounts and finance)

All the major financial transactions are analyzed and verified by the governing body under different heads like:

- Research and Medical Education Technology
- Human Resources Department
- Information Technology Cell
- Library books/Journals
- Repair and Maintenance
- Printing and Stationery
- Equipment and Consumables to annual maintenance
- Furniture and Fixtures
- Students Welfare Association activities
- Under Graduate and Post Graduate cell activities

- Other academic and nonacademic activities and departments

1. Institute adheres to the utilization of budget approved for academic expenses and administrative expenses by management.
2. After final approval of the budget, the purchase process is initiated by the purchase committee which includes all head of departments, CEO (accounts and finance), Purchase head, Dean, and member of management.
3. The proper tendering process is followed. The comparative statement is prepared and proper negotiation is done in presence of purchase committee.
4. In case of emergency requirements of funds, the same is sanctioned by the management on case to case basis.
5. Proper purchase order /work order is prepared by the purchasing team and a sanctioned copy of the same given to the vendor and account section for further processing.
6. The payment is released after delivery of the respective goods as per the terms and conditions mentioned in the purchase order/ work order.
7. All transaction has transparency through bills and vouchers.
8. From November 2018 the Institute has started pre-audit as well. All the purchase orders and bill payment above Rs.1,00,000 (rupees one lakh only) is pre-audited by external auditors. The bills payments are passed after testing and verification of items.
9. Respective HOD ensures that suitable equipment/machinery with the correct specification is purchased.
10. The entire process of the procurement of the material is monitored by the purchase committee and the Dean at the institute level followed by an appraisal by management.
11. A financial audit is conducted by a chartered accountant every financial year to verify compliance.

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

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

##### Response:

Internal Audit: - The internal audit activity helps the organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes. In our organization internal audit is done by a chartered accountant firm on a quarterly and half yearly basis. With the help of internal audit we are able to assess the conformity of internal processes and systems. Internal audit helps us to understand whether the internal process and systems are properly working. Internal audit is also done for various departments such as stores, purchase.

The compliances are given on time for any query raised in the internal audit report.

External Audit: - An external auditor conducts an audit, in accordance with specific laws and rules, of the financial statements of a company. The external audit is done by a chartered accountant firm on a yearly basis. External auditor examines the financial records and issues an opinion regarding the financial statements of the company. The external audit uses the specific formats to give their opinion. Income and expenditure and balance sheet is properly scrutinized by the external auditor according to various laws and various Acts such as Income tax, TDS, etc.

Disputes if any- Disputes if any, arising from time to time are submitted to accounts committee comprising of Account officer, CEO (Accounts & Finance), Internal auditors, who discuss the matter and resolve the issue.

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

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

**Response:** 255.91

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

2019-20	2018-19	2017-18	2016-17	2015-16
50.33	68.54	63.36	45.71	27.97

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

## 6.5 Internal Quality Assurance System

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

#### Response:

IQAC was formed in NKPSIMS & RC and LMH, in January 2016:

#### Objectives

- To develop a system for conscious, consistent and catalytic action. To improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

#### Activities (2016-2020)

1. The vision and Mission statement of the institute was generated after intellectual deliberations and the same was printed, mounted, and placed in rooms of all HOD`s and strategic locations.
2. As a member of the college council, Director IQAC from time to time apprised the members, HODs about quality standards and the need for the institute to go for NABH and NAAC. In 2016 IQAC reformed the NAAC coordinating committee and enlisted the core requirements from the management, HODs and students.
3. Hospital cleared NABH entry-level certification.
4. New committees like environment, waste disposal and fire safety, academic monitoring and institutional academic awards committee were formed.
5. Promoted the need for starting of HMIS and good bandwidth for the internet.
6. The academic monitoring committee ensured proper implementation of curriculum, maintenance of time and teacher absenteeism.
7. Setup requirements for feedback from stakeholders: students, parents, patients, and teaching staff.
8. Moving the institute towards zero tolerance for ragging by using slogans, posters, skits, etc.
9. Yet another area of quality is performance appraisal and academic and administrative audit for which the staff was sensitized through a guest lecture by Dr. Ved Prakash Mishra in 2013, subsequent to which the institute has a structured appraisal form.
10. Component of research though voluntary and self-directed needs motivation and an incentive since this is the highest benchmark of quality in academics. The IQAC negotiated with the management for grants for organizing and attending conferences, workshops and incentives for publications in indexed journals. This generated two in-house journals, an academic journal, Panacea Journal of Medical Sciences (PJMS) and an educational journal, Journal of Education technology in health sciences (JETHS) which are indexed journals.
11. Quality is also related to capacity building and in this direction, the IQAC set objectives for the MET Unit for promoting a basic and advanced course in educational technology for teaching staff members. In addition, the implementation of new teaching-learning methods and good practices are also promoted.
12. On 20th September 2016, a patent awareness program was organized.
13. 4th May 2018, two members of the NKPSIMS & RC and LMH, NAAC committee attended MUHS organized an orientation program on Impact assessment.
14. 7th September 2018 –teaching staff members of NKPSIMS & RC and LMH attended a session by Dr. Raghu Swami, NAAC consultant, Chennai.

- 15.15th December 2018 – organized session “Accreditation of Health Science Institutes” by Dr. Raghvendra Gumashta, NAAC coordinator Bhopal.
- 16.2nd April 2019 organized a guest lecture on Innovation based IPR and incubation
- 17.16th September 2019 – 4 institute NAAC members attended a full-day workshop on Quality improvement through NAAC at LAD college Nagpur.
- 18.Members of IQAC and NAAC, criteria coordinators and departmental coordinators had several meetings for ensuring that the institute applies for NAAC successfully in 2020.

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

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

**Response: 0**

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

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

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

**6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2.**

**Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)**

**Response:** C.Any two of the above

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



## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 18

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	2	6	5	3

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

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

**Response:**

Research shows gender discrimination mostly in favor of men in many realms including workplace. Discrimination affects many aspects in the lives of women from career development and progress to mental health disorders. Discrimination against women and girls is a pervasive and long-running phenomenon that characterizes Indian society at every level. In our institute all academic and nonacademic committees of the college have good representation of both genders.

