SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

JAWAHAR MEDICAL FOUNDATIONS' ANNASAHEB CHUDAMAN PATIL MEMORIAL MEDICAL COLLEGE, DHULE

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

JMFs ACPM Medical College, Dhule is registered under Bombay Public Trust Act 1950, dated - 17th July, 1984- Reg. No-MAH-/314/Jalgaon (Dhule). Jawahar Medical Foundation's ACPM Medical College & Hospital, the brain child of Late Shri Annasaheb Chudaman Patil, has began its humble beginning with a charitable general 150 bedded hospital to provide the health care needs of the rural & tribal population of Dhule district in the year 1984. The trust further extended health care services by establishing health centers in the Dhule city and at village Mundalwad in Nandurbar district (an Adivasi area) in the year 1989.

In the year 1990, Government of Maharashtra granted permission to Jawahar Medical Foundation trust [JMF] to start Medical College with 100 MBBS annual intake. The college is located on Dhule –Surat Highway at Moranne village, Sakri road, about 5 km away from main Dhule city. The medical college spreads over 36.5 acres land and developed in to a lush green campus, housing medical college teaching block, 530 bedded hospital block, hostel block for medical students, residents, faculty, nursing and non-teaching staff.

ACPM Medical College is conducting MBBS Course with 100 annual intake and MD/MS course in 6 broad specialties, which are recognized by MCI/NMC and degree is awarded by Maharashtra University of Health Sciences, Nashik Maharashtra. ACPM Medical College is running its own 530 bedded hospital in same premises complied with minimum requirements of statutory authority and providing whole gamut of health care services.

Vision

- We have a responsibility to educate medical students to meet the primary and specialty health care needs of the region by providing highly skilled, cost effective, patient-centered care in a variety of settings.

Mission

- To provide the finest education to the medical students, to deliver quality health care to all sections of society.
- To develop as a regionally recognized leader in education through innovation and excellence.
- To provide the community with a diverse cadre of highly-trained professionals capable of performing in a wide variety of clinical settings.
- Faculty and graduates will contribute to the community by being active in social and health-care endeavors that promote the health and well being of the community.

Core Values

- Commit to excellence in all that we do.
- Show total unconditional regard for all patients.
- Demonstrate respect for each patient's person, privacy, culture, beliefs, and rights.

- Exhibit compassion for those entrusted to our care.
- Treat other members of the health care team in a professional manner

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 30 years of existence in medical education and serving community
- Spread over 36.5 acres of land with green ambience and nature friendly campus
- Qualified and experienced faculty
- Use of modern tools and ICT modes in teaching and learning process
- Learner centric approach and teaching innovations
- State-of-the-art infrastructure
- Decentralization in administrative activities

Institutional Weakness

- Linkages with national and international reputed institutes
- Research funds from Govt. organizations & public institutions
- Training and placement activities
- Alumni Support for placement and research

Institutional Opportunity

- Introducing diverse medical education program
- Establishment of centre of excellence
- Collaboration with reputed medical institutes
- Establishing startups and incubation centre
- Establishing modern simulation learning centre
- Collaborating with foreign Universities and introducing diverse program
- Strengthening community services through NSS and other professional bodies like Red cross

Institutional Challenge

- Being affiliated with university, curriculum implementation as per new technologies in medical education is a challenge
- Providing quality medical education at minimum cost
- Meeting the stringent and vibrant rules of Government
- Strengthening the infrastructure with the pace of medical innovations

1.3 CRITERIA WISE SUMMARY

Medical Part

- The admission to the MBBS course is based on the NEET percentile score. The rules and regulations of the state CET cell/Admission Regulatory Authority govern the admission process for undergraduate and postgraduate programme.
- The institute has implemented competence based medical curriculum for undergraduate students prescribed by MCI/NMC in accordance to GMER 2019. All the students are now more focused towards the practical orientation of the knowledge, skill and attitude. Assessment of measurable competencies is carried out during internal Assessment, university examination, and certification of skills during internship of the students.
- All the students of undergraduate and postgraduate programmes undergo didactic lectures and clinical training for quality patient's healthcare and safety procedures. The college strictly observed protocol for basic medical and surgical management, biomedical waste management, and patient safety and hospital infection control norms prescribed by WHO and other standard hospital agencies.
- Faculty of the college & hospital is appointed as per the regulation of the NMC/MUHS. Some of the faculty members have acquired additional qualification over and above the eligibility requirement for post.
- The medical education unit of the college conducts regular training seminar/workshops for faculty to update their knowledge, skill for implementing competency based curriculum.
- The college has organized seminars and awareness sessions for students and community from expert, specialized in organ transplant, for the students sharing their experience & legal, ethical, and professional challenges encounter on organ transplant. An eye bank has also been established in college and functioning for the last four years.
- The College has been certified with ISO 21001-2018 Certification for providing medical education to undergraduate and postgraduate students. The clinical laboratory of the College is NABL accredited. The hospital is also awaiting NABH entry level accreditation by QCI, New Delhi. The Clinical laboratory also participate in external quality control programme.
- Infrastructure facilities of immunization clinics are available in the hospital. Immunization activities are undertaken as per the guidelines of WHO observing strict compliance of regulation prescribed for immunization. Medical students and faculty are provided prophylactic immunization for communicable diseases no-profit no-loss basis by the college.

Curricular Aspects

- Curriculum adopted by the college is prescribed by the affiliating university for undergraduate/ postgraduate programs. The affiliating university updates curriculum prescribed by statutory authority from time to time through board of studies, faculty of medicine, and academic council.
- The academic calendar for each academic year is prescribed by the affiliating university in terms of teaching days. The teaching days, hours as prescribed in academic calendar is strictly followed by the college while implementing the teaching learning process.
- The curriculum committee of the college regulates curriculum planning, delivery, and evaluation.
- The academic boards for phase-I, II, III Part-I and III part-II have been assigned with micro-planning, detailed schedule of T-L programmes, distribution of teaching modules, mapping of learning objectives, details of T-L tools, formative assessment tools.
- The teaching schedule for complete academic year is drawn as per the time frame and course contents, prescribed by Maharashtra University of Health Sciences is submitted to nodal center of NMC for approval. Approved teaching schedule is displayed on notice boards of the respective department, office of the dean, website, e-platform and student's hostel for information on the first day of academic year.
- All the students immediately after their admission of MBBS program are subjected to foundation

courses structured to sensitized them with varied cross-cutting issues such as gender discrimination, health care determinants, professionalism, medical ethics, and human values.

- There is evaluation of undergraduate/postgraduate program using analysis of regular feedback of curriculum design & implementation from students, peers, faculty, parents, and other stakeholders.
- College has introduced value added courses on basic suturing skill, communication skill, epidemiology, cutting edge techniques, hospital infection control practices for enhancing analytical and clinical skill and reduce the gap between knowledge and practices.

Teaching-learning and Evaluation

- The admission process of students is transparent in terms of constitutional reservation, gender, domicile of the candidates. The process of admission of all the students is governed by the rules and regulation of Admission Regulating Authority [ARA] appointed by government of Maharashtra. The eligibility for admission to UG/PG programs is determined as per the regulations of MCI/NMC by the state CET Cell, Government of Maharashtra.
- All the students admitted as per merit determined on basis of NEET UG/NEET PG score by the state CET Cell. Students admitted under different categories treated at par and provided fair and impartial medical education irrespective of their caste, creed , educational and socioeconomic status.
- The college is using ICT based blended learning system for teaching and learning process, comprises of didactic lectures, tutorial, practical session, integrated session, clinical case studies discussion, group learning session, problem-solving session, periodical quiz sessions and problem-based session & self-directed learning sessions. Practical sessions are preceded by simulated/video demonstration. The college is also using online e-platform such as Google classroom, Google meeting, ACPM You Tube channel and ACPM e-portal, thus providing immediate access of learning resources to its students.
- The skills training modules as prescribed by the university is delivered in skill lab using manikins, simulated patients, trained normal patients, practical demonstrations and case-based studies.
- Postgraduate students participate in clinical meeting, journal club, seminars, tutorial and clinical teaching for undergraduate beside research as part of their curricular training.

- Internal and University assessment are as per the guidelines prescribed by the MUHS, includes brief and short answer questions, MCQs, prescription writing, lab report analysis, case presentation, OSPE, OSCE, and structured Viva Voce Examination. Every semester concludes with formative assessment and academic year is concluded with pre-university internal examination & university examination.
- The college ensures individual monitoring and guidance through its robust mentor-mentee program and has higher than requisite teacher student ratio.
- Each department has mechanism for identification of slow and advanced learners to organize remedial teaching session to reduce the learning gap and outcomes.

Research, Innovations and Extension

- The faculty and postgraduates of the college are actively involved in research projects and publishing their work in national and international indexed journals.
- The faculty members of the all the department of college & hospital are encouraged to undertake & promote basic &inter-disciplinary research along with their regular teaching activities. The college patronizes research culture by promoting post-graduate students and faculty members to attend academic programs, conferences and to participate in meetings related to research programs. and

provides researchers to present their work.

- Regular sessions and workshops are held on topics e.g., scientific paper writing, research project writing, and research methodology for postgraduate students and faculty.
- The college also provides the substantial financial assistance for the Undergraduate, Post Graduate & Faculty to undertake research projects. In addition to substantial assistance, the college provides funding support to organize National and International seminars / workshops, training programs, thus facilitate interaction and collaboration with other experts, institutes and universities.
- The college has constituted Research Committee for scientific appraisal, monitoring of the progress of research project undertaken by the postgraduate, and to encourages submission of research proposals to funding agencies.
- The College also has registered Institutional Ethical Committee for ethical appraisal of research project of postgraduate students.
- Extension and Outreach activities of the college includes primary rural health center at Kheda and UHC in Dhule city for the community service.
- Other community extension activities include organizing regular multi speciality diagnostic camps, Blood Donation camps, Dental check up camps, Cancer awareness and early detection.
- College is also participating in national health care programmes like RNTCP, NPCB, MCH, Immunization and pulse polio.

Infrastructure and Learning Resources

- The infrastructure and learning resources provided by college & hospital includes furnished air-conditioned ICT enabled lecture halls, equipped practical laboratories, demonstration rooms, museums, skill lab with manikins & simulation instruments, community health centers for rural and urban health care training of student of UG and PG Programmes.
- The college also has provided with separate hostels for boys and girls, staff quarters for teaching & non-teaching staff, playground, canteen, gymnasium, planned roads, continuous water and electricity supply, round the clock and security system. The medical college and hospital building are under CCTV surveillance and Wi-Fi enabled.
- The institution is having central library with automation, open from 8.00 am to 8.00 pm in all working days and 8.00 am to 4.00pm in sunday and public holidays. The library provides free access to the students to books, reference books, Journals, online database of books and journals. The reading room areas are spacious with adequate reading learning resources and provided with air-conditions. There is computer center with 40 computers with Internet connections. E-library facility is also available. Photocopy and scanning facilities are available free of cost to the students in library.
- The teaching hospital of the college is 530 bedded with all the facilities prescribed by MCI/NMC and provide adequate clinical material for teaching-learning experience of medical students and postgraduates.
- Hospital is empaneled for patient welfare schemes of government of Maharashtra/India, extending benefits of government sponsored welfare scheme to poor section of society.
- A team of medical social workers addresses the grievances, healthcare needs and feedback of the patients from time to time.
- The hospital infection control committee (HICC) continuously does environmental and water surveillance, educates the students and faculty regarding the safety precautions.
- The hospital ensures dissemination of factual information in term of patient's right and responsibilities through posters, handouts, citizen charter feedback form, complaint redressal forum and institutional website that contain health care guidelines, hand hygiene guidelines, patient's safety instructions,

biomedical waste management guidelines and instructions with displayed helpline numbers in the relevant areas.

Student Support and Progression

- The college has an established student support & welfare committee with well-defined guidelines. The primary aim of student support system is help them to maintain the traditional values of discipline, respect and sincerity in all their endeavors.
- Few of the major initiatives undertaken under student support systems are:
  - mentor mentee program to resolve personal/peer issues,
  - academic counseling program at department level to address the academic challenges,
  - need based psychiatric counseling to address psychosocial issues,
  - robust anti-ragging program in accordance of regulations of medical council of India.
  - Remedial academic sessions are organized time to time for the deserving students
- The institution is continuously attracting students across all communities with gender equity.
- The institution offers scholarships, fee waiver schemes and to teaching and research assistance to deserving students. Meritorious students are awarded Medals and prizes to acknowledge their academic performance.
- The college has registered ACPM Student Alumni Association to organize regular meeting and participate in student and community welfare activities and also provide financial support for academic and patient care services.

Governance, Leadership and Management

- The vision and mission of the institution determines institutional goal and effective governance & leadership. Vision and mission of the college is well defined and expresses the institution's motto of serving the community, its prospective strategies to acquire excellence and innovation in medical education and health care.
- Governance organizational framework is inclusive, transparent to cater effective dynamic leadership and de-centralized administration. The members of board of management are accomplished highly competent and experienced administrators with proven capabilities & leadership qualities.
- Dean of the college is chief executive and administers the academic and administrative affairs of the college and hospital through statutory and non-statutory committee constituted to manage various academic and administrative functions of the college & hospital.
- The committees of the college & hospital meet regularly to provide its recommendations to Dean regarding policy initiation, monitoring, review, modification, and implementation from time to time, for governance of medical college & hospital administration.
- The college administration has prescribed manual for recruitment, academic and administrative appraisal of the faculty and non-teaching staff, staff welfare measures, code of conduct and service conditions including leave policies.
- The College has installed ERP system for student admission, HR management, front office governance, and library management system, examination and fee module.
- The hospital services are governed by customized "hospital management system" comprises of medical record module, diagnostic modules for laboratory and radiology services, billing module, indoor outpatient consultation module, admission and discharge module, central pharmacy module etc.
- The college has established administrative system for mobilization of financial resources to meet

recurring and non-recurring expenditures on academic and administrative objectives of the college & hospital. The income and expenditures of the college & hospital are audited by internal and external agencies on annual basis. College has adopted pragmatic approach to maintain income expenditures vis-à-vis optimum utilization and performance.

