



INSTITUTIONAL ASSESSMENT AND ACCREDITATION (Effective from July 2017)

Accreditation - (Cycle -1)

PEER TEAM REPORT ON
INSTITUTIONAL ACCREDITATION OF
N. K. P. SALVE INSTITUTE OF MEDICAL SCIENCES AND
RESEARCH CENTER AND LATA MANGESHKAR HOSPITAL,
NAGPUR
C-13914
Maharashtra
Nagpur
440019

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

Section I:GENERAL INFORMATION	
1.Name & Address of the institution:	N. K. P. SALVE INSTITUTE OF MEDICAL SCIENCES AND RESEARCH CENTER AND LATA MANGESHKAR HOSPITAL, NAGPUR Nagpur Maharashtra 440019
2.Year of Establishment	1990
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	1
• Departments/Centres:	21
• Programmes/Course offered:	30
• Permanent Faculty Members:	162
• Permanent Support Staff:	748
• Students:	1022
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. Renewable energy 2. Good infrastructure 3. Excellent library

5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 03-08-2021 Visit Date To : 04-08-2021
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Amar Rai
Member Co - ordinator:	Dr Smiti Nanda
Member:	Abhijit Chaudhury
NAAC Co - ordinator:	Dr. A.v. Prasad

<i>Section II:CRITERION WISE ANALYSIS</i>	
<i>Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion</i> (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)	
<i>Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)</i>	
<i>1.1</i>	<i>Curricular Planning and Implementation</i>
1.1.1 QIM	The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.
<i>1.2</i>	<i>Academic Flexibility</i>

1.3	<i>Curriculum Enrichment</i>
1.3.1 QIM	The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulatory councils
1.4	<i>Feedback System</i>

<i>Qualitative analysis of Criterion 1</i>	
<p>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 institute is affiliated to Maharashtra University of Medical Sciences which prescribes the syllabus. 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.</p> <p>There is a UG, PG mentorship program called AUNBANDH . Feedback from stake holders is taken and acted upon. This is a co-education institute and no discrimination amongst the genders and equal opportunities are provided to both genders. A gender grievance committee has been formed to</p>	

address gender-related grievances. 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 . Various national programs like control of blindness and Tuberculosis are incorporated in the curriculum.

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.

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.

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.

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. The college has an Institutional Ethics Committee and Animal Ethics Committee which addresses all ethical issues pertaining to research at all levels.

<i>Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)</i>	
<i>2.1</i>	<i>Student Enrollment and Profile</i>
<i>2.2</i>	<i>Catering to Student Diversity</i>
2.2.3 QIM	Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)
<i>2.3</i>	<i>Teaching- Learning Process</i>

2.3.1 QIM	<p>Student-centric methods are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> • Experiential learning • Integrated/interdisciplinary learning • Participatory learning • Problem solving methodologies • Self-directed learning • Patient-centric and Evidence-Based Learning • Learning in the Humanities • Project-based learning • Role play
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.3.5 QIM	The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students
2.4	<i>Teacher Profile and Quality</i>
2.5	<i>Evaluation Process and Reforms</i>
2.5.1 QIM	The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent
2.5.2 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.3 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	<i>Student Performance and Learning Outcomes</i>
2.6.1 QIM	The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are

	communicated to the students and teachers through the website and other documents
2.6.3 QIM	The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.
2.6.4 QIM	Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis
2.7	<i>Student Satisfaction Survey</i>

<i>Qualitative analysis of Criterion 2</i>	
<p>The institute does facilitate 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.</p> <p>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. Art exhibitions are held every year.</p> <p>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.</p> <p>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 institute has a very good Medical Education Technology Unit . It is an active epicenter that promotes student-centric methods of teaching learning. The teachers are trained on the latest</p>	

trends in teaching learning and assessment/evaluation methodologies. 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) are also 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.

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.

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. The institute has access to e- books and e- journals through the high speed campus wide wifi .

Students are actively involved in learning. They also share the responsibility of learning and teacher shifts into a role of facilitator guiding students in achieving their goal .Teaching methodologies like Case Based Learning, Problem Based Learning are used. the students are encouraged to create educational models depicting body functions or processes. Use of role play is also encouraged for better understanding of the students.