One of the time tested method to check this inhuman act is to have a gender equity cell in the institute which should be approachable and action oriented. VSPMAcademy of Higher Education which runs N.K.P. Salve Institute of Medical Sciences & Research Center and LataMangeshkar Hospital, Nagpur has drafted a policy to deal with sexual harassment at the workplace. The institute has Gender Grievance Committee headed by a professor with member representation from all stakeholders and the institute is taking every possible effort to promote gender equity. The committee takes regular meetings to discuss gender related issues. A dedicated room is allotted for this purpose. A suggestion box is placed at a

strategic location so that if anyone has any issue related to gender equity they can drop complaints or suggestions. The box is opened once every month and due action is taken to resolve the issue. Every year we undertake programs for all female staff members and students, in which gender related issues are discussed and debated with an aim to make them aware of gender equity. Programs/workshops related to self-defense are conducted in which trained faculties from this field give important tips related to self-defense along with demonstrations.

Such program was conducted during the Foundation course of 2019 batch.

In order to create awareness amongst female students, teaching and nonteaching female staff members, posters depicting gender equity awareness are put in college and hospital building at strategic locations. In the college building, there is a ladies' common room and also separate toilets for female students and staff.

Department of Psychiatry has a dedicated psychologist who sits in the OPD counseling room to address the grievances and cases that need counseling.

During JOSH, the Annual social gathering for students, the institute undertakes various competitions like Art exhibition, Rangoli competition, Salad decoration, Roti making, etc. in which participants from both genders are encouraged to participate. In sports (including Cricket) females are motivated to participate.

The anti-ragging committee of our institute takes efforts to keep our campus ragging free. Freshers' event is conducted every year for new MBBS batch students in order to increase their interaction with seniors and create a friendly atmosphere. In these events, both male and female students jointly take part without any pressure, bias, or prejudice.

Anubandh, a student –student mentorship program is an ongoing program which addresses any difficulties faced by male and female students and takes care of the overall development of the students. The last Anubandh was held for all batches using online mode during the COVID19 pandemic.

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.4 Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system
- Hazardous chemicals and radioactive waste management

**Response:**

The hospital has a system of disposal of bio-hazardous waste. Segregation of Bio-Medical waste is done right at the point of generation i.e in the wards and laboratories.

- While separating the waste it is specially taken into consideration that infectious waste does not get mixed with general waste, which is generated by patients.
- All the departments contribute by ensuring the appropriate disposal of biomedical waste generated during the course of functioning. Human anatomical waste is disposed of by incineration or deep burial.
- An adequate number of color code bins for proper segregation and collection of biomedical waste are provided in every ward and critical unit of the hospital.
- Segregation of Biomedical Waste is done as per the following color code

Color	Container	Category
Yellow	Yellow bag in yellow bin	Anatomical and contagious waste, Soiled dressing and gauze, sanitary pad, soiled plaster, blood and pus stained cotton, blood, urine and sputum.
Blue	Blue bag in blue bin	Syringes, glass
Red	Red bag in red bin	Plastic and rubber things, IV set tubes, Foley's catheters, Ryle's tube

		gloves and expired medicines.	
Green	Black bag in green bin	General waste, paper, vegetable peels, wrappers, kitchen waste, mat sticks, empty medicine boxes.	
Sharp container	Puncture proof container	Ampules, needles, blades, coverslip, lancet, slide, broken syringe needles.	

- Puncture proof containers are provided to collect needle and sharps.
- Waste is collected by housekeeping from every department in the evening.
- Color coded bags are stored at a waste holding room and are handed over on daily basis.
- Biomedical waste is collected from the sources and disposed of by outsourced private agencies.
- Hospital has a valid authorization for Handling Bio-Medical Waste as per BMW (Management and Handling Rules) which is renewed at the prescribed interval.
- An annual report is submitted to Maharashtra Pollution Control Board and a valid contract with the biomedical disposal facility approved by Maharashtra Pollution Control Board has been made.

Following steps have been taken by the Institute for the management of degradable and nondegradable wastes:

1. Biomedical waste management: institute has executed an agreement with M/super hygienic, Nagpur who are authorized agents to collect, transport and treat disposals. Biomedical waste in the categories I, III, IV, VII & VIII are disposed to the authorized agency.
2. Solid waste management: This is disposed of through M/s Vishal transport, Nagpur
3. E-waste management: disposed of through authorized recycler: M/s Suriter , Butibori, Nagpur
4. Liquid waste management: liquid waste generated are neutralized in Sewage treatment plant(STP)and Effluent treatment plant(ETP) plants and disposal of treated water are reused for gardening purposes.
5. Waste oil management: waste oils generated from DG sets is disposed of through M/s Sauraboils, Chandrapur
6. Hazardous chemicals are collected in neutralization buckets and after proper treatment as per protocol it is disposed of through ETP.
7. Institute does not generate radioactive hazardous waste

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>

### 7.1.5 Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** Any one of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants**

**Response:** D. Any two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

1. Built environment with ramps/lifts for easy access to classrooms
2. 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:** C. Any three of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).**

**Response:**

N.K.P. Salve Institute of Medical Sciences & Research Center and LataMangeshkar Hospital Nagpur is one of the biggest medical colleges in Central India where students come from diverse regional, cultural, linguistic and economic backgrounds. To enrich their English and local (Marathi) linguistic skills, language classes are held for the first year students during the foundation course since 2019. Nagpur is centrally located and is cosmopolitan in nature with Hindi as the commonly spoken language. The college campus is very diverse and vibrant in terms of celebrations of festivals and cultural depictions.

Different festivals are celebrated in the boys' and girls' hostels and some departments. Ten days Ganesh festival has cultural programs involving teaching, nonteaching staff and students of the college. During the ten days one or two departments are made in-charge of the morning and evening Aarti where all members of the staff are included irrespective of caste, creed and religion. Hanuman Jayanti is organized by the nonteaching staff members. Similarly, the students' welfare association(SWA) installs a huge Saraswati idol in the library premises which is kept for puja for 02 days.

Students'Welfare Association undertakes various cultural and social activities including JOSH. JOSH, is an annual cultural fest of the institute where students from all years and sections participate alike. These have debates on current topics of National interest. Dances of all forms are included. A fashion show by the teachers and students also depicts the cultural nature of the country in one of the rounds. The teaching and nonteaching staff during JOSH participate in rangoli, salad-making and roti-making competitions which bring them together on the same platform.

Students also participate in the folk dance competition and intercollegiate patriotic song competition held every year on 26th January and 15th August respectively organized by the Indian Medical Association Nagpur branch.