- The Internal Quality Assurance Cell (IQAC) of the college ensures continuous quality control assessment in academic, administrative, patient health care services and research activities of the college. IQAC discuss the situation analysis and plan feasible improvement strategies for implementation in the college.

Institutional Values and Best Practices

- Since inception, ACPM Medical College is conscious of its aims, vision, core values & responsibility towards the community, environment and society in general and making untiring attempt to inculcate the same among all its students and staff members. Gender equality has been in the center to established cordial working environment. Regular gender sensitization programmes are organized for students, faculty members and other staff as "team building Seminar" to reinforced dignified behavior, equity participation, coordination, cultural competencies, redressal of gender's challenges, safety and rights. The college is equally concerned towards the differently abled section of society and provided lift, ramps, toilets for them in medical college as well as in hospital block.
- In order to sensitize, inspire and update the newer generation of health care field, the students and faculty celebrate all the international days of health & community welfare importance by arranging relevant activities such as quiz, seminar, symposium, marathon, carnivals.
- One of the best practices of the college is its co-curricular activities organizes short-term value added workshops, symposium and short-term programs on professionalism, ethics and community services for its students with the help of faculty and invited guest faculty to inculcate human values, professionalism, ethical behavior and rights of community. These programs are updated regularly through feedback for peers and community.
- During global environmental scenario, the college has adopted relevant measures to maintained Eco-friendly environment utilizing renewable energy, proper waste management and disposal, water conservation, green audit, paperless administration, plastic free and No-Smoking campus. Regular environment audit is also conducted to facilitate the maintenance of green campus.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JAWAHAR MEDICAL FOUNDATIONS' ANNASAHEB CHUDAMAN PATIL MEMORIAL MEDICAL COLLEGE, DHULE
Address	Sakri Road ,Post Box No. 145, Dhule
City	Dhule
State	Maharashtra
Pin	424001
Website	www.jmfacpm.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vijay B Patil	02562-276317	8888666678	-	deanacpm@gmail.com
IQAC / CIQA coordinator	Prashant V. Solanke	02562-276318	9751926130	-	drprashantsolanke@rediffmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	10-07-1990

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	Maharashtra University of Health Sciences	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
MCI	[View Document](#)	15-10-2020	12	MDMS and MBBS degree is recognised by MCI

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Sakri Road ,Post Box No. 145, Dhule	Urban	36.975	43217.53

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	MBBS,Medical	66	HSC	English	100	100
PG	MD,General Medicine	36	MBBS	English	4	4
PG	MS,Ophthalmology	36	MBBS	English	1	1
PG	MS,Obstetrics And Gynaecology	36	MBBS	English	3	3
PG	MS,Orthopaedics	36	MBBS	English	4	4
PG	MD,Pathology	36	MBBS	English	2	1
PG	MD,Microbiology	36	MBBS	English	2	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				33				28				32
Recruited	30	3	0	33	20	8	0	28	23	9	0	32
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				7				12				29
Recruited	5	2	0	7	8	4	0	12	23	6	0	29
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				5				0
Recruited	0	0	0	0	2	3	0	5	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				34				46
Recruited	0	0	0	0	18	16	0	34	28	18	0	46
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				137
Recruited	119	18	0	137
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				97
Recruited	90	7	0	97
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				289
Recruited	86	203	0	289
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	29	2	0	22	9	0	24	27	0	113

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD	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	2	0	23	6	0	33

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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	4	2	0	7	3	0	8	4	0	28

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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	1	0	4	2	0	7

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	60	0	0	0	60
	Female	40	0	0	0	40
	Others	0	0	0	0	0
PG	Male	10	0	0	0	10
	Female	2	1	0	0	3
	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

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	6	7	0	3
	Female	2	2	1	1
	Others	0	0	0	0
ST	Male	3	2	0	1
	Female	1	3	0	0
	Others	0	0	0	0
OBC	Male	26	14	7	2
	Female	16	12	1	1
	Others	0	0	0	0
General	Male	29	27	5	7
	Female	22	17	7	5
	Others	0	0	0	0
Others	Male	6	21	0	1
	Female	2	8	0	1
	Others	0	0	0	0
Total		113	113	21	22

General Facilities	
Campus Type: Sakri Road ,Post Box No. 145, Dhule	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**

• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	**226**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**349**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	2	278
* Girls's hostel	2	278
* Overseas students hostel	0	0
* Hostel for interns	1	76
* PG Hostel	1	68

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0352	372	306	0399	534

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
104	135	132	126	160

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	21	22	101

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
226	200	186	179	184

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
226	200	186	179	184

File Description	Document
Institutional data in prescribed format(Data templ	View Document

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
992.70	1119.72	455.34	632.68	829.89

File Description	Document
Institutional data in prescribed format(Data templ	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

ACPM Medical College is presently conducting MBBS, MD/MS, Modern Pharmacology, and Modern Midlevel Service Provider Certificate Course (CHO) training courses approved by Maharashtra University of Health Sciences, Nashik [MUHS, Nashik]. The curriculum for these courses is developed by the Boards of studies and approved by the MUHS, Nashik.

The ACPM college has well defined curriculum planning, delivery and evaluation process in place as per guidelines given by Statutory and regulatory authorities.

The Institute has established various committees like Academic Board and curriculum committee to monitor all academic activities.

Curriculum Planning:

- 'NMC' as a regulatory body has introduced Competency Based Medical Education from the academic year 2019-20. ACPM is following these CBME from the academic year 2019-20.

- Academic calendar for MBBS, MD/MS, as well as other courses is prepared by the MUHS Nashik defining beginning and end of term, vacation, and teaching days and communicated to affiliating Colleges.
- The academic calendar prescribed by the affiliating University is strictly followed in terms of teaching days.
- The mandate regulating curriculum planning, delivery, and evaluation has been assigned to academic boards for pre-clinical, para-clinical, medicine & allied and surgery & allied subjects, constituted by the College council.
- The curriculum is discussed by the respective boards for micro-planning e.g. grouping of contents, distribution of teaching modules, detailed schedule of T-L programmes, deriving of learning objectives, details of T-L tools, formative assessment tools.
- Final teaching schedule is displayed on notice boards of the respective department, office of the Dean, website, e-platform and student's hostel for information on the first day of academic year

Curriculum Delivery:

- For effective curriculum delivery the Institute has provided ICT enabled lecture halls, laboratories, skill labs, e- resources, library, demo rooms, etc.
- Institute has adopted blending T-L process for delivery of planned teaching schedule. The T-L media includes didactic lectures, small group tutorial, directed self learning sessions, teaching through E-learning Platform, bedside teaching clinics, early clinical exposure sessions, group

learning, group seminars, poster presentation by the learners, periodical quiz sessions.

- T-L process also includes continuous assessment of learning outcome using brief and short answer questions, MCQs, prescription writing, report analysis, case presentation, clinical demonstration, assignments using ICT enabled teaching methods, and e-platform.
- Every semester concludes with formative assessment and academic year is concluded with pre-university internal examination as per the regulations of affiliating University.
- The skills training modules as prescribed by the University is delivered in skill lab using manikins, simulated patients, trained normal patients, practical demonstrations and bedside clinics.

Evaluation of Curriculum:

- Status of Completion of teaching schedule are reviewed by Curriculum committee / Academic Board.
- Analysis of learning outcomes vis-a vis periodical formative assessment
- Analysis of question paper, Analysis vis-à-vis performance in formative assessment.
- Review of CO / PO attainment
- Regular feedback of curriculum delivery from students, peers, faculty, parents, and other stakeholders.
- Critical feedback from examiners and members of Alumni.
- Recommendations of IQAC.

File Description	Document
Any additional information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 11.06

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

2020-21	2019-20	2018-19	2017-18	2016-17
47	16	36	6	7

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

1.2 Academic Flexibility

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

Response: 33.61

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

Response: 40

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

Response: 119

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

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

Response: 16.53

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	189	1	3	2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

- ACPM Medical College lays emphasis to inculcate ethical practices, respect for human values, social responsibility of a medical professional, environmental sensitivity for enhancement of professionalism & cultural competencies.
- Cross-cutting issues needed for training the medical graduates and postgraduate has already been incorporated in revised CBME curriculum by the university w.e.f. 2019.
- Specific competencies are defined, addressing gender sensitivity, human values, health determinants, right to health, emerging demographic variations, and professional ethics & communication spread over different phases of MBBS and MD/MS courses.
- Introduction of "foundation course" for undergraduate programme is first step for orientation of MBBS students to understand basic elements of professional behavior pertaining to gender sensitivity & gender equality, national health policy, health indicator determinants, emerging demographic changes and professionalism.
- CBME Curriculum also envisages specific learning module "AETCOM", introduced w. e. f. academic year 2019-20 for medical graduate programme extend from phase I to phase III emphasizing to trained the medical students about social & human values, ethics and etiquettes of medical profession, clinical communication skill, rights and duties of health professionals.
- Teaching schedules has ensured integration of relevant issues pertaining to gender sensitivity, human values national health determinants, right to health, emerging demographic variations, and professional ethics and are implemented time to time either as part of regular teaching.
- Teaching learning methods for imparting cross cutting issues through role-play, small group

interactive session, case-based studies, seminars, assignments and didactic lectures.

- Students are encouraged to organize events focusing issues relevant to environmental sustainability, gender equality, women power enrichment as one of the measure to sensitized them about importance on professionalism and community services which is also covered in curriculum in following courses-

  - **Gender** - is covered in Forensic Medicine, Obstetrics and Gynecology , Medicine , Community Medicine and Psychiatry
  - **Environment and sustainability** – the awareness is spread amongs the students and staff about current environmental issues by Community Medicine department through various topics in syllabus like environmental health, community health and mental health, urban and rural health, disaster management, hospital waste management etc.
  - **Human Values** – Are inculcated in students through various co-curricular activities, awareness about ethical medical profession practices. The courses like Anatomy, Physiology, and community medicine put lights on human values.
  - **Health Determinants** – Right to health is the basic principle of medical education is highlighted in every activity. All human being irrespective of his economical, social, physical, caste, creed background should get equal opportunity for medical treatment is inculcated through various activities in community medicine dept.

Right to Health and emerging demographic issues and Professional Ethics into the Curriculum- This is taken care by community medicine department and other clinical department in respective teaching learning process. To achieve these principal Bioethics and AETCOM module is introduced in curriculum. Management of patients, taking of history, provisional diagnosis are taught regularly in clinical posting of the students to increase professional skills. FMT dept. spread awareness about legal aspect of MLC cases. Ethics committee takes care of ethical aspects of research

File Description	Document
Link for list of courses with their descriptions	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 33

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

Response: 33

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

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

Response: 28.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	186	123	129	149

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

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: 69.32

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

Response: 244

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

1.4 Feedback System

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

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

Response: C. Any 3 of the above

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

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 80.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	42	02	07	24

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	44	07	07	31

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

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

intake

Response: 88.72

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:

2020-21	2019-20	2018-19	2017-18	2016-17
0113	113	21	22	101

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

2020-21	2019-20	2018-19	2017-18	2016-17
115	117	25	26	126

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 2.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	0	0	2	05

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 1.56

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

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

Response:

- ACPM Medical College organizes various extramural activities for sustenance of innate talent of individual students. Such activities include cultural programs, sports, drama, dance, music, Shivjayanti, Ganesh utsav, Holi etc. Such activities are generally conducted through student council which is constituted as per the guidelines of affiliating University.

- Student council ensures the active participation of students in extracurricular activities such as days of national and health importance.
- The extra-mural events of the institutions provide an opportunity to participating students to exhibit their talent in the field of music, fine arts, drama and street plays, academic debates on social and challenging health care issues, indoor and outdoor sports events.
- The student council organizes various cultural programmes like "Jistatva, Avalencha, Equinox, Miraaj, Synergia" are cultural events organized every year by the students themselves with active participation of all the students. A cultural committee which includes faculty and other staff also guides students for various events. It provides platform for talent hunt, short skits and group or solo events.
- The institute also organizes Tree plantation activities, Swach Bharat Abhiyan and Program for awareness on plastic ban involves students, faculties and guests.
- The college celebrate days of national importance e.g. Independence Day, Republic day, Birth anniversary of inspirational leaders like Mahatma Gandhi, Teacher's day, National TB day, World Mental health day, International Yoga day by students and staff to revere their contribution towards nation building and taking inspiration from them to contribute positively in National development.
- The college celebrates "International Women's Day" and organizes guest lectures on "Gender Equality" sensitizing students about giving respect to women at workplace. The objectives of organizing these extramural activities through cultural, seminars, quizzes, and symposium for holistic development of professional, ethical, intellectual skills and non-academic abilities.
- The College aims at holistic, integrated personality growth of its students in terms of physical, mental, psychosocial with a service motto "to serve the poor in a rural area with empathy and compassion" by arranging health camps.

File Description	Document
Link for Appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3 Teaching- Learning Process

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

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

Response:

JMF's ACPM Medical College follows student centric methods for enhancing learning

- **Experiential learning:**

1. **Undergraduate students**

- **Laboratory experiments** are taught in respective departments like Slide staining, identifying infective organisms, Preparing drugs, Preparation & Identification of different histological slides.
- Dissections in Anatomy
- **Biochemistry experiments** help in analysis of various organ function tests.
- **Physiology experiments** allow students to perform Clinical, Hematological and experimental practicals.
- **Skill lab: Students practice different skills on manikins.**

B) Post graduate students

- Clinical Postings – OPD, IPD, ICU, and Casualty postings allow students to learn Clinical skills.
- Laboratory Postings – Pathology, Microbiology, and Radiology helps to improve diagnostic abilities.
- Postings in OT: Allows observing, Assist and performing various minor and major operative procedures.
- Skill lab: For practicing various skills on manikins.

Integrated/interdisciplinary learning

- For undergraduate students vertical and horizontal teaching is arranged with departmental

coordinations.

- PG programme is fixed every month, along with interdepartmental Clinical meetings.