The institution adheres to the academic calender prescribed by MUHS. There is continuous internal evaluation, which is robust and transparent. There is

Academic Evaluation and Monitoring Committee which monitors teaching schedule including theory, clinics and practical. 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.

Any grievances arising from the result are dealt with by the Examination cell and Heads of the respective departments.

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 institute follows a schedule of continuous internal assessment as suggested by Maharashtra University of Health Sciences Nashik. The marks of the internal assessment examination are shared with the students before sending it to the University.

The curriculum designed by the MCI New Delhi has been displayed on the website. The course outcomes as defined by MUHS Nashik (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 institute follows a schedule of continuous internal assessment as suggested by Maharashtra University of Health Sciences Nashik and it is displayed on the college website (www.nkpsims.in), as well as available on the MUHS website. The methods of assessment include traditional practical /clinical examination and OSCE.

The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. The teachers use active learning principles where students are involved in the teaching learning process using CaseBased Learning (CBL), Problem Based Learning (PBL).

The institute also has a Communications Skill Lab. Students are motivated to take up the Indian Council of Medical Research (ICMR) and MUHS short term projects every year. They publish papers and present posters.

The pattern of assessment as suggested by MUHS Nashik is followed. The PTM is organized and implemented by the Undergraduate (UG) Cell. PTM is held periodically just after every university, unit and midterm examinations. It appraises the parents about the student attendance, results and programs. The parent is encouraged to ask questions. Questionnaire based parents' feedback is taken. Questions range from their ward's performance in general to the performance of the college. Grievances of students, if any, are also heard during these meetings.

<i>Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)</i>	
<i>3.1</i>	<i>Resource Mobilization for Research</i>
<i>3.2</i>	<i>Innovation Ecosystem</i>
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
<i>3.3</i>	<i>Research Publications and Awards</i>
<i>3.4</i>	<i>Extension Activities</i>
3.4.3 QIM	Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years
3.4.4 QIM	Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years
<i>3.5</i>	<i>Collaboration</i>

Qualitative analysis of Criterion 3

The Director of Research and Medical Education Technology also looks after innovation and incubation cell. This centre acts as a platform for students to connect for guidance with mentors and to have Regular interactive sessions with successful alumni.

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

The college has started a number of programs in the villages which involved self-reliance through Arogya Yatra, medical relief, social and political awakening .Various Panchayats have appreciated the efforts taken by the institute, teaching and non- teaching staff members for the different types of camps successfully held in their region. MEDICON 15 was organised in 2015 (national conference).750

The college regularly conducts health checkups and awareness camps for the students in schools. These cater to routine checkup and counseling sessions for students regarding adolescence, puberty, good touch, bad touch, etc.

Tree plantation drives, 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 Swatch Bharat: Tree plantation and cleanliness drive, Role plays and skits on organ donation and save the girl child. The amount of expenditure incurred during the last five years is 26.7 Lacs.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)

4.1	<i>Physical Facilities</i>
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games

	(indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
4.2	<i>Clinical, Equipment and Laboratory Learning Resources</i>
4.2.1 QIM	Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies
4.3	<i>Library as a Learning Resource</i>
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment
4.3.5 QIM	In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students
4.4	<i>IT Infrastructure</i>
4.4.2 QIM	Institution frequently updates its IT facilities and computer availability for students including Wi-Fi
4.5	<i>Maintenance of Campus Infrastructure</i>
4.5.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc.

Qualitative analysis of Criterion 4

The college has classrooms with audio visual aids and internet facility. There is a communication skill laboratory with an internet facility. A well-equipped hall for CME's, workshops and guest lectures "Inspire hall" has all audiovisual facilities. All the departments have individual seminar rooms, tutorials/demo rooms and departmental libraries with LCD projectors and internet facilities.

Central laboratory located in hospital building includes Pathology, Microbiology and Biochemistry laboratories. In addition, there are well-equipped laboratories in various departments and a central research lab. A simulator for laparoscopy training is also available.

The college building has wi-fi enabled central library with a seating capacity of 750. It has 72 e-terminals for e-learning.