The campus is a ragging free. This is the culture of the institute which looks at this act of ragging as an action of a person with low self esteem and perverted thinking. During the first year's Dean's address the senior students perform an anti ragging skit which demonstrates that students live in harmony and oneness on this campus. All the corridors of the college area are full of anti ragging paintings which is the result of the efforts of the Medical Education Unit & undergraduate cell since last 5 years inviting students, teachers and nonteaching staff for the anti-ragging painting competition. 'ANUBANDH', the mentorship program takes care of most of the personal & academic issues of the students. This year in spite of lockdown Anubandh meetings were held by online portals.

The MEU, teachers' association and students' welfare association hold guest lectures, discussions and competitions which are always inclusive and have time and again shown that the staff and students live in harmony.

One such event was the holding of 'ANMOL' a panel discussion on issues related to LGBTQIA.

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

#### Response:

The Institute is at the forefront of celebrating National days and Commemorative days. The main mission of celebrating these days is in tune with National health goals and helps in creating awareness among citizens.

Our national days viz Independence Day and Republic Day are celebrated with a difference. On 15th August every year, the institute felicitates non-teaching and teaching staff members who have contributed selflessly to the progress of the Institute. Awards are also given to the best-managed wards. This boosts the morale of the staff members and provides motivation to all others. To encourage high-quality research, awards are also given to the best staff research presentations. C N Chari Research Award is given annually on 15th August to the department with a maximum contribution to research. NCHPE 18 MET Award is also given on the same occasion to Department with outstanding work in education technology. Meritorious students are also felicitated on these days.

The Institute also spearheads in celebrating Commemorative days both from patient care points of view like Breastfeeding week, World diabetes day, World no tobacco day, World hepatitis day, etc as well as days of social relevance like International Yoga day, World sleep day, Children's Day celebration. Eye donation fortnight celebration should have a special mention, as it creates awareness about eye donation. In addition, every department is at the forefront in celebrating commemorative days like World Anesthesia day, World menopause day, World Women's day, World donor day, ORS week, Children's day celebrations, World Epilepsy day, World pneumonia day, World Glaucoma week, World Pharmacy day, World TB Day, World COPD Day, World Asthma Day, World Bioethics day. Global public health days offer great potential to raise awareness and understanding about health issues and mobilize support for action, from the local community.

During 2016 - 18 Hello Doctor program on All India Radio was run wherein a larger population was reached through and the topics selected represented the Commemorative days coming in those weeks which also included days of social awareness like World environment Day and Lifestyle modifications in which queries from the general public were addressed and answered by expert doctors from the Institute.

It is a small contribution to play our part in the worldwide efforts to create a healthier world.

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

## 7.2 Best Practices

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



## **Response:**

### **Lifesaving Skills Workshops**

#### **Objectives**

1. To equip all staff members and students with the technique of Basic Life Support (BLS)
2. To start American Heart Association (AHA) accredited Advanced Cardiac Life Support (ACLS) training center
3. To implement Code Blue Training
4. To introduce lifesaving skills to undergraduate students

#### **Context**

Training lifesaving skills to health care professionals (HCPs) is the need of the hour. BLS is a skill, which not only should be mastered by HCP, but also by laypersons. It is also vital to train junior residents in advanced cardiac life support. We thought that concept of life saving skills should be introduced to UG students and nursing staff as well.

#### **Practice**

With this dream, the Institute established Emergency Medical Services (EMS) committee headed by a professor of anaesthesia. A dedicated skill lab equipped with mannequins and an audiovisual and public address system was created.

**1. BLS:** It was a massive task to train more than 5000 staff members and students in all 4 institutes of campus in BLS. Initially a pool of 52 instructors was created as per Indian Academy of Pediatrics norms. The EMS committee then structured a timetable schedule, which was strictly followed. What started as a dream in January 2015 (silver jubilee year) was converted into reality by the end of 2015. A total of 4000 employees undergoing BLS in a span of 12 months was a definite sense of pride and satisfaction. Since then BLS workshops have become a regular activity and are not only restricted to the campus but also outside

**2. AHA accredited BLS/ACLS:** Institute had organized AHA accredited BLS & ACLS providers and instructor workshops in July 2015 under Fortis Hospital Noida. A pool of AHA-ACLS instructors was created. Since 2017 our Institute got status of an independent training center. We have conducted 10 AHA accredited BLS and ACLS workshops so far. Policy decision about making these courses compulsory for all JR1 working in clinical departments was taken. A total of 321 participants are trained in BLS/ACLS till now.

**3. Code Blue Training:** In order to disseminate this knowledge, the EMS committee has designed a one-day workshop on code blue training. Nursing staff from critical areas regularly undergoes this training.

**4. Introduction to life saving skills to UG students:** For introducing 'Life saving skills' to UG students, 4 workshops were incorporated in UG timetable. 1st year students have a theory lecture on 'Science behind CPR. During 2nd year they have BLS workshop. Third year students are given hands on training on Airway management, Normal labour and 'Code Blue Training'.

**5.AAFP accredited Basic and Advanced Life Support in Obstetrics (BLSO and ALSO)** were introduced in armamentarium was introduced for post graduate students in Obstetrics and Gynecology

### **Evidence of Success**

All participants in every workshop undergo theory and practical examination after the workshop. Certificates are given to only those who score more than 84% in the exam. Pre-test, post-test and feedback forms are collected in each workshop. As a result of this training a staff nurse could save a life of a patient on road who was hit by an unknown vehicle. A significant difference is observed in working of critical care units since this training was started.

## **2.Communication skills Workshops and communication skills lab**

### **Objectives**

- 1.To sensitize UG medical students about the need and skill development of communication.
- 2.To build a strong foundation for good team skills and professional behavior.
- 3.Attitudinal skill development to improve interpersonal skills.

### **Context**

A good practitioner must be a good communicator. MCI in its vision document 2015 has clearly emphasized on the need to develop communication skills right from undergraduate studentship. The institute in 2011 started this practice and it is implemented in a phased manner.

### **Practice**

This curriculum is a three level intervention called communication skills workshops –I, II and III.

**Communication skills workshop I** is for first MBBS students where the main thrust is to acclimatize, develop confidence and identify general principles and barriers in communication. The workshop starts with an introduction, components of communication and barriers in communication. The students are then split into 10 groups and each group undergoes de-freezing facilitated by mentor teachers. The sessions include introduction of partners, completing a story and enacting an advertisement scene. This is followed by group discussion on a burning issue. The last small group activity is called as JAM (Just a minute) speaking exercise..