Participatory learning

- Students learn by participating in direct patient care in OPD, ward ,OT.
- Students are also participating in various health camps.

Self-directed learning

- The students in small group are subjected to self-directed learning session by each department as per scheduled timetable.
- Students maintain logbook for session and provide reflection.
- Online discussion forums like Google Classrooms, Google Meet is also followed.
- Educational charts, Models, Algorithms are provided to enhance learning.

Problem solving methodologies:

- Clinical scenarios are given to students and questions based on underlying pathophysiology, investigations and treatment is discussed.

- Case presentations are done by students and discussed with respective faculties.

Patient-centric and Evidence-Based Learning

- The College emphasizes on patient centric training to the medical students from beginning of the MBBS course.
- Undergraduate Students are having clinical postings in wards, OPDs, Casualty, OT, field visits where they observe and learn on patients.
- Bed side clinics in small groups
- Post graduate students learn to diagnose and manage different cases in OPDs, IPDs, casualty and ICU under supervision of teachers and clinicians.

Learning in the Humanities:

- AETCOM module prescribed in GMER 2019 envisage training for Human Values, Communication skill and Professional Ethics to medical students which commences from beginning of MBBS course and spreads over all the semesters.
- Institute also organizes various value added courses for students.

Group learning

- Group discussions are practiced for students to clear concepts and enhance learning.
- This method allows the students to learn in comfortable zone with stress free environment at their own pace.

Project based learning

- Hospital/Community based Research project work done by UG and PG students under supervision of teachers.
- PG students have dissertation/thesis and also present papers and posters in conferences.

Role Play

- Role-play is used for skill learning session, AETCOM, clinical case discussion, and bedside teaching session. Community medicine conducts street play for public awareness e. g. Farmer in depression, Prevention of depression in medical students.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for learning environment facilities with geotagging	[View Document](#)

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

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

Response: B. Any three of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	[View Document](#)
Proof of Establishment of Clinical Skill Laboratories	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)
Details of training programs conducted and details of participants.	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

- JMF'S ACPM Medical college provides a range of ICT facilities to help students and faculty with their teaching-learning process.

- Computers with Internet connection is provided in each department for the faculty members for access to e-portal content.
- The faculties use ICT enabled lecture halls for teaching sessions. Teachers use power point presentations, videos for effective teaching. All the departments are installed with LCD projectors to undertake Computer-Aided Teaching/Learning as well as for presentations.
- The simulation software is used by physiology department as an alternative to animal experiments to demonstrate the properties of biological tissue and effect of electrical stimulation, measurement of biological potentials, temperature, drugs & ions.
- Pharmacology department has well equipped computer assisted lab for understanding effect of different drugs on animals. With this system, learning and monitoring has become easier, efficient and student friendly.
- Digital library: Digital library facility is available in the college Central library.
- All the students and staff members utilize online resources available in electronic media and update their online learning/teaching abilities.
- The faculty members/students also access e-books, e-journals resources available on our websites the subject related content i.e., notes/power point presentations/question bank/important web link etc.
- Learning resources are uploaded on the Google classroom/Moodle/Gmeet providing 24 X 7 accesses to the students.
- College has a computer cell which deals with the issues of LCD projector, departmental computers, laptops of students and faculty.

1. Following are the details of ICT enabled tools and e-resources used by teachers:

1. Lecture halls and most of the Demonstration rooms have Audiovisual aids like LCD Projectors, computers, pen drives, laser pointers and mike system for effective teaching.
2. Internet connection by LAN facility is provided in each classroom, so that teachers can show online videos or animations to make concepts clear.
3. Each department has created their own Google classroom for giving study material and assignments to students which can be easily accessed by students.
4. Few faculties have also developed their own E-books.
5. Few faculties have created youtube channels and videos of their subjects to make learning interesting and innovative.
6. E-books and E- journals are also available in central library for students.
7. In Radiology department, students learn CT scan and various X-rays by use of computers.
8. Most of the teachers use Swayam for various courses like Basic course in biomedical research and covid 19 basics, pathophysiology, management and nursing and psychological care courses.
9. Students learn analysis and interpretation in Molecular lab and Blood bank by use of different ICT tools.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 3.32

2.3.4.1 Total number of mentors in the preceding academic year

Response: 106

File Description	Document
Log Book of mentor	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular pertaining the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

The teaching learning process of the institute nurtures creativity, analytical skills and innovation among students as explained below

- Medical education unit of the college ensures faculty training. These trained faculty ensures innovations in teaching learning process
- Teaching learning process of the institute nurturers creativity and analytical skills through

1. Use of animations in teaching learning process
2. Poster competitions
3. Laboratory report analysis / presentation
4. Case presentation
5. Problem based learning
6. Clinical skills / practices in hospital
7. Experimental learning with manikins
8. Conducting health survey and community visits
9. Use of ICT videos and animations
10. Learning with various webinars / workshops
11. NPTEL and Swayam Portal

Teaching learning process of the institute practices following innovative techniques

1. Use of ICT
2. MOOCS / Google Class Room
3. Problem based case study
4. Skill lab
5. Flipped classroom by few departments
6. Missing word game
7. Cross word game
8. E-books
9. E-journal

- Each department has developed its online Google class room and enrolled the students for providing learning opportunities as 24X7 classrooms.
- Students are also given assignments to enhance their analytical and comprehension skill periodically by each department.
- Students use Skill lab for practicing various skills and hands on manikins.
- Early clinical exposures have started from first year students to develop interest in basic science subjects and its relation with clinical application. AETCOM (Attitude, ethics and communication) is taught to students to learn doctor patient relationship. Students have developed short videos on doctor patient relationship and hand washing techniques.
- **Problem based learning**
- Clinical scenarios are given to students and questions based on underlying pathophysiology, investigations and treatment is discussed.
- Case presentations are done by students and discussed with respective faculties
- **Community and health institutional Visits:** Community health surveys and health institutional visit are scheduled in teaching programme for students by Community Medicine department to understand epidemiology of diseases, etiological factors for prevalence, implication of environment, socio-economic environment.
- Students are encouraged to participate in health education camps for prevention and rehabilitation measures.
- The students are also taken to visit health institutions of the district i.e., Corporation, water supply station, biomedical waste disposal center, industries for understanding health issues attributes to industrial hazards. The faculty members assess performance of students for communication skills, creativity skill and analytical skill using rating scale.
- **Value added courses** are conducted as short term course for students to facilitate their learning abilities.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 10.67

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.

2020-21	2019-20	2018-19	2017-18	2016-17
29	24	23	25	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the the university	[View Document](#)
Any additional information	[View Document](#)

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

Response: 7.6

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

Response: 1718.3

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)
Any additional information	[View Document](#)

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

Response: 52.55

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during

the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
23	125	126	110	112

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

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

Response: 0.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	01	03	03	01

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

2.5 Evaluation Process and Reforms

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

Response:

- Maharashtra University of health Sciences publishes academic calendar before the commencement of academic session every year for all years with details of beginning of each term, vacations, working days, university examination, and internal assessment examination.
- Accordingly academic board of the college prepares its academic calendar with details of date & topic wise teaching schedule of each semester, dates of vacations, semester end internal examinations, co-curricular activities and upload the same on website. All the instructions and guidelines prescribe by the affiliating university is strictly observed while preparing academic calendar.
- Prior reminders are given to students about conduct of semester assessment. Notices are published on website and notice board as well as oral information by the head of the departments from time to time. The institutional examination committee supervises the semester examination process under the direction of Dean.
- Semester exam answer papers, after evaluation by faculty, are shown to all students along with corrections. Head of the department with concerned faculty addresses the issues of students, if any, pertaining to marks allotted to each question, discrepancies in assessment marks.
- The institutional examination committee maintains a register to record student's complaints about internal assessment. "Grievances Redressal Committee" of the college discussed matter and resolves the issue. The action taken on the grievance is also recorded maintains a student's grievance register.
- The student is also free to submit his grievances to affiliating university for resolving the issues.
- The students are also provided model answers for guidance and comparison.
- Students unable to attend semester assessment examination on medical ground or students securing less than 40 % marks are given an opportunity to appear for improvement sessional examination.
- The marks scored by students in internal examination are entered in the internal examination marks register.
- The marks obtained by students in internal examination are communicated to Maharashtra University of Health sciences through online portal.

Adherence to academic calendar is ensured through:

1. Ensuring the number of working days as decided by the affiliating University
2. Ensuring the date of commencement and conclusion of the academics as per affiliating University guidelines
3. Ensuring the planning for internal examinations and its evaluations
4. Appropriate planning of teaching as per curriculum of affiliating University
5. Ensuring the co-curricular and extracurricular activities planned and included in academic calendar

Continuous Internal Evaluation is robust and transparent:

1. Dates of internal evaluation are communicated at the start of academics through academic calendar
2. Prior to assessment notice is circulated to the students

3. Question papers are set with full confidentiality
4. Strict centralized assessment of answer sheets is done
5. Answer sheets after evaluation by faculty are shared / shown to the students
6. Internal assessment grievances are properly addressed and resolved through the committee
7. Student free to report their grievances to any authorities of the college, also they may contact to affiliating University
8. Opportunity is given to re-appear in the sessional examination on medical grounds

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for academic calendar	View Document
Link for any other relevant information	View Document

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

Response:

- The affiliating university has established "Grievance redressal Committee" for addressing the student's grievances related to various matter including internal assessment, university examinations, access to answer sheets, retotaling and re-assessment through a efficient, time bound and transparent mechanism.
- The College also follows similar mechanism for redressal of their examination related issues limited to internal assessment.
- The mechanisms for redressal of grievances with reference to student's examination related issues are as follows:

Internal Examinations:

- The conduct and assessment of semester examination is carried out as per the guidelines and directives issued by the affiliating university. The affiliating university also prescribes the question paper format & maximum mark.
- The answer books are showed to the students with discussion on marking scheme within 10 days. The student may register their grievances, if any, about totaling, reassessment, or marking scheme after going through their answer paper.
- Institutional examination committee resolves the issue within 3 days from the date of registration of their complaint. The action taken by the Institutional examination committee is recorded in the register and communicated to student and concerned department for necessary action.

University Examinations:

- Maharashtra University of health sciences has constituted "Grievance redressal Committee" to deal with all the matter related students vide its circular dated 9th October 2015.

- The university has time bound mechanisms to address the issues pertaining to re-totaling, re-assessment, accesses to answer paper scripts and other examination related issues.

Mechanism to deal with examination-related grievances is transparent, time-bound and efficient as it includes

1. University has its own process of handling of examination grievances. Students are free to ask / call for their answer sheets photo copies and apply for re-evaluation / re-totaling.
2. Institute examination section helps students for their various grievances / academic related work to be submitted to the University.
3. University declares the time schedule for above process and inform to the students through web portal.
4. Internal assessment / evaluation marks are displayed to maintain transparency.
5. Evaluated answer sheets are shared with students that ensures transparency.
6. Above processes are provided with appropriate time bound activity.
7. Grievance committee takes time bound and effective decisions and communicated to students.

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

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

Response:

A.C.P.M. Medical College examination procedure is as follows

- Internal and university examinations schedules are planned in the beginning of each academic year by the affiliating university and circulated to all the colleges before commencement of academic term.
- The College plans the first term, second term and pre-university examination in its teaching schedule for all semester and notifies to all the student though its website, notice board and online learning portal.
- Format of Question paper for internal examination and university is structured with appropriate distribution of course content, marks and duration, circulated to all the students and faculty.
- Institutional examination committee has been entrusted with responsibilities of conducting internal examination for all the semester and timely submission of marks, corrected answer books and final result with attendance of students in the semester.

- Examination process of the university as well as institutional examination is highly ICT based and automated. The appointment of examination center incharge, university vigilance squads, internal vigilance squad, senior supervisor, junior supervisors, external & internal examiners is done through online and communicated by email and SMS. The entire examination schedule, instructions to personnel related to university examinations are uploaded on website and communicated electronically.
- Answer sheets are coded and assessed by more than one examiners and marks of theory and practical marks submitted to the university through online portal and copy of it with signatures of examiners by post/personally.

Some of the major reforms implemented by the university are

- Importance on practical and skill based learning with resultant proportionate weightage of theory and practical components.
- Emphasis on continuous competency based assessment of the student and resultant formative assessment as 20% and summative assessment as 80%.
- Review of question paper format with the appropriate distribution of topic for extensive inclusion of course content.
- Introduction of mapping of learning objective and MCQ question paper evaluation of through OMR software
- Performance in-group learning session, performance in clinical examination, case presentation, and record book. These multiple methods improve students' attendance, enhances student's participation in various activities and gives enough scope to the students to improve their performance and analyze their progress from time to time.
- Introduction of brief answer question, regular MCQ test and short answer questions have reform the assessment procedures to allow students of different aptitudes and learning styles, with an opportunity to benefit from these differences. The evaluation of multiple objective questions through online portal also simplifies the evaluation and has made the evaluation system more objective and transparent.
- The college also has implemented OSCE and OSPE tools to increase the objectivity in the practical and clinical examination.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Information on examination reforms	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	[View Document](#)
List of opportunities provided for the students for midcourse improvement of performance in the examinations	[View Document](#)
Policy document of midcourse improvement of performance of students	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

1. MCI gazette of India part 3, No. MCI-34(41)/2019-Med/161726 dated 4th November 2019, states learning outcomes and graduate attributes (program outcomes, and program-specific outcomes).
2. National goals are described in this gazette referred as program outcomes (POs)
3. Institutional goals are described in this gazette referred as program-specific outcomes (PSOs)
4. Course outcomes (COs) as goals and roles for the learner along with competencies to be acquired by the learners
5. Statements of the CO and PSO are disseminated through website and display at various locations in the institute.
6. Institute conducts training programme for faculty regarding evaluation of PSO which is based on the attainment of the CO

Following are the statements of the PSO for Indian Medical Graduates

1. Is competent in diagnosis and management of common health problems of individual and the community and should be a part of health care team.
2. Is competent to practice preventive, promotive, curative, palliative, and rehabilitative medicine in respect to the common health problems.