The institute has facilities for Cricket, Football, Volleyball court, Basketball court, 400 meters track for athletics and Indoor games like Carrom, Table tennis and Chess. Fully furnished gymnasium, Lifestyle Modification Centre, Regular yoga classes (biweekly) are there.

The annual social gathering "JOSH" is held in the month of February every year. It includes sports activities including team and individual sports events, cultural events like Musical night, Arts exhibition, Fashion show and dance programs for students as well as teachers. Ganesh festival is organized in the auditorium.

The institute has very good general campus facilities. including hostels for male and female students and quarters for faculty and non teaching staff. the institute has Electricity back up facility, safe drinking water, the overall ambience of the campus is good.

The teaching hospital, equipment, clinical teaching-learning and laboratories are as stipulated by the Medical Council of India. Well -equipped 30 bedded Casualty for emergency medical and surgical care exists. The registrations are managed by the HMIS software, which is connected with wards, OTs and pharmacy. Operation theatres, various ICUs, Labor room, diagnostic and imaging facilities, OPDs and indoor facilities, as prescribed by MCI, are available.

The institution has a fully automated modern library with very good facilities for users including several reading halls for the students and faculty.

Total No. of Books: 25588 ;Text: 9465; Reference: 15123; Journals: 592 ; Bound Volumes/back volumes: 2330

Online journals: 'Clinical Key' package by 'Elsevier Health Sciences' having more than 600 full-text journals and 1000 e-books are subscribed. Online package of e-journals by 'Elsevier Health Sciences', called 'Clinical Key' is subscribed.

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. "End User Workshop/Training for Clinical Key" workshop was conducted by Elsevier Health Sciences for the Teaching staff and P.G students.

The institute has an independent IT department . A total of 450 computers are placed in various departments. The campus is intra and internet-connected. Internet connections are provided in all departments, staff rooms, classrooms, seminars, and demonstration rooms. The library is digital with a wi-fi system and internet connectivity. Students and teachers have access to e-journal. 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. The institute has well established systems and procedures for maintaining and utilising its physical academic and support infrastructure /facilities. BME (biomedical engineer) are available for checking and repairing various medical equipments.

<i>Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)</i>	
<i>5.1</i>	<i>Student Support</i>
5.1.4 QIM	The Institution has an active international student cell to facilitate study in India program etc.,
<i>5.2</i>	<i>Student Progression</i>
<i>5.3</i>	<i>Student Participation and Activities</i>

5.3.2 QIM	Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution
5.4	<i>Alumni Engagement</i>
5.4.1 QIM	The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the last five years.

Qualitative analysis of Criterion 5

The college has a one month observership programme for overseas medical students. The student can get the knowledge of the diseases in this part of the world and in Central India.. At present there are no international students.

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. However, the mode of selection of the student welfare association is by nomination. The members of the student welfare association are well represented in various committees including the College council, anti ragging committee, curriculum committee, Bioethics Committee, library committee, hostel committee etc. The student welfare committee is actively engaged in student related activities by arranging sport meet, debates, graduation ceremony, freshers day etc. A movie club has also been started.

The Alumni Association is a registered body and it started operating from 2016. It functions through Elected, Nominated and Ex-Officio members. The association gives career guidance to the students and interns and also organizes symposia on study/training abroad for UG and PG students. Financial contribution is made through annual purchase of books for the library and giving a medal to the topper in final year MBBS. Apart from that it has also contributed to the formation of a green gym. It also conducts health check-up camps in schools & various programs for health awareness and

through the Platform of “Almashines”, it maintains regular contact with the students.

***Criterion6 - Governance, Leadership and Management
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)***

6.1	<i>Institutional Vision and Leadership</i>
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management.
6.2	<i>Strategy Development and Deployment</i>
6.2.1 QIM	The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed
6.3	<i>Faculty Empowerment Strategies</i>
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	<i>Financial Management and Resource Mobilization</i>
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.2 QIM	Institution conducts internal and external financial audits regularly
6.5	<i>Internal Quality Assurance System</i>
6.5.1 QIM	Instituion has a streamlined Internal Quality Assurance Mechanism