**Communication skill workshop II** is for second year students and it deals with empathy, prescription writing, history taking and handling of viva. The session starts with speaking skills using role play as a method of learning to improve their viva handling skills. History taking is learnt using simulated patients through role play. This is followed by importance of legible prescription writing. In the last session small groups of students, through role play explain prescription in the patient's language. Here the faculties enact as difficult or different types of patients.

**Communication workshop III**The sessions starts with the introduction of three important components of communication etiquettes i.e. rationality, empathy and assertiveness. This is followed using these components in a role play on the given case study. A session on written communication deals with how to write a case summary and maintain a case file. A session on how to make and present a PPT is conducted which includes use of proper body language and modulation.

**Communication skill lab:**

In 2018, the institute hosted the NCHPE, international education technology conference. The financial proceeds of this was donated by the MET Unit to construct a communication skill lab which was aptly named “SAMVAD the communication skill lab”. Since 2019 the above communication skill part I, II and III are being held in SAMVAD.

**Evidence of success**

students’ reflections/feedback of such workshops have always shown added learning. Focused Group Discussion with students and teachers has shown positive results. The MEU has also converted these activities into a document that was presented at the national MEU conference and has been published in an Indexed journal.

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness**

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

**Response:**

**Capacity building** in an educational institute involves empowering the faculty with the recent trends in education technology, creating and supporting research facilities and to develop leadership.

Since ages the medical education is being taught in a traditional way. But looking at the global scenario and dealing with the techno savvy learners, a need for faculty development was felt at the national level.

In accordance with the objectives of MCI, the institute has focussed on capacity building to empower the teachers with the latest technology so as to impart quality education to the students.

1.NKP Salve Institute of Medical Sciences & RC and LMH is a MCI recognized centre for conducting Faculty development program(FDP) for NKPSIMS teachers and MUHS recognized centre for conducting faculty development programs in health sciences education technology and research methodology for teachers across Maharashtra.

Since 2009 Institute has conducted 15 MCI FDP in Basic and Revised Course Workshops and one Curriculum Implementation Support Program and trained 204 teachers

2. As MUHS recognized centre since 2009, the institute has conducted workshops in Health sciences education technology and Research methodology and trained 277 teachers.

3. Resident as a Teacher, a training program based on education technology for the Postgraduates is being conducted since 2016.

4. Nurses and the paramedical staff are the backbones of any hospital. For the betterment of health care services in the hospital the institute organizes 'Hospitality in Hospitals'; a 2 months' certificate course for the in-charge sisters about identifying and managing the challenges at the workplace.

5. One of the important features of capacity building is advanced courses in educational technology and research. As a result, there are 5 FAIMER fellows, 22 Faculty with the MCI advance course in medical education, 1 Faculty with Ph.D. 8 Faculty with MUHS advance course in Health Sciences Education Technology and 15 faculties with MUHS Advance course in Research methodology

6.To sharpen the leadership skills of the teachers, Speechcraft, a public speaking course in presentation skills, PPT presentation competition and a certificate course in Academic leadership are organized.

7. Today we are living in the era of evidence based medicine. As a result, we have 54 educational papers published in indexed journals 54 educational projects presented in national/ international educational conferences.

8. To disseminate the knowledge of education technology and research the institute provides a platform by publishing two journals and two newsletters

- Panacea: An indexed journal for biomedical research.
- JETHS (Journal of Education Technology in Health Sciences) is an indexed multidisciplinary journal devoted to research in education technology for the health professional teachers.
- Reflection: Biannual news bulletin for the last 9 years
- Splash: Triannual newsletter covering institutional activities

9. The institute had organized NCHPE 18 (National Conference on Health Profession Education) on 15th, 16th& 17th Nov 2018 and this conference also offered educational researches a platform to showcase their educational research.

File Description	Document
Link for appropriate web page in the institutional website	<a href="#">View Document</a>

## 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:** 91.58

8.1.1.1 Institutional mean NEET percentile score

Response: 91.58

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	<a href="#">View Document</a>
Upload for list of students enrolled for the MBBS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**8.1.2 Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.**

**Response:**

Globally, at least 5–10% of patients admitted to hospitals acquire an infection. It is necessary to address knowledge of infection control in the curriculum of medical undergraduate courses, to reduce the overall infection rates. Such measures not only protect the patient, but also the healthcare workers (HCWs) and the surroundings.

Compliance on the part of HCWs including medical students with Standard Operating Protocols (SOPs) and implementation of these measures has been recognized as efficient means to prevent and control Hospital Acquired Infections (HAIs).

The undergraduate students at N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital are exposed to the quality of care and patient safety procedures including infection prevention and control practices in Microbiology lectures and lectures in Surgery and allied, as well as Medicine and allied. The students are posted in clinical postings by rotation in 3rd to 7th terms with postings in Medicine, Surgery, Community Medicine, Obstetrics and Gynaecology, ENT, Ophthalmology, Pediatrics, Psychiatry, Anesthesia, Respiratory Medicine, Skin, Orthopedics, Casualty, Dental & Radiology.

Knowledge regarding universal precautions like hand washing, use of barriers (personal protective equipment), environmental control (surface processing protocol), adequate discarding of sharp instruments,

adequate professional immunization, etc are covered in all postings. Post-exposure prophylaxis sessions are covered in internship orientation program and PG orientation program. Subject-specific precautions and guidelines have been prepared in all clinical departments as ready reckoner. These SOP manuals not only include the management of common ailments in respective subjects but also highlight infection control and safety of patients. All these points are discussed during the clinical postings of the undergraduate students. The postgraduate students have to abide by the protocols.

There have been 4 Research projects (ICMR and NKPSTS) related to Infection control, completed by the students in the last 5 years, which serves as the learning outcome of the teaching sessions.

‘COVID19 training’ was initiated for Junior Residents of all clinical, paraclinical and preclinical departments, interns and nursing staff from 20th April 2020. This training was conducted along the line of iGOT (integrated Online Govt. Training) courses on the Diksha platform and a detailed report was submitted to Maharashtra University of Health Sciences, Nashik. 10 sessions comprising of 30 participants each were undertaken. Faculties from PSM, Microbiology, General Medicine, Pulmonary Medicine and Anesthesiology contributed to training. Epidemiology and prevention, Laboratory diagnosis, Clinical Manifestations, Clinical management and Oxygen therapy and ventilation were discussed by faculty from these departments. Theory lectures were followed by hands-on training on O2 therapy and demonstration of Doffing and Donning of personal protective equipment. During the sessions, norms of physical distancing were strictly followed.