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

Method of assessment of Learning outcomes and graduate attributes

Following are steps to measure the attainment of Program Specific (PSOs) and Course Outcomes (Cos):

1. Conduction of continuous internal evaluation (theory and practical).
2. Calculation of percentage score of each student in theory and practical examination.
3. Calculation of average of percentage scores obtained by all students. This is percentage attainment of CO through CIE.
4. Average percentage score in University examination is calculated for all students which is CO attainment in University examination.
5. The overall CO attainment is calculated as weighted average where 40% weightage is to CIE and 60% weightage for University examination.
6. Under the UG programme, 14 subjects are studied by the students. Phase-I include 3 subjects, Phase-II include 4 subjects, Phase-III (part I) include 3 and Phase-III (part II) include 4 subjects. The percentage contribution of each of these subjects is considered for measurement of PSO attainment.
7. PSO attainment is obtained as weighted average based on percentage contribution of each CO for a specific batch admitted to UG Program.
8. The final PSO attainment is the average of PSO attained through various subjects of UG programme.

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

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

Response: 97.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
80	122	113	115	130

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

2020-21	2019-20	2018-19	2017-18	2016-17
83	124	120	116	133

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

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

Response:

- Medical council of India/National Medical Commission has been mandated to developed curriculum for MBBS and MD/MS Courses for all medical college specifying programme outcomes and course outcomes vide Graduate Medical Regulation 1999 and 2019.
- The Curriculum prescribed under Graduate Medical Regulation 1999 and 2019 are approved by Maharashtra University of Health Sciences, Nashik and are implemented by ACPM Medical College & Hospital, Dhule
- Competencies based curriculum developed by Medical Council of India duly approved by Maharashtra university of Health Sciences, Nashik has been introduced in 2019 for MBBS Students
- Specific learning outcomes for each course are derived/reviewed from the programme outcome and course outcome by each department in the beginning of every academic year by the faculty.
- Specific learning outcome/programme specific outcomes are categorized according to knowledge, skills and attitude for determining teaching learning methods and assessment tools.
- Teaching-learning methods are discussed by the group of course faculty based on specific learning outcome/programme specific outcome and are summarized in preclinical/paraclinical and clinical board meetings.
- Specific assessment tools are also discussed while determining the teaching learning methods for measurement of learning outcome and medical attributes.
- Continuous assessment of desired learning outcome through class test, internal assessment examination, practical examination, OSPE/OSCE, structured viva-voce, structured case presentation, performance in bedside clinics, laboratory record book, log book is carried out using domain specific assessment tool.
- In addition to above, postgraduate students are required to submit research protocol and dissertation citing specific research hypothesis, aims and objectives, material method, observation and discussion & conclusion of their research study.
- The heads of department with association of its faculty members review mapping of programme specific outcome with teaching learning methods and assessment tool to be used for measurement of medical attributes as per the CBME based GMR 2019.
- Mapping of programme specific outcome vis-a-vis teaching learning method and assessment method is domain specific, stipulated in blooms taxonomy.
- Programme specific outcome with comparatively higher level of domain of bloom taxonomy mapped appropriately using measuring tools like DOPA, structured Mini-case presentation, journal club, clinical skill sessions.
- Teaching - learning methods for knowledge based domain categorized as different levels are mapped as lectures, seminars, poster presentation, health awareness seminars and measured using long question, short questions, MCQ with single response, interpretation of laboratory measurements, case based question and comprehension of patient case report.
- Mandatory skill certification is hands own training in dedicated skill and simulation unit for the MBBS and postgraduate students is mapped with power points presentation, video lectures, structured demonstration, manikins, simulations, and assessment of skill through OSCE/OSPE/DOPA station with checklist, structured viva- voce, short patient reports comprehension, and mapped accordingly.
- In 2019, Programme specific outcomes for preclinical subjects are aligned to implement integrated training.

File Description	Document
Link for programme-specific learning outcomes	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response:

- The main objective of the Parent Teacher Meeting is to build strong working relationships among parents, teachers, and students. This is organized thrice in a year.
- One of the main focus of the parent teacher meetings is to orient the fresher batch (First Year) towards the MBBS curriculum and to guide them to achieve their goals and to put their parents mind at ease about the security of their ward.
- The Parent teacher committee has the responsibility to communicate with parents for organizing the meeting schedule. The agenda of the interaction meeting broadly includes Vision/Mission/details of the programs offered, Infrastructure facilities, Academic Activities/Achievements, Co-curricular activities, student support, Activities pertaining to student's overall development, feedback/suggestions etc.
- During meeting, a brief idea about Academic activities like extra classes after college hours, assignments, tutorials and MCQ discussion for slow learners, seminars for students, intercollegiate Quiz competitions and Question paper discussion, Co-curricular activities like gathering, indoor sports like Table tennis, carom, chess and outdoor activities like cricket, football and badminton, and extramural activities as well as achievements & up gradation during the year is given to parents.
- All the parents are duly informed about the academic progress of their ward.
- All the students who are participating in indoor and outdoor activities are felicitated for their achievements.
- After presentation the feedback/suggestions are requested from the parents with regard to curriculum, overall development activities of the college, student support system, student's progression and their reflection.
- The parents are also requested to interact with the faculty and mentor of their ward with regard to academic performance of their ward and holistic growth.
- Parents are made aware of the Mentor Mentee programme and are encouraged to make their wards participate in all the necessary activities of the mentor mentee programme like assignment and research which are allocated to them during their college tenure by their respective departments.
- The suggestions/feedback given by the parents during interaction with faculty and other members of the college are evaluated and used for follow up actions.
- In the interest of respecting the opinions /suggestions/beliefs of the parents the Parent Teacher Committee is vigilant in noting them down and resolving the issues as early as possible. The following Changes are discussed in subsequent meetings of the batch.
- The parents are informed about the corrective/preventive actions from time to time undertaken and highlighted in subsequent parent teacher meet.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.67

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: 25.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	47	55	57	48

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]
Any additional information	[View Document]
Link for Additional Information	[View Document]

3.1.2 Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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](#)
Any additional information	[View Document](#)
Link for Additional Information	[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: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Link for funding agencies websites	[View Document](#)

3.2 Innovation Ecosystem

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

Response:

Response:

ACPM Medical College & Hospital is constantly thriving upon research and technology development as problem solving measures of challenges in health care delivery. In pursuit of its objectives, Central Research Laboratory is developed in 2009 to provide working platform to its faculty members, UG and PG students and medical practitioners. The College has constituted IEC for scientific appraisal and ethical approval of research projects to be undertaken by its faculty and students. A research society has been constituted comprising of all HOD's and professors, which perform advisory role to undertake varied activities and training programs for students, staff and health professionals of the. The step to initiate creation of inoculation center at ACPM Medical College & Hospital, following activities has been undertaken:

1. Central Research Laboratory facilities have been upgraded to develop research in molecular biology & virology by investing substantial funds.

Molecular Diagnostic Laboratory:

- The institute has well equipped, NABL accredited molecular laboratory.
- The laboratory delivers quality test results as per established and validated test methods by maintaining a high level of professionalism in Laboratory practices.
- This is achieved through developing a transparent quality management system as per requirement of the accreditation authority, well-accepted test methods, teamwork and involvement of employees to strive to achieve Customer (Patient/Physician) satisfaction.
- Laboratory Implements and maintains Quality Management System as per ISO 15189: 2012
- Laboratory Participates in Inter laboratory and External Quality Assurance programmers to evaluate test competency.
- Institute always tries and upgrades laboratory continuously to keep aware of the latest test methods and implement developments in laboratory Quality Management.
- All personnel of the laboratory maintain professional secrecy with regard to all the information gained in carrying out tests.

1. Periodical small group training session for "methodology of reviewing research article", best practices in scientific paper presentation, methodology of scientific paper writing, for postgraduate students and faculty members.
2. Workshop for "Good Clinical Practices" for faculty:
    1. Ethics in Research.
    2. Technical aspects in research.
    3. How to fill of Proposal form.
3. Training workshop on Research Methodology for postgraduate students conducted in ACPM Medical College:

1. To familiarize participants with basic of research and research process.
2. To enable the participants in conducting research work.
3. To formulating research Synopsis & Report
4. Training Curriculum Implementation Support Program workshops was organized on Competency Based Medical Education (CBME):
5. An outcomes-based approach to the design, implementation, assessment and evaluation of a medical education program using an organized framework of competencies".

1. **Skill Lab:** Dedicated Skill training center equipped with Manikins for injections skills, Central

Venous access manikins, laryngeal module, nursing procedure i.e., Ryle's tube insertion, male/female bladder catheterization, colostomy care, delivery modules, suturing modules, mouth care, nursing care manikins for soft and professional skill learning.

2. ACPM Medical College has MOU with Industry and health Sciences Institutions for promotion of research studies emphasizing areas leading to improve health indicators and quality of life.

3. Total publications of the staff of ACPM Medical College are 160.

File Description	Document
Link for details of the facilities and innovations made	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 19

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	3	4	5	5

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.3 Research Publications and Awards

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

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

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

Response: A. All of the above

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

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

Response: 1.44

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: 89

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

Response: 62

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

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

Response: 0.22

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedingsindexed 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	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response: 175

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.

2020-21	2019-20	2018-19	2017-18	2016-17
15	34	54	28	44

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

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

Response: 90.68

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

2020-21	2019-20	2018-19	2017-18	2016-17
188	372	306	399	534

File Description	Document
Institutional data in prescribed forma	<u>View Document</u>
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	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for additional information	<u>View Document</u>

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:

Response:

The outreach and extension activities of ACPM Medical College & hospital began since its inception and established its track record for satisfaction to the society. Various governmental and non- government establishments have acknowledged the excellent contribution & commitments towards the welfare of mankind. Some of the activities are mentioned below:

1. **Appreciation Award** by District Collector Dhule to Dr. Vijay B Patil.
2. **Corona Yodha Award** by Aavaaj Samrat TV to Dr. Vijay B Patil.
3. **Appreciation Award** by District Collector, Dhule to JMF'S ACPMMC, Dhule.
4. **Dedicated Covid Health Care Centre** by Superintendent of Police, Dhule to JMF'S ACPMMC, Dhule.
5. **Certificate of Appreciation** by MLA, Dhule to Dr. Vijay B Patil.
6. **Certificate of Appreciation** by Mahanagarapalika, Dhule to Dr. Vijay B Patil.
7. **Appreciation Award** by Akhila Bharat Prathiba Mahasamelan to Dr.Yatin Wagh.
8. **Certificate of Honour** by IMA, Dhule to Dr.Y.J.Mahale , Dr. Nitin Kulkarni, Dr. Arti Karnik, Dr .Ganesh Kulkarni for quality health care and monitoring for Covid patients during pandemic.
9. **Proud Maharashtian Award** by Dainik Divya Marati to Dr. Yatin Wagh.
10. **Appreciation certificate** by The Federation of OBG Societies of India and Government of Maharashtra to Dr. Nitin Kulkarni for being an active participated in the Seminar on strengthening of Obstetric services at FRD and Maternal health facilities to reduce & Neonatal mortality.
11. **Certificate of excellence** by Med Crave group to Dr. Nitin Kulkarni for in recognition of an outstanding contribution to the quality of this journal.
12. **Outstanding Contribution advancement of medical sciences** by International Medical Sciences Academy to Dr. Rajesh Chandra Sharma.
13. **Rashtriya Aarogyaratna Award** by Rashtriya Bhartiya Pratibha Sammelan 2019 to Dr. Yatin Wagh.
14. **Best Editor award** by IESRF to Dr. Nanda Kishor Babulal Goyal
15. **Excellence in Heart Surgery** by My Maharashtra Awards -2019 to Dr. Yatin Wagh.
16. **Telemedicon – 2020 award** by Telemedicin Society of India to Dr.Sarang Patil.
17. **Appreciation Award** by Dr. V. B. Patil Foundation, Nashik to the Psychiatric department for participating in De-addiction awareness programme.
18. **Commemorate 50 Years of Dedicated Award** by Federation of Maharashtra State Branches of Association of Otorhinolaryngologists of India to Dr. R.V.Patil.
19. **Certificate of excellence in reviewing awarded** by Innovative Publication PVT.LTD. To Dr. Nand Kishor Goyal.
20. **Fellowship award** by International Medical Sciences Academy to Rajesh Chandra Sharma for outstanding contribution advancement of medical sciences.
21. **Radiant Talent Book of Records an Exclusive honour** by World 7 wonder Radiant Talent Book of Records to Dr. Yatin Tryambak Wagh.
22. **Health Icon Awards 2020** by India Brand opus to Dr. Yatin Tryambak Wagh in the category of Outstanding Cardiovascular & Thoracic Surgeon in Maharashtra.
23. **Swasthya Mitra Award, Arogya Sevak Award, Certificate of Appreciation ,Certificate of achievements** by President of Zilla Parishad to the faculty of ACPM Medical College & Hospital,

Dhule.

24. **Dhule Dhanwantri ,Certificate of Appreciation** by Gram Panchayat Borkund, Kusumba , Boris, Ner to many Doctors of JMF'S ACPMMC for carrying out health awareness campaign during covid pandemic.

File Description	Document
Link for e-copies of the award letters	<u>View Document</u>
Link for list of awards for extension activities in the last 5 year	<u>View Document</u>
Link for any other relevant information	<u>View Document</u>

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:

Response

ACPM Medical College is regularly organizing programs for staff, students and community addressing health and non-health issues in pursuits of its commitment to social responsibilities towards its stakeholders. These programs primarily focused to changing needs of society and holistic development of the students & faculty as follows:

- **Blood donation awareness camp:**

  ○ We had organized blood donation camp in collaboration with ACPM Nursing College on 2020-2021.
  ○ We regularly carry blood donation in our blood bank by promoting all students, Staff& relatives of our patients.

  Tree Plantation day:

  ○ Institute organizes tree plantation every year.
  ○ All teachers & Students actively participate in this programme by selecting trees/place of plantation & nurturing them through the year.