Qualitative analysis of Criterion 6

The college has got clear Vision and Mission statements which are prominently displayed at key areas and the administration makes every effort to realize the goals by promoting various activities. Decentralization regarding the implementation of institutional practices and day to day running of the college and the hospital has been done with the formation of various committees and representations from various departments and stakeholders. The college has a transparent organogram with the Dean being at the helm of affairs. 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. There are 55 committees with clearly defined roles and necessary SOPs

Apart from the medical faculty, other concerned stakeholders including the students find representations in the various committees as per the need. Staff welfare measures are in place in the form of provident fund, various paid and unpaid leaves, subsidised hospital services. There is provision for **appointment of one family member in case of untimely death of staff in service and appointment of a spouse of existing staff in case of vacancy. Encouragement for research related activities including publications and conference presentations is given and is under the purview of the research committee.** The college has a performance appraisal that reviews academic, professional, and administrative performance. It includes self-appraisal and appraisal by Head of the Department and Dean of the institute. A purchase committee oversees funds utilization. The source of funds is revenue from students, patients and management. Any deficit is met from bank loan against Fixed Deposits. These funds are optimally utilised for revenue, capital expenditure and other operating expenditures including salary.

There is regular Internal and external financial audit. The institution has a functioning IQAC since January 2016. Hospital has cleared NABH entry-level certification. A UNESCO Bioethics Unit of the institute is affiliated with UNESCO Chair in Bioethics. Only the institute's COVID RT-PCR Lab is certified by NABL.

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)

7.1	<i>Institutional Values and Social Responsibilities</i>
7.1.2 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.4 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> • Solid waste management • Liquid waste management • Biomedical waste management • E-waste management • Waste recycling system • Hazardous chemicals and radioactive waste management
7.1.8 QIM	Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities. Add a note on how the Institution has leveraged its location for the services of the community (within 500 words).
7.1.10 QIM	The Institution celebrates / organizes national and international commemorative days, events and festivals
7.2	<i>Best Practices</i>
7.2.1 QIM	Describe two Institutional Best Practices as per the NAAC format provided in the Manual
7.3	<i>Institutional Distinctiveness</i>
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Qualitative analysis of Criterion 7

The institute has a Gender Grievance Committee to deal with sexual harassment at the workplace. A Drop Box has been provided at a strategic location where anybody can submit any complaint, including gender related ones. A separate common room has been provided for the girl students. Posters depicting gender equity awareness are put in college and hospital building.

Biomedical waste is segregated and disposed off through outsourcing. Solid wastes and e-waste disposal are similarly outsourced. Liquid waste generated are neutralized in Sewage treatment plant and Effluent treatment plants and treated water is used for gardening purposes. The college or hospital does not generate any radioactive waste. Hazardous chemicals are neutralized and processed in effluent treatment plant.

Inclusiveness is promoted by local Marathi language classes for the first year students, holding of major religious events of Ganesh festival, Hanuman Jayanti and Saraswati Puja; and annual students' cultural festival "Josh". The institution is located in a semiurban area and it leverages its location for the services in the surrounding villages.

Various National days and Commemorative days are observed by the institution. Commemorative days are celebrated from patient care points of view like Breastfeeding week, World diabetes day, World no tobacco day, World hepatitis day, etc and also from societal perspectives like International Yoga day, World sleep day, Children's Day etc. Eye donation fortnight is observed yearly. In the past, the institution has participated in Hello Doctor program on All India Radio, Nagpur to create social awareness among the masses.

Two Institutional Best Practices as per the NAAC format provided in the Manual are Skill labs/ Workshops and 800 kW Solar Power generation .

The institution's distinctiveness is reported as Capacity Building. The institution strives to empower its faculty with the recent trends in education technology and by encouraging them into undertaking research activities thereby promoting leadership qualities. It is a MUHS recognized centre for Faculty development programme since 2009 and trained 204 medical teachers. Since 2016, it is also conducting an education technology oriented programme for postgraduate students. At present the institution has 5 FAIMER fellows and 22 faculty members with the MCI/NMC advance course in

medical education. It also publishes "Panacea" which is an indexed journal for biomedical research and "Journal of Education Technology in Health Sciences" which is also an indexed multidisciplinary journal devoted to research in medical education.