File Description	Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 12.72

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

2019-20	2018-19	2017-18	2016-17	2015-16
39	40	32	32	32

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

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

##### **Response:**

Competency based medical education (CBME) curriculum where several competencies have been clearly defined and mentioned in the Medical Council of India (MCI) curriculum has been put for implementation from the 2019 MBBS batch. Hence it's implementation has been started in a phased manner, in all years, starting from 2019.

The curriculum committee of the institute has incorporated, in the first year, for the 2019 batch, the entire curriculum to be taught as competency based with defined objectives and the objective methods of assessment to assess competencies.

As a step towards CBME, all clinical departments have prepared Standard Operating Protocols for recognizing and managing common diseases, a competency that a medical graduate should know and which the faculties are trained on and are transferred to the students.

Specified log books for reflections and subsequent assessment have been prepared for Foundation course, Attitude Ethics and Communication (AETCOM), early clinical exposure, and self-directed learning.

The Curricular Implementation Support Program (CISP) training program for the 1st batch of N. K. P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital (NKPSIMS & RC and LMH) staff, as per the MCI guidelines has been conducted. Presently NKPSIMS & RC and LMH has implemented competency based medical education curriculum for the 1st phase of MBBS and is in the process of implementing for the rest of the phases.

In the summative examination, the college is unable to use OSCE/OSPE since it is not mentioned in the university methods of assessment. However, some departments are using these assessment techniques in the formative exams for teaching purposes and to give feedback to the students. The BLS and ACLS examination is also done on OSCE pattern.

At the post-graduate level, as per College Council directives, each department has identified one or more competencies that they feel the students must know without compromising on the fact that, for a medical post-graduate all competencies are important to know.

Physiology, Biochemistry, Pathology, Anatomy, Pediatrics, Ophthalmology and Medicine are some of the departments that are using OSCE/OSPE on a regular basis as a teaching methodology.

MBBS students are trained and assessed in Basic Life Support in the skill laboratory which is a part of the timetable. The Department of surgery conducts hands-on skill workshops for final year MBBS students on suturing techniques. Similarly, the Department of Obstetrics and Gynaecology conducts Advanced Life Support in Obstetrics (ALSO) and Basic Life Support in Obstetrics (BLSO) for the postgraduate students to train them on basic and advanced life support on OBGY. Medicine department conducts Advanced Cardiac Life Support (ACLS) program for the PG students.

Attainment of clinical competencies is measured in the form of feedback from external examiners, employers of UG and PG students and from patients. The results, including the distinctions, also depict the level of attainment of clinical competencies.

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

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

#### Response:

The legislation called Transplantation of Human Organ Act (THO) was passed in India in 1994 to streamline organ donation including the regulation of removal, storage and transplantation of human organs for therapeutic purposes and for prevention of commercial dealings in human organs. The amendment to the act was passed by the parliament in 2011, and the rules were notified in 2014. The same is adopted by the proposing states and union territories by default and adopted by other states by passing a resolution. There are some differences between the act of 1995 and subsequent rules passed in 2014.

In N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur, these are taught in the syllabus of forensic medicine and toxicology (FMT) in the 2nd year of MBBS curriculum. Mention of the green corridor for transportation of organs in cities like Mumbai & Nagpur is emphasized using video clip by Anatomy department. Generally, these are not a robust part of the syllabus but are important to be mentioned and the medical student needs to be at least sensitized about the process, the benefits and the challenges of organ transplantation.

Clinical departments at N. K. P. Salve Institute of Medical Sciences & Research Centre and Lata



Mangeshkar Hospital, during their lectures, emphasize the importance and usefulness of organ transplantation to the needy patients. Also, the legal and ethical issues related to the same are discussed. There are social issues like scandals, biases and beliefs which are also discussed. Department of Medicine in their lectures on nephrology includes renal or kidney transplant, and in lectures on the liver, sensitize the students on issues related to liver transplant. Pathology department teaches bone marrow transplantation and blood donation. Ophthalmology has a well-equipped eye bank and celebrates eye donation fortnight every year and also deals with instructing and educating UG students on corneal transplantation.

Bioethics unit of NKP Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital is recognized by UNESCO and has given directives to all departments to use few lectures in their time table to sensitize students on issues of bioethics as relevant to their subject, especially organ transplantation and its related issues.

Department of Anatomy holds guest lectures on organ donation where the speaker talks about various organs that can be stored and that are suitable for future transplantation.

Department of Surgery in their 8th term MUHS syllabus has a component of basics of organ transplantation. MUHS syllabus also mentions “Introduction of brain death and organ donation” as a topic in Physiology, Community Medicine, Psychiatry, Medicine and Surgery.

File Description	Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Link for National/State level policies on organ transplantation as adopted by the Institution	<a href="#">View Document</a>

**8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.**

**Response:**

The Immunization clinic at N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital is run as per all WHO guidelines. The Immunization Clinic is run under the Department of Pediatrics and is situated in Pediatric OPD.

It is functional from 9:00 AM to 4:00 PM on all working OPD days. It has an exclusively dedicated space of around 370 Sq. feet. It is equipped with 3 compartments: Ice Line Refrigerator (ILR), a well-equipped resuscitation corner comprising of Oxygen and AMBU bag, and all drugs required for Anaphylaxis, convulsions and fever.

It is operated by trained sisters and doctors.

The sister-in-charge is well trained for emergency resuscitation measures and all Adverse Drug Reactions (ADRs)

All vaccines, routine and optional under the Universal Immunization Program (UIP) and Indian Academy of Pediatrics schedule are available. Vaccines under the UIP schedule are administered free of cost while those under optional vaccines are available at concessional rates.

There is a proper immunization schedule depicted in the form of a poster in the immunization clinic with all adverse events following vaccination. Each baby after vaccination is asked to wait for a minimum half-hour for monitoring of ADRs, especially DPT.

An immunization register is maintained and each baby being allotted a separate index number with details of birth, anthropometry and Development status immunization status. The Interns are posted for 10 days by rotation, where they are taught and trained for vaccination, with hands-on training for IM, SC, ID sites of administration and theoretical aspects of each individual vaccine.

The immunization clinic of our hospital caters to pregnant mothers for TT vaccination.