- **T.B Awareness Programme:**

  ○ We are having collaboration with government aided RNTCP
  ○ Under this Programme we are conducting RNTCP workshops every year**.**
  ○ Celebrating World TB day in March Every year for awareness in Institute& Society.

- **Free Health Camp for Society:**
    - Health services to the community are provided through our PG residents& students.
    - Regular Free camp Activities throughout the year for the students to evolve as leaders in regular activities.
- **Swachh Bharat Abhiyaan:**

- The Department of Community Medicine of ACPM medical college has taken part in the 'Swacch Bharat Abhiyan' launched by the Prime Minister Shri Narendra Modi vision of Clean India.
- All Staff & Students had started the cleaning from 9 am up to 12 pm by cleaning all the plastics and covers.
- More than 50 bags of wastes were collected from the campus & Hospital surrounds.
- Habituated to continue time to time cleaning of their own work places.

- **International women's day:**

- International Women's day is celebrated on the 8th of March every year.
- On this day we felicitate dedicated females teaching & nonteaching staff.
- Women's Day celebrates the importance of women empowerment.

- **World Mental Health Day:**
    - WHO Theme of World Mental Health day 2020 was explained.
    - Motivation lecture taken on mental health in Pandemic.
- **Health & Hygiene Awareness Program:**

- Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.
- Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.
- **Medicine Meet:**
- Felicitation of Corona Warriors.
- Motivation of the staff in Covid-19 ward enhances the enthusiasm to fight against the corona.
- **AIDS Awareness Program:**

- We conduct workshop on prevention & treatment of AIDS every year in collaboration with NACO for faculty & students.
- Outreach awareness programmes are also carried out for society by faculty regularly

- Distribution of Personal Protective Equipment (PPE) Materials distributed to various associations in Covid Pandemic.

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

3.5 Collaboration

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Any other Information	[View Document](#)
Link for Additional Information	[View Document](#)

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 19

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: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- Jawahar medical foundation's ACPM Medical College is located in Dhule district of the Maharashtra state (20.8980ON, 74.2224OE). College is established in the year 1990. College is affiliated to Maharashtra university of health sciences (MUHS) Nashik, Maharashtra and approved by Medical Council of India (MCI) .Overall campus area of the college is 36.5 acres.
- The campus is endowed with state-of-the-art buildings compiling of the physical infrastructure facilities that support and facilitates curricular, co-curricular, extracurricular and support activities
- The Institute has well lit and ventilated lecture halls, laboratories, seminar halls, library to facilitate the conduct of the various academic, research, training and extension activities associated with the teaching and learning processes.
- There are 20 departments in the college. Each Department has separate space for faculties and non-teaching staff, departmental libraries, museum, seminar halls, demonstration rooms, laboratories and dissection hall according to the requirements.
- Class rooms are sufficient in number and size as stated by regulatory body MCI/NMC. Each class room is provided with LAN connection, High speed internet, LCD projectors etc.
- All the laboratories are equipped with infrastructure as per the requirements of statutory body MCI/NMC
- Each department is having well ventilated and equipped seminar hall with the facility of audio and video systems, LAN, internet, sufficient seating facility etc.
- Institute has well-equipped laboratories with the infrastructure as stated by the regulatory authority MCI/NMC.
- College also focuses on community services and community learning by establishing Rural health training centre (PHC) at the village Kheda District Dhule.
- This health training centre is established as per the guidelines and approval by the Maharashtra government and provides comprehensive health care services to needy people living in rural areas.
- Urban health centre at Subhash nagar in Dhule serves urban slum and population with lower socioeconomic status.
- RHC centers have adequate teaching rooms and dormitories for students to stay during their peripheral community postings and camp. Adequate transport facility is provided by the Institute for carrying out field visits.
- Clinical learning facilities provided by the college that includes
    - Skill lab
    - Physical Assessment lab
    - Simulation room
    - Debriefing rooms
    - Clinical laboratories of the departments
    - Hospital clinical facilities
- Skill lab is well equipped with models and manikins for basic skills like hand washing techniques, CPR, First aids like dressing &suturing, etc. Students are encouraged to perform different skills through videos, simulations, and demonstrations on subjects.

- Some departments also have museums for teaching and learning purpose. Clinical specimens are added as they are received in the laboratories from the wards or operation theatres or autopsy rooms.
- There is separate Medical Education Unit for conducting educational research, teaching, providing service and career development of academic staff. Regular workshops and training of teaching staff as well as UG, PG Students is conducted there.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response:

Response:

Sports Facility

- College has an adequate sports ground in the campus which is established in year 1992 and it is spacious enough for playing cricket, volley ball, football & athletics events.
- The playground is spread over the area of 9843.18 sq.m.
- There is a sports room with adequate furniture for storage of sports equipments.

- Facilities for indoor games are also provided such as carom, chess and table tennis.

- The Institution provides ample opportunities for the students to take part in all indoor and outdoor sports activities. Institutional Sports Competitions are held each year which is a mega event. Competitions occurs among different batches to clinch the much coveted trophies
- As a part of holistic development, co-curricular and extracurricular activities are also encouraged.

Gymnasium Facility

- The college has a well-equipped gymnasium which is kept open throughout the day. The major equipments available includes: Treadmill, Bicycle, Dumbbells, Rack, Abdominal exerciser, and Parallel bar.
- Separate timing slots are allotted for boys, girls as well as staff members for utilization of gymnasium facility

- The physical health of students and staff is maintained by encouraging yoga, Students are sensitized to the concept of Yoga for healthy living in the orientation program. For this separate Yoga centre is established in campus.
- User rate for Gymnasium and Yoga center is 70%.
- Institute also celebrates Yoga Day every year.
- Institute students and few faculties also organized a social activity that sensitizes the rural students for the importance of yoga.

Facility of Auditorium

- Management has provided central facility viz. HIRE BHAWAN to conduct various cultural events
- Central air-conditioned auditorium with sitting area of 250-300 people is also available with comfortable seats & all audio-visual aids for conducting some cultural events.
- Various competitions are organized in annual functions e.g., Calligraphy, extempore, rangoli, flower decoration, poster making, painting etc every year for encouraging students towards cultural activities and to provide a platform to the students for their hidden talents. Students also participate in various intra- college & inter college cultural competitions.

Other Facilities

- There are total of 4 lawns in the college campus which are used for holding events like Republic Day, Independence Day, annual day, etc.
- Institute's student council under the guidance of staff organizes various events throughout the year like Ganpati festival, Holi, Diwali, Republic Day, Independence Day, etc.
- College is surrounded with beautiful green nature that itself is a recreational facility enjoyed by staff and students.

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Response

- ACPM medical college is situated at outskirts of the city. The college finds immense pride in the fact that it has been able to maintain the pristine state of nature in its campus.
- College construction allows for natural ventilation and lighting throughout its campus which helps to conserve the energy demands. Long slender and clerestory windows and open corridors, nearly eliminate the need for artificial lighting.

- Main gates are guarded and entry points are screened. Safety and security of all the students and staff is ensured round the clock through CCTV coverage.
- College has variety of trees and plants. It has maintained beautiful landscaping with lawns at different locations in campus.
- College has initiated many green campus activities such as plastic ban, PUC checkup camps, pediatrician friendly path, tree plantation programs, restricted entry of vehicles etc.

Hostel and Staff Quarters

- Facility of hostel for UG, PG boys and girls are provided by the college within the premises to ensure comfortable living for all students.
- Facilities like indoor games, newspaper/magazines, reading rooms, visitor's room, recreation hall, dining hall etc. are provided at hostel. Hostel committee has a representation of the students to determine, provide and maintain required facility. Staff quarters are also available for staff in campus.

Medical Facility

- ACPM medical college is a teaching hospital so has got well equipped hospital with all modern facilities and equipments.

Bank and Post Office

- Facility of Bank and Post offices is available nearby about 3 km away from college campus and ATM is about1km away.

Waste Disposal

- Optimum utilization of food waste and garden waste is done. For that garden compost system and Eco man's Automatic food Composter Machine are available. Manure is used for gardening.
- The waste material in college is segregated and disposed as per norms. Indiscriminate use of chemicals is discouraged during practical classes.

Roads and Signage

- Campus has well lit & clean roads with well defined roadmap. Signages are available at different locations to provide information to all visitors.

Laundry

- The hospital laundry services have been outsourced to a private firm.
- The Institute has two canteens. One for students & college staff and another for patients and their relatives. College offers "Shivbhojan" scheme where food is given at cheapest cost.

STP and Water Purification

- College has Sewage Treatment plant. Water purifying plant is available for safe drinking water and regularly maintained by maintenance department.

Toilet

- Toilet facility is available on each floor of college as well as hostel buildings. Also separate toilets are available at specific locations for disabled.

Generator Backup

- Heavy duty generators are available for hospital, college, hostel and staff quarters with capacity of 200 KVA.

Alternate Source of Energy

- The institute has solar water heaters installed at boys, girl's hostel and staff quarters as a part of utilization of alternate sources of energy. Star rating equipments as well as LED lights are installed in campus for less consumption of electricity.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 22.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
247.58	557.33	23.79	39.41	211.33

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

- JMF'S ACPM Medical College has well equipped teaching hospital with laboratories and clinical teaching learning facilities as per the norms of regulatory body NMC/MCI.
- The Hospital is MCI recognized and has all the required infrastructure, facilities, laboratories, and equipment as specified in the regulation for good patient care and adequate clinical teaching-learning for undergraduate and postgraduate students.

- Teaching hospital has adequate bed occupancy, with all necessary infrastructures like clinical departments, OPD, Indoor wards, OT, ICU, Casualty, Labor Room, Laboratories, Blood Bank, ICU, ICCU, NICU, PICU, radiology unit, etc as per regulatory requirement.
- The regulatory authority conducts the compliance audit and verifies these requirements time to time.
- The hospital has adequate space for the offices of Dean and Medical Superintendent, Teaching staff, hospital supportive staff, nursing superintendent's room and offices along with computer and internet facility in each department and adequate waiting space for visitors.

- The hospital has required clinical departments with infrastructure and equipment needed for adequate clinical teaching as per stipulated regulation.
- Hospital has all departments with the required number of beds and infrastructure facilities as per regulatory bodies.
- The hospital has well-equipped and updated central clinical laboratory for all investigations as hematology, biochemistry, microbiology, histopathology, cytopathology, and immunopathology round the clock for indoor and outpatients.
- Hospital has well equipped casualty running 24 hrs. with trained doctors and paramedic staff.
- The hospital has a central pharmacy unit running 24 hours with qualified pharmacists and other staff to dispense drugs as per the regulatory authority.
- Institute also has a well-equipped Radiology department that has all the routine as well as advanced equipments as all types of digital X-Ray facilities, 2-D Echo, Color Doppler, Mammography, MRI,

& CT scan available round the clock.

- The Biomedical waste management and Infection control guidelines are strictly followed for the safety of patients and staff.
- Undergraduate students are regularly posted to all clinical departments by rotation where they undergo bedside teaching by the clinical faculties, also witness live surgeries in operation theatres.
- Postgraduate students work in their respective departments and they undergo medical training as well as rotation duty as specified in the PG regulation. They perform clinical/operative procedures under supervision as a part of their clinical training.
- Adequate facility of oxygen is ensured by the hospital.
- Well equipped Molecular laboratory is available for molecular diagnostic purpose and research activities.

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

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

Response: 355164.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
248804	346617	335864	331302	339119

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

2020-21	2019-20	2018-19	2017-18	2016-17
27486	38013	37460	36126	35030

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

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

Response: 392.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
308	320	242	336	473

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.

2020-21	2019-20	2018-19	2017-18	2016-17
44	52	64	63	61

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the Laboratories, Animal House & Herbal Garden	[View Document](#)
Detailed report of activities and list of students benefitted due to exposure to learning resource	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geotagged photos of health centres	[View Document](#)
Documents of resident facility	[View Document](#)
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	[View Document](#)
Description of community-based Teaching Learning activities	[View Document](#)
Any additional information	[View Document](#)

4.3 Library as a Learning Resource

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

Response:

- Name of ILMS Software – Sack Info (ERP)
- Status of Automation: Complete Cataloguing, Serial control and Circulation by software
- Nature of Automation – Fully automated
- Year of automation: 2021
- Sack Info (ERP) software is used in the library for day-to-day operations and its efficient management.
- **Features:**
- Multi-user versatile software for the variety of needs of Educational Institutes for their day-to-day activities.
- User-friendly windows-based software, which requires minimum training to operate.
- Software ensures very fast, prompt and well-managed services to everyone concerned.
- WEB OPAC and SMS based Software that enables easy search of books, periodicals, Journals etc.
- Reports can be made available for analysis and documentation purpose.
- **The software has the following main modules:**
- Cataloguing / Acquisition
- WEB OPAC
- Circulation
- Serial control
- Statistics
- SMS
- Budget Allocation and Budget deduction at each level.
- Generating and placing Purchase Order
- Receiving items, keeping record of no of copies of items ordered, received & balance.
- Graphical analysis of Material wise Inventory.
- Automatic keyword feeding (Just by scanning content list)
- **Catalogue**
- This module does technical processing of books received from acquisition Section.
- Catalogue search through OPAC
- Title/Sub-title/Author/Publisher/Subject/ISBN/keywords wise search facility.
- Automatic catalogue in exact AACR2 format.
- Adds Copy, use of authority files, single database for different material, material type creation, editing any record, Class No. help depending on subject.
- Fully Bar-Code Enabled with bar-coded Spine label printing, Unified Acc. No. for bar-coding can be printed using normal laser printer (Barcode printers not require) on simpler & sticker paper.
- **Web Online Public Access Catalogue (Web-OPAC)**
- Searching an item available in the library, by author, title, subject descriptors, Keywords, *ISBNü etc. Single search screen for Books, Journals, Newspaper & Magazine with digital media presentation & keyword wise searching.
- Catalogue card view with Availability status for each accession number.
- Access through Internet Browser on each machine in network.
- Advance OPAC includes AND, OR & combination of Search (i.e. Boolean Search).
- Facility of updating records on net through s/w.