<i>Criterion8 - Medical Part (Key Indicator and Qualitative Metrics(QIM) in Criterion8)</i>	
<i>8.1</i>	<i>Medical Indicator</i>
8.1.2 QIM	Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.
8.1.4 QIM	The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India
8.1.5 QIM	Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.
8.1.6 QIM	Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.
8.1.7 QIM	The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.
8.1.8 QIM	Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.
8.1.11 QIM	Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Qualitative analysis of Criterion 8

The students are sensitised about infection control practices including knowledge of universal precautions , importance of hand hygiene, environmental control etc. SOPs are maintained in each department regarding patient and personal safety and the interns and the students strictly adhere to the SOP.

'COVID19 training' was started for Junior Residents of all departments, as well as for interns and nursing staff from 20th April 2020. The iGOT (integrated Online Govt. Training) courses on the Diksha platform was utilised for this . Ten sessions with 30 participants in each session was done and report submitted to MUHS, Nashik.

The Institution uses internal assessments and university examinations to measure and certify attainment of specific clinical competencies by MBBS students/interns as per National Medical Council guidelines on CBME starting from the 2019 batch. Standard Operating Protocols for common diseases have been prepared by the clinical departments for competency training . Log books are maintained by the UG students for AETCOM training. OSCE/OSPE methods of evaluation has been started by a few departments.

Transplantation of Human Organ Act is taught to the students as part of Forensic Medicine syllabus. Ophthalmology has a well-equipped eye bank and sensitizes the students regarding corneal transplantation. Lectures are arranged for students about medical and legal issues involved in organ transplantation. The Bioethics committee sensitizes the students on the ethical aspects of organ transplantation and its related issues.

The hospital has an Immunization Clinic run by the Dept. of Paediatrics as per WHO guidelines. The Interns are posted at this clinic and taught and trained for vaccination. Immunization practices are also dealt in detail in Microbiology, Community Medicine, and in Paediatrics syllabi apart from other departments as applicable.

The medical graduate attributes and course competencies as defined by NMC are communicated to teachers and students. Graduate Medical Regulation stipulates 5 roles that an Indian Medical Graduate must perform to fulfil the goal of UG medical education and training. All these attributes are assessed by Performance in internal assessments and University examinations being used as a surrogate measure of outcome of attainment levels. In addition,

OSCE / OSPE are used to assess communication, professionalism & higher levels of the psychomotor domain and affective domain.

The Medical Education Unit is actively involved in conducting basic MET workshops Since 2014 . It has conducted 5 MCI Revised Basic Workshops and given training to 161 teachers of the institution on CBME and AETCOM module under the observation of MCI designated personnel. The college has organized a National Conference of Health Professional Education (NCHPE18) in 2018 which was attended by 350 delegates. The MEU publishes the "Journal of Education Technology in Health sciences". MOODLE, which is a Learning Management System for the students, has been developed as a part of the e-learning programme.

The students are exposed to medico-legal issues during training in department of Forensic Medicine. Third-party payers/insurance mechanisms and indemnity insurance protection measures have been initiated by the institution from 2019.

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

Overall Analysis

1. Well established campus with good infrastructure,
2. Well equipped computerised central library with e- resources and several reading reading rooms. In addition, departmental libraries are there in each department.
3. There is a 1130 bedded hospital which is NABH accridited.
4. There is a well equipped clinical skill lab.
5. There are research activities, however there are no extramural projects . The publications are less in number and are of avarage quality.

Section IV:Recommendations for Quality Enhancement of the Institution

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

- There should be greater effort in procuring externally funded projects .
- Need to publish research papers in good journals.
- Hospital laboratories should have NABL accreditation.
- The institute should set up a dedicated interdisciplinary research facility.
- Alumni association needs strengthening and maintenance of proper database.
- Strategic plan documents for various departments of the institute will enable them to move towards center of excellence.

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

Signature of the Head of the Institution

Seal of the Institution

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Amar Rai	Chairperson	
2	Dr Smiti Nanda	Member Co-ordinator	

3	Abhijit Chaudhury	Member	
4	Dr. A.v. Prasad	NAAC Co-ordinator	

Place:

Date