There is a register maintained for strict monitoring of ILR temperature, which is daily checked and signed by the sister and doctor in charge of the Immunization clinic.

A separate register is maintained for adverse drug reactions. In case of ADRs, it is reported to the institutional ADR committee.

The PGs of the Pediatric Department and interns of the Community Medicine department have rotational posting in IPC on their respective OPD days.

The UIP schedule vaccines are obtained from the Peripheral Health Centre attached to the hospital while optional vaccines are purchased from the vaccine dealer. A strict cold chain is maintained from the buyer to the receiver.

File Description	Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	<a href="#">View Document</a>
Link for report on the functioning of the Immunization Clinic	<a href="#">View Document</a>
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

NKP Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital (NKPSIMS & RC and LMH) is affiliated to Maharashtra University of Health Sciences, Nashik & the apex council is the Medical Council of India, New Delhi.

The undergraduate medical education program in India is designed with a goal to create an Indian Medical Graduate ( IMG ), possessing requisite knowledge, skills, attitudes, values and responsiveness so that he or she may function appropriately & effectively as a physician of first contact of the community while being globally relevant.

Graduate Medical Regulation envisages the 5 roles that an IMG graduate must perform in order to achieve the goal of the undergraduate medical education program.

NKPSIMS & RC and LMH has incorporated all these attributes of an IMG in its Vision & Mission statement. The Vision & Mission statement is displayed on the college website and at all prominent places on the college campus.

The 5 IMGs are as follows:

- 1.A Clinician- capable of giving preventive, promotive, curative and palliative health care.

The UG students are trained in knowledge (Subject-specific competencies, national health programs, documentation and medico-legal principles) by using new Teaching Learning (TL) methodologies like CBL, PBL, syndicate seminars & incorporating innovative teaching techniques. Students are involved in the TL process so as to enhance their clinical & problem-solving skills.

- 1.A Leader & member of the health care team

UG students visit nearby communities as a part of NSS & learn the duties and the spirit of health

care team workers and observe teachers in the role of leaders.

#### 1.A Communicator

NKPSIMS has developed 3 modules on communication skills workshop for I, II, III MBBS (Part I & II) students, where students are trained on their ability to communicate sensitively, effectively & respectfully with patients and their relatives. There is also an independent communication skill laboratory in the institute.

#### 1.A Lifelong learner

NKPSIMS &RC and LMH motivates research in UG students by sensitizing them towards its importance. As a result, till date 213 students have taken up ICMR/STS MUHS STS or NKP STS research projects. This step inculcates the habit of life-long learning in students. The UG students are encouraged to participate and present papers-porters in conferences; till date, NKPSIMS & RC and LMH has organized two research conferences for UG students, viz ICMR research 2012 and MEDICON 2015

#### 1.A Professional

Ethical & legal issues of codes of conduct & practice are discussed in Forensic medicine & Toxicology and also by inviting eminent experts in the field.

All these attributes are assessed by conventional theory and practical/clinical examinations. In addition, OSCE / OSPE is used to assess communication, professionalism & higher levels of the psychomotor domain and affective domain.

File Description	Document
Links for Medical graduate attributes as described in the website of the College	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 8.1.8 Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.

#### Response:

Medical Education Unit of N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital (NKPSIMS & RC and LMH), Nagpur is a recognized centre of Medical Council of India, New Delhi & Maharashtra University of Health Science (MUHS), Nashik for conducting faculty

development programs since 2009.

Since 2014 Medical Education Unit (MEU) has conducted 5 MCI Revised Basic Workshops & trained 161 teachers of N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur on Competency Based Medical Education (CBME)& AETCOM module. All these workshops were observed by an MCI observer from MCI Nodal Centre.

MEU NKPSIMS & RC and LMH, Nagpur has conducted 12 MUHS Health Sciences Education Technology Workshops for the allied Health Sciences teachers of Maharashtra & trained 303 teachers on new skills in the areas of Teaching Learning & assessment.

MEU NKPSIMS & RC and LMH, Nagpur has organized a National Conference of Health Professional Education NCHPE18 on November 15, 16 &17 in 2018 which was attended by 350 delegates. During the conference 15 Pre-conference Workshops were organized & 120 educational research papers were presented. Out of the surplus revenue generated through the conference, the MEU has created a commutation skills laboratory 'Samvad', student's Kiosk and a Display T.V.

Apart from this MEU NKPSIMS & RC and LMH Nagpur regularly organizes seminars/guests lectures on current educational practices/issues by eminent guest speakers on topics like Competency Based Medical Education (CBME), Attitude Ethics and Communication (AETCOM), Administrative Audit, etc.

MEU NKPSIMS & RC and LMH, Nagpur believes in capacity building and has 5 FAIMER fellows, 9 faculty with MUHS Advance course in Health Sciences Education Technology, 23 faculty with MCI Advance Course in Medical education & 1 faculty with Ph.D. in medical education.

MEU NKPSIMS & RC and LMH Nagpur promote educational Research amongst the faculty. As a result, till date 54 education research papers are published in indexed journal and 50 research projects are presented in national/international conferences.

MEU NKPSIMS & RC and LMH, Nagpur has an indexed journal JETHS, Journal of Education Technology in Health sciences devoted exclusively to educational research in Health Sciences which is published thrice a year.

MEU NKPSIMS & RC and LMH, Nagpur also publishes a biannual news bulletin "Reflections" where each issue is based on a theme related to education technology.

Splash is a newsletter of MEU NKPSIMS & RC and LMH, Nagpur published thrice a year which covers the college activities academic, cultural, sports, etc.

MOODLE, a Learning Management System for the students has been developed as a part of the e-learning program. All the departments have developed their learning resource material as well as videos that are used for teaching-learning. All these resource materials have been uploaded on the website as well as in the kiosk.

During COVID 19 pandemic webinars are organized for the teachers training them on online teaching-learning methodologies and Online Assessment. Webinar Academic Series was organized for the students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	<a href="#">View Document</a>
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**8.1.9 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?**

1. NABH Accreditation of the teaching hospital
2. NABL Accreditation of the laboratories
3. ISO Certification of the departments / divisions
4. Other Recognized Accreditation / Certifications

**Response:** C. Any two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Links for e-copies of Certificate/s of Accreditations	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**8.1.10 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.**

**Response:** 24.28

8.1.10.1 Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
193	51	34	0	0

8.1.10.2 Number of first year Students admitted in last five years

2019-20	2018-19	2017-18	2016-17	2015-16
228	234	227	228	237

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

Steps or procedures adopted by the college to expose the students in the following domains:

**CONTEMPORARY MEDICO LEGAL PRACTICES**

While persistently teaching the students the course of MBBS throughout their tenure the college has formed its policy of teaching the students how to deal with contemporary medico-legal issues that every medico has to face after he/she completes the course.