- Online Reservation of non-available title.
- **Circulation**
- Membership management with Photographs.
- Generation of Bar-coded Membership Cards.
- Circulation transactions viz. issue, return, re-issue with Bar code & manual.
- Generation of No Dues Certificate, Overdue & other Reminders.
- Related statistical & detailed reports.
- **Serial Control**
- Subscription (renewal and new subscription)
- Checks the issues including prediction of arrival of issues & issue monitoring with accompanying material handling.
- Bill , Master file andMaster database management.
- **Statistical Presentation**
- Department wise and the financial Year wise graphical representation of statistics data in Bar-Chart & Pie-Chart formats.
- Number of various members in various categories.
- Statistics in Pie/Bar chart of Amount invested in various financial/Academic years.
- **SMS**
- Automatic Due date reminder of library books by SMS
- Birthday greetings.
- Bulk SMS sending (course wise/branch wise/year wise).
- **Other / Committee Reports**
- Number of Titles & their copies, Indian/foreign Journal's report.Requisition/Approval/Order/D.C./Accessioned/Payments etc. Reports & their Status.
- Member/Material History and Stock Verification Reports.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response:

- JMF'S ACPM Medical college library was instituted with the inception of college in 1990. It is a State-of-the-art library more than 23,000 documents (books and bound journals) and has rare collection of books, reports and other knowledge resources for academic enrichment of students and faculty.
- Following are the key highlights of the library
  - Number Books: 12300
  - Number of titles: 5160

- Number of volumes:11309
- Number of text books: 12051
- Number of Donated text books 770
- Number of reference books: 249
- Number of printed (hard copy) Journals: 56
- Number e-journal: 2428
- Library automation: Sackinfo (ERP)
- E-resources: Available
- No of users per day: AVERAGE 79
- NPTEL Subscription: subscribed
- NDL Facility: Available
- Internet Facility: Available
- Computers: 25
- Learning audio and videos: 24 and 21
- The Institute has developed and maintained library with all required academic resources including internet facility for accessing and sharing electronic learning and teaching resources among researchers, teachers, students and the visitors.
- The library budget ensures that the latest editions of books and journal are continuously made available.
- In addition, the library has subscribed to more than 2000 e-journals and e-books. The library has also carefully archived old journals.
- All these books, hard-bound journals are neatly stacked and occupy the shelves of the library. The journals are alphabetically arranged. Although several journals and books are there they can be easily accessed.
- MUHS Book Bank Scheme and Social Welfare scheme are available for the economically weak and SC/ST/NT students under which text books are given to the students for their whole term.
- The Institute has digitalized the library and made it accessible to all faculty, students and staff
- In addition to these dictionaries, atlases, question papers, MUHS Syllabus for undergraduates & postgraduates are also available for students as well as staff.

Library Committee:

- For the smooth functioning of the library we have established the library committee which govern the functions of the library by framing rules and regulation after due approval from the head of the Institution.
- The committee looks after effective functioning of the library services and growth. It considers the budget requirement of the library and sends it to further approval of the head of the Institution.
- It also frames the departmental proposals of the library, purchasing books, and subscription of journals to be further approved by the competent authority.
- It provides guidance for proper documentation services and updating the library collection to all concerned
- The committee also finalizes the annual report on the functioning of the library.

File Description	Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for geotagged photographs of library ambiance	[View Document](#)

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

Response: B. Any four of the above

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

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

Response: 8.45

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)

2020-21	2019-20	2018-19	2017-18	2016-17
4.94	00	0.30	9.69	27.30

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

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

Response:

- Library is one of those resources which are essential to support and strengthen the educational quality.
- Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process.
- For effective use of such resource, there has to be a system in place which ensures the dissemination of available library resources including its in-person and remote access to all its users as students and staff.
- This is achieved by learner sessions/library usage programs which are routinely organized in our institute for the students and teachers   by the library committee.
- For effective learning process, learners must have access to necessary information materials and resources. These resources might be in tangible (i.e., printed resources) and intangible (i.e., electronic resources) format.
- Responsibility for adequate and effective use of the library is with the library in-charge or librarian of the college. He functions under the guidance of Library committee which not only controls library functions but also generates timely requirements for the enrichment of the library to the Head of the Institution.
- Orientation of new students and library tour is organized whenever a new batch is admitted.
- In person usage of the library is monitored manually and registered is maintained.
- Book issue and return counter is available in library and its record is maintained in register
- Librarian is responsible for providing the right information to the right person at the right time.
- For effective use of these resources small learning sessions/library usage programmes are carried out which provide assistance to staff and students for effective and optimal use of library.
- Librarian has the responsibility for adequate and effective use of library usage under his guidance.

File Description	Document
Link for details of library usage by teachers and students	[View Document](#)
Link for details of learner sessions / Library user programmes organized	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Give links e_content repository used by the teachers	[View Document](#)
Links to additional information	[View Document](#)

4.4 IT Infrastructure

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

Response: 81.82

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

Response: 18

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

Response: 22

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)

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

Response:

- JMF'S ACPM Medical college provides a range of IT facilities to help students and faculty with their teaching-learning process.
- All the students are provided access to Internet resources from various academic buildings.
- The computer facility has been provided to each department and is connected through LAN to provide internet facility.
- The Institute provides this LAN facility round the clock with high-speed optical fiber to departments.
- All the departments are installed with LCD projectors to undertake Computer-Aided Teaching/Learning as well as for presentations.
- Institute has upgraded classrooms across the campus to e-classrooms with latest audio/visual aids.
- With this system, learning and monitoring has become easier, efficient and student friendly.
- College has a computer cell which deals with the issues of LCD projector, departmental computers, laptops of students and faculty.
- Printing and scanning facilities are also provided by the institute in the offices as well as some departments.
- There is a website coordinator who ensures that college website is updated time to time.
- All important notices concerning academics, examinations, assignments are uploaded on the website duly approved by the coordinator and management.
- Institute has recently purchased Multi-user versatile software for the variety of needs of Educational Institutes for the day to day activities.
- Software ensures very fast, prompt and well-managed services to everyone concerned.
- For the safety of students the entire campus is under CCTV Surveillance System.
- Attendance of all the teaching and non teaching faculty is maintained by Biometric Attendance system.
- Before August 2020 biometric attendance was by fingerprint identification method. Now since 1st August 2020, system is upgraded to face recognition method.
- Requirements are received from Heads of Departments for up gradation as well as maintenance of IT facilities and implementation is done according to the budgetary allocations.
- After seeking the financial approval, quotations are invited followed by their scrutiny by purchase committee based on the configurations, cost, service, etc.
- The order for procurement is finalized and approved.
- Routine maintenance of computers, peripherals, servers is provided by staff members working in IT department.
- Thus the Institution deploys and upgrades the IT infrastructure and associated facilities whenever required.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant information	[View Document](#)

4.5 Maintenance of Campus Infrastructure

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

Response: 5.22

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)

2020-21	2019-20	2018-19	2017-18	2016-17
99.38	58.19	7.65	26.39	41.77

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response:

- The institute has an effective system and resources for maintaining infrastructure facilities, & academic support facilities.
- The college has dedicated Maintenance Department with expert staff for electrical, civil, mechanical, carpentry and plumbing section.
- The Maintenance Committee oversees the maintenance and utilization of physical and support facilities -laboratory, library, sports complex, computers, classrooms & other facilities.
- Maintenance committee is headed by the Head of the Institution who in turn monitors the work of the supervisors & other staff.
- The In-charge of maintenance committee is responsible in planning, purchasing, condemning and controlling the use of physical resources under the guidance of the Head of the institution and also conducts periodic checks to ensure the efficiency / working condition of the infrastructure.
- Maintenance services are provided on the basis of Emergency, Urgent or routine as required.
- Maintenance Department has been categorized into different sections, Each section is monitored by respective in-charge person or concerned in-charge
    - Civil and infrastructure maintenance
    - IT and computer infrastructure maintenance
    - Electrical maintenance
    - Cleanliness of campus
    - Laboratories
    - Equipments maintenance
    - Safety
- **Central store**: Central store maintains overall stock of the material used for the maintenance.
- **Civil and infrastructure maintenance :**Civil work team looks after the regular maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing maintenance of rest rooms, approach roads and neatness of the entire premises.
- **IT and computer infrastructure maintenance:** Separate computer Department of institute take care of technical issues related to computers, audio visual aids.
- **Electrical maintenance:** Round the clock service is rendered by electricians for campus.
- **Cleanliness of campus:** Adequate in - house staff is employed to thoroughly maintain hygiene, cleanliness of the campus to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls, Hospital and Laboratories, etc. are cleaned and maintained regularly by Non - teaching staff assigned for each.
- **Equipment's**- Optimum working condition of all properties/ equipment in the campus is ensured The maintenance of Generator, Air Conditioners, CCTV cameras and Water Purifiers is done either by local vendors or by manufacturers.
- Under Warranty equipment's are maintained by residential engineer of vendors. For maintenance of high-end equipment's such as CT Scan, MRI etc. an annual maintenance contract is signed with the authorized agencies/manufacturer only Every department maintains a stock register & log book for the available equipment. Proper inspection is done and verification of stock takes place at the end of every year

- **Laboratories**- All medical equipments are taken care by Bio medical dept & engineers through AMC. Periodic reporting on requirements of repairs and maintenance are submitted by the HODs to the Head of Institution.
- **Safety committee**- Maintenance of the campus is monitored through surveillance Cameras
- The routine maintenance work is noted in the register and the concerned section is informed about the same either telephonically or through a letter/electronic mail depending on the urgency of the requirement.
- The Green Cover of the campus is well maintained by a full-time gardener.
- For few critical equipment's and or college vehicles Annual Maintenance Contract / Rate contract are executed.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 32.02

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)

2020-21	2019-20	2018-19	2017-18	2016-17
134	126	93	99	176

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 45.45

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

2020-21	2019-20	2018-19	2017-18	2016-17
238	220	155	125	99

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

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

Response:

- ACPM Medical College has established "ACPM International Student Cell" aimed to provide opportunities available globally for their professional development and employment. Other activities of the cell includes identification of areas of student exchange, advancement in skill developments, research collaborations in innovative teaching learning methodology and applied medicine. However presently there are no any international admissions.
- The international student cell has collected data in terms of available online and offline courses, eligible criteria for admission to the courses, areas of expertise, resident fellowship programmes of various foreign universities for their information and provide academic support for preparation for admission to such courses.
- Periodically seminars are organised for phase-II and Phase-III students highlighting health care practices, cultural and social competencies of medical professional, mandatory requirement for medical license registration, visa requirements, opportunity for short term fellowship and externship for advanced medical & surgical skills, methods of strategic planning and course curriculum for competitive examination of medical boards of United State and General Medical Council, Canada and Australian Medical Council.

- The college has invited experts of external agencies for seminars for sensitizations of source, methods of application, availability & eligibility for overseas scholarship for courses & fellowships, online learning resources for professional development & advance skill learning.
- The activities of international students Cells have inspired many students of ACPM Medical College have applied for higher studies of foreign university for advancement of skill & professional development.
- The college has signed multiple collaboration for faculty exchange programme, students training and advances in teaching learning process to identify areas for development of innovative methods for teaching learning process, tools for evaluation, to achieve excellence & quality of education.
- International Students Cell indentifies and discusses the advanced skill & quality care techniques practiced in developing countries for imparting quality health care services. Recommendations of international student cell on advanced skill & quality care techniques are submitted to IQAC for approval and implementation.
- International student Cell has created a webpage for international aspirants for admission to medical colleges of India providing details of eligibility for undergraduate and postgraduate admission, link of competent authority for conducting competitive examination for curriculum and procedure of admission, educational environment, for information of foreign students.
- International Student Cell of ACPM Medical College would be a centre of support services for prospective foreign national for their campus life requirements, conducive relationship & educational environment, social and academic assistance in learning process.

File Description	Document
Any additional information	[View Document](#)
Link for international student cell	[View Document](#)

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 28.16

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 ..

2020-21	2019-20	2018-19	2017-18	2016-17
0	37	27	37	32

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**

2020-21	2019-20	2018-19	2017-18	2016-17
0	95	84	95	104

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: 15.69

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	23	29	21	18

File Description	Document
Institutional data in prescribed format	[View Document](#)
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 9.62

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

Response: 10

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

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: 4

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 .

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	1	1

File Description	Document
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>
Link for Additional Information	<u>View Document</u>
Duly certified e-copies of award letters and certificates	<u>View Document</u>

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:

- Student's Council of College constituted as per the guidelines of the Maharashtra University of Health Sciences, Nashik.
- The teachers of the institute supervise functioning of student council.
- Main Objectives of student council are to develop leadership qualities among the students as well as helping the institute in fulfilling its goal.
- Student council plays a vital role in organization of various institutional activities like:

1. **Sport activity-** sport committee under the leadership of sport secretary organizes various sports like cricket, badminton etc. during annual gathering.
2. **Cultural activity-** cultural committee is involved in conducting annual gathering. It also celebrates important festivals like Shiv Jayanti, Ganeshostav, Dahi-Handi, and other such events round the year. it also play important role in celebrating national festivals like Republic day and Independence day.
3. **Celebration of various days-** student council is actively involved in celebration of important days like Independence Day, Republic day, International Women's day, International Day of Yoga etc.

Apart from this student council also perform administrative functions by assisting the following administrative bodies of the institute:

1. Anti Ragging Committee: Student's representation in anti ragging committee plays pro-active role in prevention of ragging in the institute.
2. OBC & Minority Committee: members of this committee are mainly concerned with issues of OBC & Minority students and timely reporting to appropriate authority.
3. Canteen & Mess committee: members of this committee are involved in monitoring the food quality as well as the food hygiene. They also play administrative role in maintaining the hygiene of work place. If any irregularity, then it is informed to the concerned authority without delay.
4. Hostel committee: student members of hostel committee are involved in day-to-day administration of hostel activities e.g. housekeeping, infrastructural maintenance, implementation of hostel rules and regulations etc. and maintain liaison with college authorities.
5. SC & ST Committee: members of this committee are mainly concerned with issues of SC & ST students and timely reporting to appropriate authority.
6. Students also have representation in academic committees like Curriculum committee.