This is taught in the very first term of their second year by the Department of Forensic Medicine and Toxicology by including the following topics:

Declaration of Geneva, Professional secrecy, privileged communication, rights of Registered Medical Practitioner, duties of Doctor, all about consent, Professional Misconduct, Professional negligence, Examination and certification of various medico-legal cases, and so on.

## INDEMNITY INSURANCE PROTECTION

In spite of taking due care for unforeseen medico-legal issues, to protect the doctor against unwarranted mishaps a contract is made under which the insurance company agrees, in exchange for the payment of premium, to indemnify the insured Doctor as a result of his claimed professional negligence. This is known as Medical Indemnity Insurance and is taught to students in II year of MBBS curriculum.

The indemnity policy has been implemented for the first time in this institute in 2019. Henceforth, every year renewal will be done on regular basis. The decision of covering all the clinical doctors through a group cover errors & omission policy was made. The data of inpatients and Outpatients were analyzed and accordingly the policy was structured.

The institute has taken the indemnity policy of United India Insurance Company Ltd. The period of insurance is 10/12/19- 9/12/20 and the Policy number is- 2301022719 P 111868510.

The sum insured is as follows:

1. Indemnity cover- 1 crore
2. Errors and omissions –basic cover- 1 crore

All clinical faculty will be covered through this policy. The operative clause, indemnity, limit of indemnity, defense cost, notification extension cost, claims series clause, compulsory excess/ deductible, voluntary excess

/ deductible, exclusion, conditions, cancellation clause and policy disputes clause have been described in detail in the attached policy document.

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



## 5. CONCLUSION

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### Additional Information :

#### Timeline of the progress of N.K.P. Salve Institute of Medical Sciences & Research Center and Lata Mangeshkar Hospital, Digdoh Hills, Hingna Road, Nagpur

1971: *Vidya Shikshan Prasarak Mandal* Established.

1989: Applied for permission and inspection to start a medical college.

1990: NKP SIMS & RC and LMH started with 100 Under Graduate admissions.

1994: NKP SIMS & RC and LMH started functioning at Digdoh hills.

1996: Received MCI degree recognition of 100 UG seats.

1998: NKP SIMS & LMH gets affiliated to Maharashtra University of Health Sciences, Nashik.

2004: Post Graduate Courses in nonclinical subjects started.

2007: Received MCI recognition of nonclinical PG subjects & PG approval courses in clinical subjects.

2009: Received MCI recognition for 150 UG admissions.

2010: Received MCI recognition for PG in clinical subjects.

2011: Approval of an increase in PG seats in clinical subjects.

2012: ICMR Research conference held.

2014: Received MCI degree recognition of 150 UG seats & approval of courses in 7 subjects.

2015: Silver Jubilee Celebration, MEDICON 15 National Research Conference for students held.

2016: Declared as UNESCO Bioethics center.

2017: Received affiliation of MUHS fellowship courses and many teachers completed MCI & MUHS advanced MET course.

2018: Formulated the plan for the center of excellence & the National Conference on Health Professions Education 18.

2019: Received approval of increased PG seats and NABH accreditation.

2020: Applied for NAAC and NABL, and for increase in UG seats from 150 to 250

## **Concluding Remarks :**

NKPSIMS & RC and LMH is a NABH accredited Institute, located in an educational environment on 67.14 acres of land on Digdoh Hills, Hingna Road, Nagpur. Established in 1990, today the institute has an Undergraduate MBBS program where 150 students have enrolled per year; 19 Post Graduate Degree courses, 1 Super Specialty Course (M. Ch.), PhDs in 9 disciplines and 1 Certificate (Fellowship) Course, which are affiliated to the regulatory authorities, MCI, New Delhi and MUHS, Nashik.

With state of the art infrastructure, the academics of the institute goes beyond the curriculum, with BLS training, Communication and Clinical Skills Laboratories, Faculty Development Programs by Medical Education Technology (MET) Unit, Anubandh, a mentorship program, Lifestyle Modification Centre, Palliative care, etc.

The institute has an academic indexed journal 'Panacea, the Journal of Medical Sciences' and exclusive educational technology, multidisciplinary, indexed journal, 'Journal of Education Technology in Health Sciences (JETHS). The institute is also recognized and awarded by the UNESCO Chair of Bioethics in 2016.

The staff and the students are constantly in touch with society through their health camps and NSS activities.

The institute stood tall during the extraordinary times of the pandemic, both in academic pursuit and patient care.

Having identified its strengths the institute is now ready for accreditation for NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>21</td> <td>21</td> <td>4</td> <td>3</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>3</td> <td>3</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : Revised considering the Nomination letters from the University only, as per the SOP.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	22	21	21	4	3	2019-20	2018-19	2017-18	2016-17	2015-16	4	3	3	2	2
2019-20	2018-19	2017-18	2016-17	2015-16																	
22	21	21	4	3																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
4	3	3	2	2																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Answer before DVV Verification : 6</p> <p>Answer after DVV Verification: 6</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 60</p> <p>Answer after DVV Verification: 121</p> <p>Remark : Revised as per the supporting document attached.</p>																				
1.2.2	<p>Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>724</td> <td>518</td> <td>500</td> <td>214</td> <td>429</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	724	518	500	214	429	2019-20	2018-19	2017-18	2016-17	2015-16					
2019-20	2018-19	2017-18	2016-17	2015-16																	
724	518	500	214	429																	
2019-20	2018-19	2017-18	2016-17	2015-16																	

527	497	458	168	390
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Remark : Revised excluding the no. of students enrolled in Neonatal resuscitation programme & Suture Practicum as sample certificates of these programs are edited.

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

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

Answer before DVV Verification : 3

Answer after DVV Verification: 2

Remark : Research Methodology Workshop will not be considered under value-added courses.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
69	178	145	60	61

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
69	96	67	0	0

Remark : Revised as per the value-added courses accepted in 1.3.2

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

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

Answer before DVV Verification : 474

Answer after DVV Verification: 154

Remark : Revised considering the no. of students for field visit only as per the photos attached for field visits.