The student council thus is one of the essential mechanisms for inculcating life-style discipline, accountability towards institutional infrastructure, team building capacity, and time management skill and leadership quality for developing professionalism.

File Description	Document
Any additional information	[View Document](#)
Link for reports on the student council activities	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response: 9

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

the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	10	10	11	12

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

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

Response:

The alumni association of ACPM Medical College is established in 2005 and formally registered with Charity Commissioner. The primary motto of the alumni association is to engage former students to undertake lifelong learning activities, health welfare events, and advisory initiatives for up gradation of medical education & health care activities of their alma mater. The institute is truly proud of its alumni playing multiple roles in society and many of them are holding key positions in health care institutions, medical colleges, government and non-government community health care organizations, contributing in quality of life of society globally. Some of the activities undertaken by the ACPM Alumni Association are listed as under:

1. **Carrier guidance**

Alumni of this institute play important role in shaping the carrier of the current students by conducting lectures on topics like recent advances in particular specialties, fellowship programs, PG NEET preparation etc. they also give information about job opportunities in particular specialty areas through lectures.

1. **Capability enhancement**

Alumni of this institute play a pivotal role in capability enhancement of students by delivering lectures on topics like analytical skills, soft skills etc.

1. **Training of students**

Training of students of the institute especially PG students is done in the hospital run by the alumni in super specialty areas like Neuro Surgery, Cardiothoracic Surgery, Pediatric Orthopedic Surgery and Neuro Anesthesia as these facilities are lacking in the institute. Thus, the alumni run hospital acts as a great resource of training and knowledge.

1. **Books & Journal donation.**

Alumni regularly donate books and journals to the institute. These books and journals are referred by the students for study purpose.

1. **College alumni day**

The institute organizes alumni meet every year. The event creates a special bonding between students and alumni. It is a perfect platform for all its members to interact their professional, academic, and social experiences with peers, faculty, and other stakeholders for exponential growth of their alma mater.

File Description	Document
Any additional information	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document

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

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

Response: B. Any four of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

We have a responsibility to educate medical students to meet the primary and specialty health care needs of the region by providing highly skilled, cost effective, patient-centered care in a variety of settings.

Mission

1. To provide the finest education to the medical students, to deliver quality health care to all sections of society.
2. To develop as a regionally recognized leader in education through innovation and excellence.
3. To provide the community with a diverse cadre of highly-trained professionals capable of performing in a wide variety of clinical settings.
4. Faculty and graduates will contribute to the community by being active in social and health-care endeavors that promote the health and well being of the community.

Core Values

1. Commit to excellence in all that we do.
2. Show total unconditional regard for all patients.
3. Demonstrate respect for each patient's person, privacy, culture, beliefs, and rights.
4. Exhibit compassion for those entrusted to our care.
5. Treat other members of the health care team in a professional manner

Academic and administrative Governance:

- JMFs ACPM Medial College, Dhule is registered under Bombay Public Trust Act 1950, dated - 17th July, 1984- Reg. No-MAH-/314/Jalgaon (Dhule).
- ACPM Medial College has multi-level governance system with formulation, implementation and monitoring system.
- LMC having representation of members of management, senior faculty members, representative is supreme decision making body.
- College council along with various committees of the college draft rules and seeks suggestions regulations include policy formulation, methods, monitoring and periodic evaluation.
- Stakeholders playing role in governances are members of management, dean, professors & heads of the department, faculty members, administrative staff, students and representatives of student alumni.
- There is defined organogram for governance of policy decision, implementation, quality assurance and monitoring.
- Academic boards overseas the mismatched of interdepartmental integration, alignment of vision &

mission statement of the college and submit recommendations to college council for implementation and approval.

- College Council also prepares Strategic plan to achieve essence of vision, mission and core values by developing necessary infrastructure and learning environment in phased manner to attain excellence.
- IQAC of the college periodically discuss the policy and implementation process in order to evaluate achievement of intended goals. Necessary modifications to adherence vision & mission are also recommended for approval of college council.
- IQAC also identifies areas of weakness & challenges for strategic planning to improve and to achieve prime goals of vision & mission statement with a focus on Quality and Continual improvement.
- Various college committees of the college meet periodically to discuss mandated activities and recommends measures for action to be initiated.
- Institutional Ethical Committee is constituted and registered with government of India for a scientific & ethical appraisal of research projects and research studies being conducted by the postgraduate and faculty of the college.

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

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

Response:

- Chairman of the trust has all executive powers for granting approval of policies formulated from time to time with regard to administrative, academic, financial and patient care.
- Management gives all the administrative and academic power to the Dean.
- Dean is chief executive person, next in order of hierarchy of the organogram, primarily responsible for formulation and implementation of strategic plans, developed in consultation with college development committee and all stakeholders.
- Medical superintendent is responsible for execution of policy decisions, approved by the college council primarily related to compassionate and safe health care service to the community.
- Chairman and Dean have constituted various committees in accordance with recommendations of NMC New Delhi , DMER (MS), MUHS (Nashik).
- Academic planning, implementation and innovation is function of curriculum committee and four academic boards constituted for Phase-I, II, III(Part-1) and III (Part-2) comprises of heads of the department and faculties of respective phase.
- Medical Education Unit comprises of trained faculty. It enhances the skill and competencies of faculty members.

- The examination committee conducts internal and university examinations. It looks after examination grievances of students.
- Research committee of the college is constituted to promote and support research activities of the college and hospital. The committee identifies the broad research areas , requirement, and facilities for conducting research.
- Research committee encourages the students to undertake short term projects on applied/clinical subjects to enhance their analytical and comprehensive skill.
- The college has institutional ethical committee for scientific appraisal of research projects and grants approval on ethical issues of research projects. All the scientific & research activities undergo review process by institutional ethical committee.
- Anti-ragging committee is constituted in pursuance of the statutory regulation of National Medical Commission, New Delhi and M U H S, Nashik to address ragging issues and also comply Anti-ragging act. However, ACPM Medical College is a ragging free campus and maintains since last decade
- Parent teacher committee of the college play dominant role in identifying challenges of students during their stay in campus and areas of weakness and threats for improvement in order to provide conductive environment to students and patients.
- Annual meeting of Parent–teacher Committee is held in the college for healthy interaction on teaching learning process, continues performance of students, achievements linking excellence, areas for up gradation. Feedback of parent teacher committee is submitted to IQAC for quality assurance analysis.
- Student Council is constituted in accordance of MUHS guidelines with aims and objectives prescribed under regulation of MUHS, Nashik.
- Student council promotes leadership skill amongst the students assigning various academic, extra-curricular, co-curricular and extra-mural activities
- Trust allocates funds for the college expenditure, constituted Purchase committee representatives initiates the purchase process for institutional requirements.

File Description	Document
Any additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

- The college has organogram with well-defined duties & responsibilities for execution of their functions to achieve vision and mission.
- The Statutory and non-statutory committees of the college functions independently according to specific assigned functions, duties & responsibility, following hierarchical order of organogram in pursuance of vision and mission.

- The College council has defined duties & responsibility, constitution & members of the committee, schedule of meeting, rules and regulations of the committee and hierarchy order of organogram for all statutory and non-statutory committee.
- All the committees of the college organises meeting to discuss the predefined agenda and submit its recommendations to college council with strategic action plan for implementation.
- Periodic feedback is obtained from stakeholder as a measure to ensured effective implementation of strategic plan of IQAC approved by the college council.
- Minutes of meeting of college council are circulated to all members and approved in subsequent meetings. Action taken report of all decisions are also discussed and approved in the meetings.
- Strategic plan/perspective plan is developed by IQAC by taking suggestions of faculty, and other stake holders at the dept level , Head of the depts. & various committees.
- All the proposals are scrutinized for their necessity, feasibility, and cost effectiveness.
- IQAC, academic, administrative committees monitor the deployment of strategic plan periodically.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

ACPM Medical College & Hospital complied with statutory norms and continuously upgrades its policy for welfare of teaching and non-teaching staff. Following welfare measures have been undertaken for its employees to promote motivation, healthcare, morale, safety and job satisfaction.

Financial Assistance is given to teaching staff for presentation of research work attending academic training. Teaching and Non-teaching staff are covered under Covid-19 insurance.

Leaves:-Grant of special leave for duration of scientific conferences and workshops for participation, chairing the session, presentation and delivering lectures.

Grant of statutory leaves e.g. CL, Sick leave, Maternity leave, study leave, special leave for university assignments, compensatory leave as the case may be based on their eligibility criteria stipulated by statutory body or board of management.

- Infrastructural support to the faculty for conducting research projects, pursuing Ph.D. and any other higher degree diploma or certificate courses.
- :- Semi-furnished free accommodation to the employees of the colleges with subsidized food facilities

Transport facilities:-. It is available for Student and staff.

Health Care:-Free medical and other health care facilities existing at ACPM Medical College & Hospital to all its employees and students. Immunization of staff and students against communicable diseases.

- :-Infrastructural and partial financial support for organizing extra-curricular activities including staff annual meet, student and staff get-together events organized by staff club or student council.

Loan facilities:-Short term Employee loan facilities to special category of employee to fulfill their needs during extra-ordinary circumstances for children education and social needs**.**

- Free uniforms to class –III and class IV employee once in a year and aprons to teaching staff once in two years at subsidized cost.

Yoga facility:-Infrastructural facilities for physical exercises in equipped gymnasium and services of yoga trainers.

Day care facility: Beneficiaries are provided this facility.

- Employee group insurance scheme

Provident Fund:-EPF scheme for employee as per EPF Act 1952.

Compensation: We are providing compensation to the dependent in form of Job to suitable designation after the demise of employee during service period.

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

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

Response: 6.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
45	11	5	1	6

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

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

Response: 4.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	9	3	3	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Any additional information	[View Document](#)

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

Response: 7.31

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

2020-21	2019-20	2018-19	2017-18	2016-17
37	23	7	2	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	[View Document](#)

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

Response:

- The performance appraisal system of employee of the ACPM Medical College & Hospital is well structured and carried out annually. The entire exercise is executed by Head of Departments, Dean & management.
- Objectives of the performance appraisal system is to quantitative assessment of ability of employee to upgrade their skills, behaviours with peers, compliance of job profile, degree of satisfaction of stakeholders, eligibility for increments/incentives, promotion to higher post/position, leadership quality, role in achieving excellence of college services in pursuance of vision & mission.
- Process of performance appraisal system is discrete and allows the employee to state their contribution in achieving defined objectives and compliance of job profile in structured questionnaire.
- Each item of the questionnaire is given numerical score for assessment of performance.
- The questionnaire filled by the employee is verified by the departmental head/reporting officer and rating is obtained.
- Scores and grading is carried out by HR for generating key performance index [KPI] and compared with previous KPI for consideration of incentives/increments/award/ appreciation.
- The verified assessment report with KPI and HR report is submitted to Dean who is head of institution for final review and recommendations to college council for consideration.
- Items for annual performance appraisal for non-teaching staff includes key issues related with their job profile while faculty assessment is based on criteria comprises of their involvement and dedication to their work, participation in co-curricular and extra-curricular activities, publication of research papers, extramural research projects funded by research/industrial institutions, books, development of learning resources for students, besides behavioural, administrative and social matrices.
- The summary of the appraisal system with the recommendation by the respected Dean is submitted to management/ governing body for further processing

Analysis of appraisal

- The total score received by the staff is computed by adding the scores in self appraisal form.

- Appropriate grades would be given.
- The strengths, responsibilities undertaken, achievements are consolidated and identified.
- Additionally, the areas of improvement are listed..
- The progress based on the previous year's feedback is also reviewed

Outcome of appraisal system

- To assist teachers to reflect about their potential and to carry out their duties more effectively
- To provide judgment to support promotions, demotions, confirmation or termination.
- To provide feedback to staff about their behaviour, attitudes, skills or subject expertise.

How the outcomes are communicated to the employees

- After a consolidation of the appraisal across academic year has been undertaken, the faculty would

be invited for an individualized meeting to discuss the same.

- The Dean is expected to acknowledge and appreciate achievements, encourage and motivate the faculty to further improve or convey the implications of poor performance.

Output from the performance appraisal system includes:

- Strength of the employees
- Weakness of the employees
- Research orientation of the faculties
- Employees due for promotions
- Salary increments.

All the appraisal records are compiled and maintained in HR department.

File Description	Document
Any additional information	[View Document](#)
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

- The primary source of income of the college is tuition fees, hostel fees and mess fees collected from the students against academic and supportive services and medical fees from the patients for health care services, being rendered by the college & hospital.
- Tuition fees from the students are determined by "Fees Regulatory Authority" a quasi-judiciary committee constituted by state Government of Maharashtra on yearly basis based on the cost analysis.
- The fees charged for hospital services are highly subsidized, hence revenue generation from medical fees against hospital services are much less than expenditures incurred on the services. However ACPM Medical College & hospital caters to very under-privileged rural and tribal population as social commitment to quality health in the region and trained the young aspirants of the area for need of tomorrow.
- The institution attempts to explore all possible avenues to enhance financial income making request/proposals for CSR funds of industries/philanthropists, voluntary donation or term loan from the bank to meet the deficient funds.
- The college has formulated policy documents envisage methodology for optimum fund mobilisation and utilization
- The dean office seeks annual requirement including up gradation of facilities from each department/section of the college and hospital with justification.
- Requirements of the department are consolidated under plan and non-plan expenditures heads with

financial budget estimates.