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
93	62	67	73	67

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
71	62	67	70	67

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
115	98	98	100	95

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
71	71	70	70	69

Remark : As the rule mentioned in ANNEXURE-B of the CONSTITUTIONAL RESERVATION attached, 25% of total sanctioned intake is considered as seats earmarked for reserved categories for the Private unaided institutions. Only those seats filled against the quota are counted in 2.1.1.1

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

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:

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
228	234	227	228	238

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
228	233	224	216	233

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
289	287	281	279	280

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
284	284	279	279	277

Remark : Revised the counts as per the list attached, counts for certificate courses are excluded.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	11	15	18	13

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	11	15	17	13

Remark : Revised as per the highlighted list of students.

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

Answer before DVV Verification : A. All of the above

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

Remark : As per support documents provided by HEI.

2.3.4 Student :Mentor Ratio (preceding academic year)

2.3.4.1. Total number of mentors in the preceding academic year

Answer before DVV Verification : 222

Answer after DVV Verification: 185

Remark : Revised with respect to 2.1 in the extended profile.

<p>2.4.2</p>	<p>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.</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 510 1046 645"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>52</td> <td>46</td> <td>41</td> <td>34</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 723 1046 857"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>51</td> <td>46</td> <td>41</td> <td>34</td> <td>7</td> </tr> </tbody> </table> <p>Remark : Revised as per the authorized list attached.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	52	46	41	34	7	2019-20	2018-19	2017-18	2016-17	2015-16	51	46	41	34	7
2019-20	2018-19	2017-18	2016-17	2015-16																	
52	46	41	34	7																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
51	46	41	34	7																	
<p>2.4.4</p>	<p>Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1216 1046 1350"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>119</td> <td>20</td> <td>44</td> <td>24</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1429 1046 1563"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : The documents provided by HEI is not related documents like E-content /E-learning.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	119	20	44	24	23	2019-20	2018-19	2017-18	2016-17	2015-16	0	0	0	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
119	20	44	24	23																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
0	0	0	0	0																	
<p>2.4.5</p>	<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> <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</p> <p>Answer before DVV Verification:</p>																				

2019-20	2018-19	2017-18	2016-17	2015-16
38	36	23	20	21

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	0	1	0

Remark : Most of the provided documents by HEI like paper presentation which can't be as awards/Recognition.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per support documents provided by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3	10	8	6	1

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
3	8	5	4	1

Remark : Revised counting one teacher only once for a year irrespective of number of awards received in the same year.

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research



Grants and Industry-Academia Collaborations during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
9	10	11	9	4

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
9	10	11	9	4

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
28	37	24	41	37

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
17	32	21	32	31

Remark : Revised excluding programs for there own employees.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
587.57	716.13	618.62	912.65	1138.75

Answer After DVV Verification :

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

736.51	559.25	380.97	563.04	114.928
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Remark : Revised as per the budget extract attached.

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

4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities  
 Answer before DVV Verification : 62  
 Answer after DVV Verification: 35

4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution  
 Answer before DVV Verification : 62  
 Answer after DVV Verification: 37

Remark : Revised as per the list & photos provided by the HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	6	3	0

Answer After DVV Verification :

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

Remark : Only 2 awards can be considered. Rest all are participation certificates.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
19	14	12	28	17

Answer After DVV Verification :

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

Remark : Considered cultural activities/competitions organized by the Institution only.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
81	103	57	77	61

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
55	70	49	56	41

Remark : Revised considering unique teacher per year.

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
40	22	19	20	8

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
33	14	11	14	5

Remark : Research Methodology workshop will not come under this.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
104	96	108	103	103

Answer After DVV Verification :

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

Remark : HEI has not provided documents as per SOP, and weblinks provided are not opening.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
70	124	27	221	62

Answer After DVV Verification :

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

Remark : Teachers attending programs/workshops/seminars specific to quality improvement need to considered.

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.,)

	<p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: C. Any two of the above                  Remark : Revised as per the supporting document.</p>
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> <li>1. Solar energy</li> <li>2. Wheeling to the Grid</li> <li>3. Sensor based energy conservation</li> <li>4. Biogas plant</li> <li>5. Use of LED bulbs/ power efficient equipment</li> </ol> <p>Answer before DVV Verification : D. Any two of the above                  Answer After DVV Verification: C. Any three of the above                  Remark : Revised as per the supporting document.</p>
7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Borewell /Open well recharge</li> <li>3. Construction of tanks and bunds</li> <li>4. Waste water recycling</li> <li>5. Maintenance of water bodies and distribution system in the campus</li> </ol> <p>Answer before DVV Verification : All of the above                  Answer After DVV Verification: Any one of the above                  Remark : As per documents provided by HEI.</p>
7.1.6	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> <li>1. Restricted entry of automobiles</li> <li>2. Battery-powered vehicles</li> <li>3. Pedestrian-friendly pathways</li> <li>4. Ban on use of plastics</li> <li>5. Landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : B. Any four of the above                  Answer After DVV Verification: D. Any two of the above</p>

Remark : Revised as per the supporting document.

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>239</td> <td>224</td> <td>195</td> <td>194</td> <td>219</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>247</td> <td>248</td> <td>217</td> <td>214</td> <td>251</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	239	224	195	194	219	2019-20	2018-19	2017-18	2016-17	2015-16	247	248	217	214	251
2019-20	2018-19	2017-18	2016-17	2015-16																	
239	224	195	194	219																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
247	248	217	214	251																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>222</td> <td>215</td> <td>224</td> <td>246</td> <td>270</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>185</td> <td>215</td> <td>224</td> <td>246</td> <td>260</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	222	215	224	246	270	2019-20	2018-19	2017-18	2016-17	2015-16	185	215	224	246	260
2019-20	2018-19	2017-18	2016-17	2015-16																	
222	215	224	246	270																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
185	215	224	246	260																	
3.1	<p>Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>340462197</td> <td>314732271</td> <td>278141980</td> <td>199306198</td> <td>178268444</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>3404.62</td> <td>3147.32</td> <td>2781.42</td> <td>1993.06</td> <td>1782.68</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	340462197	314732271	278141980	199306198	178268444	2019-20	2018-19	2017-18	2016-17	2015-16	3404.62	3147.32	2781.42	1993.06	1782.68
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2019-20	2018-19	2017-18	2016-17	2015-16																	
3404.62	3147.32	2781.42	1993.06	1782.68																	