- College council discuss the budget estimates and approve final budget allocation.
- Central purchase committee meet as per the need and finalised quotation specifications and final purchase order to the suppliers after due negotiation of rates and specifications.
- Annual stock verification is carried under the supervision of three faculty members and store department representatives to update the status of inventory.
- Monthly income expenditure statement is prepared by the accounts department for strict monitoring of budget allocation.
- All accounts and store inventory is subject to internal and external monitoring team designated by the Chartered Accountant consultants appointed by the College.
- Operating expenses like salary, purchasing, interest payable, maintenance, statutory financial compliances, direct expenses are incurred from the tuition fees, hostel fees and hospital fees.
- Approximate 20-25% funds are utilize for infrastructure and facility development.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

- The internal and external audit of financial resource mobilization and utilization of funds on the objects of the College is carried out by team of account dept of Institute and external auditing agency.
- The internal audit ensures that the overall financial system is working efficiently.
- A team of account dept under chief accountant of institute scrutinizes all the transactions of income and expenditures on quarterly basis and submits the report of financial accounting based on the standard accounting conventions and methods.
- Account department check and verify the vouchers of transaction that are carried out within year.
- Internal audit is carried out by the chief accountant on regular basis and submit balance sheet including income expenditure schedules to dean for perusal.
- Our financial goals are achieved and maintained by using internal and external audits.
- The external audit is carried out by an External Auditing Agency headed by a Charted Accountant appointed by the Board of Management.
- External audit carried out once in a financial year and it checks that the expenditure has been incurred in accordance with the guidelines, as per established norms/system of the institute
- During expenditure under particular head funds have been utilized with the consideration of budgetary provisions and for the purpose for which they were meant is monitored strictly.

The income obtained from student's fees, hospital income   with expenditure on infrastructure

development, Staff cost & operating expenses are tabulated ,if objections or queries are raised during the audit process by the external auditor are settled by the accounting department of the institute with the consultation of dean within a specified time schedule. The external auditor submits the final audit report with audit findings.

Records financial audit reports certified by CA are available and submitted to statutory / regulatory bodies as and when needed

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

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

Response: 420.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
48.09	52.6	2.15	2.93	315

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

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Assurance Cell (IQAC)of the ACPM Medical College has been constituted to ensure quality assurance in academic, administrative, safe and pateint center health care and research activities of the college & hospital.

- IQAC has prepared structured feedback system with scores to receive prevailing status of the services and sugestions for improvements from all its stakeholders.
- After receipts of feedback from stakeholder in academic, administration, health care personels and beneficiaries, research, members of the IQAC discuss the situation analysis and feasible improvement strategies for implementation in the college.
- IQAC in consultation with representatives of all stakeholders design SOP for implementation of Strategic plan.
- Recommendations of IQAC is submitted to college council for discussion and approval.
- After approval of College council, SOP is implemented by relevant college committee and monitored by IQAC member.
- IQAC periodically submitts monitoring report to College council for updates and suggestions if any.

Some of IQAC activities undertaken are highlighted below:

- Identification of areas of monitoring for improvement in academics, research, patient centered health care services and upgradation of infrastructural facilities.
- Gap analysis of intended and actual professional competencies in veiw of implementation of CBME medical curriculum
- Initiative of NABH acreditation process of ACPM Hospital
- Initiative for improvements in central library services and digital learning system.
- Initiative for developing dedicated customised learning management system.
- Motivating and encouraging the faculties for research and publication.
- Initiation of NPTEL local chapter.
- To enrich the cuuriculum IQAC conduct and suggest value added courses for the acedemic year.
- In consultion with Dean & BORS condcuct conferences, seminars, workshops,CME etc. to enhance skills and quality of teaching.
- To develop research and development culture and motivate faculty for various publication and patent activity.
- To conduct various programs for the students,employees and faculties.
- To support various grievances committee and suggest nessesary action
- To initiate and plan acreditation for NABL
- Certification as per ISO 9001 quality management system

File Description	Document
Any additional informaton	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document

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

Response: 55

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

2020-21	2019-20	2018-19	2017-18	2016-17
138	200	47	78	83

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

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual report of the College	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 23

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	5	5	4

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

- JMF's ACPM Medical College, Dhule is an active promoter of gender-equity initiatives with multiple activities related to gender sensitivity in the campus.
- Institute incorporates "Gender in Education Module" (GME) for the subjects in Obstetrics and Gynecology, Community Medicine, Medicine, Psychiatry and Forensic Medicine and toxicology, as per MUHS Guidelines.
- Gender Sensitization through the curriculum - As per guidelines of MUHS, "Gender in Education Module" (GME) is included in the following course curriculum,

1. Obstetrics and Gynecology
2. Community Medicine
3. Medicine

4. Psychiatry
5. Forensic Medicine and toxicology

- Every year students under the supervision of faculty members organize activities on gender-sensitization, safety and security of the students, especially girls, women empowerment, women and child health education, child and women welfare government programs for students, staff and community.
- The College has constituted Gender harassment committee for monitoring of sexual harassment and violence against women, if any, at workplace in campus.
- Continuous monitoring of campus by posting security personals at key points at entry and exit of campus, and visitors including patients. Adequate CCTV cameras have been installed in college, common rooms for boys and girls, wards, OPDs and operation theatres of the hospital, girls and boy's hostel, entry and exit points of campus.
- Caretakers in addition to hostel warden ensure students safety for residing in hostels.
- Counselling is done by Gender harassment committee (Internal Complaint Committee) and through mentorship programme.
- Beside Gender harassment committee, grievance redressal committee and anti-ragging committee of the college play supplementary role to ensure safety and security of the students during and after college working hours.
- The college is maintaining "zero ragging environments" for the last so many years adopting zero tolerance for ragging and violation of women rights & gender equity. In the beginning of every academic year, special awareness sessions are organized covering the human right violation, acts of ragging and punishments, basic healthy life style and gender balance.
- After admission of each batch, a orientation programme is organized for newly admitted students to update them about existing redressal mechanisms concerning their health care safety, social &gender biased grievances during their stay at college.
- College organizing women's health awareness program through Dept. of Community medicine and Dept. Obstetrics and Gynecology.
- Women's Leadership on various administrative & academic bodies. We have women administrative staff and faculties.
- All the curricular, co-curricular and extra- curricular committees of the college maintain equal representation of boys and girls to ensure gender equity.
- Day care center is available for young children of employees of the college in the campus.

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

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation receipts	[View Document](#)
Geo tagged photos	[View Document](#)
Facilities for alternate sources of energy and energy conservation measures	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response:

- The College & Hospital strictly adheres to guidelines prescribed by state pollution control Board (MPCB) for disposal of waste. We strive for clean, green and eco friendly campus.
- Waste management plan includes segregation of biodegradable and non-biodegradable waste, toxic and non-toxic, at source.
- There is complete prohibition of use of tobacco, smoking and use of plastic in form of bags, cups, glasses, plates & bottles in and around the campus.
- All waste is collected in dustbins having color-coded degradable bags prescribed by pollution control board.

Solid waste management

- Solid waste is collected by housekeeping staff from each sources segregated before disposal.
- Solid waste of kitchen is recycled using indigenously developed machine and recycled product is used for garden.

Liquid waste management

- Liquid waste generated by college & hospital campus is disposal using "dilute and dispose" principle and finally treated in STP plant installed in the campus.

Biomedical waste management

- It is as per the recommendations of state pollution control board adopting the policy of "Collection, segregation and disposal"
- Color-coded dustbins are used in each wards, OPD, Emergency and laboratories for collection.
- All the waste is finally collected and segregated by housekeeping staff.
- All the segregated biomedical waste is finally disposed of by government biomedical waste disposal agency.
- Biomedical solid waste is collected by M/s Shri. Swami Samarth Enterprises Pvt. Ltd for disposal as per the guidelines prescribed by Dhule Municipal Corporation. A copy of MOU is attached.

E-waste management

- Waste material comprises of old computer peripheral, printers, monitors, telecommunication instrument parts, cables motherboards, outdate electronic components etc. are either exchange with vendors for purchase of new devices or disposed to e-waste management vendors.

Hazardous chemicals and radioactive waste management

- Hazardous chemical waste is mainly generated in practical lab is diluted and disposed off with other non-hazardous liquid, thus minimizing its hazardous effect.
- The institute does not utilizes any radio-active substances

File Description	Document
Any additional information	[View Document](#)
Link for geotagged photographs of the facilities	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation or maintenance reports of Water conservation facilities available in the Institution	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged photos / videos of the facilities if available	[View Document](#)
Geotagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

- The Institute takes extra efforts in providing an inclusive environment for all the students and employees.
- Republic day is celebrated at college where faculty/ non-teaching staff/ students gather together at the campus. Faculty members and students take a pledge to preserve the unity, integrity, and security of the nation. It sensitizes students about the constitution of India, their duties, and responsibilities towards the nation.
- The college celebrates religious festivals like Ganesh utsav, Shivjayanti, Holi, Christmas, Eid etc.
- Tolerance and Harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities is best achieved by the major events like Annual Gathering function. Symphonious at institute levels and events like Synergia, Impressions at the individual faculty levels. Students have formed various committees at the college levels which also support and propagate the idea of diverse cultures. Annual Gathering event have given opportunities to students from various state backgrounds like North India and all across India to showcase their rich dance forms, culture and beliefs. These events have also seen fusion performances of all cultural dances and drama performances.
- Traditional Day is celebrated every year in an annual social gathering by the student as well as staff where everyone comes in traditional attire representing their culture.
- Staff wear apron and students wear uniform in the campus.
- All staff members and students are allowed to do their prayer in the campus or outside the campus at their prayer location at given time.
- Low cost treatment services are provided to all sections of society and free treatment is given to all pregnant women.
- We arrange the Guest lecture of a police officer who guides the students, faculty, and staff on the role of citizens in maintaining peace and harmony in society.

Location Advantage:

- Institute has a leverage of its location to serve rural areas as it is having good road connectivity.
- Institute has Urban Health Centre in an urban area which caters to nearby urban slums. Rural Health Training Centre is in Kheda village to cater rural population.

- Multi-diagnostic health check-up camps and blood donation camps are regularly held in urban, rural, and tribal areas of Dhule district.
- School health camps are held every year which covers school-going children of urban as well as rural areas.

File Description	Document
Any additional information	[View Document](#)
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[View Document](#)

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

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Any other relevant information	[View Document](#)
Web link of the code of conduct	[View Document](#)

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

Response:

- Institute fully dedicate, celebrate and enjoy in the magnificence of our planet, our environment and

the plethora of life that exists upon it throughout the year. We use this platform to provide an inclusive environment, socio-economic diversities, current health problems and value education.

- National festivals play an important role in planting seed of Nationalism and Patriotism among people of India. Institute celebrates these events with great enthusiasm to commemorate the ideology of nationalism and to pay tribute to our great National Leaders. The Faculty, Staff and Students of the institute all come together under one Umbrella to celebrate these occasions and spread the message of Unity, Peace, Love and Happiness throughout.

- The Institute celebrates 26th January i.e. Republic day, and. every year, commemorating the adoption of Indian constitution and spreading the message that India is the largest democratic country in the world. This is a day to remind the students about the constitution of the country and the need to abide by it at all times. The celebration includes the hoisting of national flag and spreading a warm message of nationalism in a short speech by the Dean. The sweets are distributed and sense of unity as Indians prevails in the air.

- 15th August i.e. Independence Day is celebrated every year on 15th of August with same zest & zeal, where parades and flag hoisting is organized, spreading a warm message of nationalism in a short speech by Dean and is celebrated to mark freedom of India from British rule

- We celebrate Gandhi Jayanti on 2nd October every year by doing cleanliness campaign "Swaccha Bharat Abhiyan" and Dr. Babasaheb Ambedkar Jayanti on 14th April.

- National Youth Day is celebrated on the birth anniversary of Swami Vivekananda who is a social reformer, philosopher, great thinker, and youth idol by doing Tree Plantation in Campus and sports activities.

- On 5th September, Teachers Day is celebrated in the memory of Dr. Sarvapalli Radhakrishnan, former President of India. Students of our college celebrate 'Teachers Day', with great enthusiasm and gratitude towards the teacher. Students give personalized greeting cards and flowers to the faculties, appreciating their interactive teaching and motivating atmosphere.

- On the death anniversary of founder member of Late Dr. Vishwas Patil and Birthday of Honorable Dajisaheb Rohidas Patil, we organize multi-diagnostic health camp and blood donation camp.

- Cultural harmony is observed by celebrating major cultural festivals such as Shivjayanti, Dussehra, Ganesh Chaturthi, Eid, Christmas and Holi. Students of different religious background celebrate these festivals, cultural events, sports and academic activities.

Institute observes various health days & events like:

1. World Health Day
2. Doctors Day
3. World AIDS day
4. World TB Day
5. International Women's Day
6. World Diabetics Day
7. World Sight Day
8. Maharashtra Day
9. MUHS Foundation Day
10. International Yoga Day
11. World Anesthesia Day
12. World Mental Health Day
13. International Nursing Day
14. World Environment Day

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

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

Response:

1. Title: RURAL AND TRIBAL HEALTH CARE FACILITIES

2. Objectives:

 (i)To assess the health care status of population residing in rural and tribal area of Dhule district.

(ii) To provide health care interventions to improve upon the health status of rural and tribal population in Dhule district.

(iii) To educate the medical students and interns about rural health issues and the requisite health interventions.

(iv) To augment the efforts of welfare schemes of Government and fill the gaps in service deficient tribal areas in the health sector.

3. Context: The district of Dhule consists of tribal and rural population dominantly. The illiteracy, lack of major tertiary health care facilities in tribal area pose a variety of health problems in tribal population. Lack of health education about nutritional issues and inadequate data on health parameters of tribal population poses difficulties on effective health intervention and hence, there is a need of doorstep approach towards tackling health issues of tribal population.

 4. Practice: The Department of Community Medicine at ACPM Medical College, Dhule has included a rural health survey activity in the curriculum of undergraduate medical students as well as interns of ACPM Medical College. Visits of medical students and interns are planned to the rural and tribal area of Dhule district so as to focus upon the assessment of health problems of rural and tribal population; healthcare interventions and IEC activities for health education. The activities were well planned and implemented accordingly. The students conducted the Nutritional Survey of the rural population during the study period. The data collected included the socio demographic profile of the population along with the additional data on environment factors, dietary history & nutritional status, socio-cultural factors, family planning, immunization status, addictions, consanguineous marriages and vital statistics. **5. Evidence of success:** Nutritional and health profile of the population was conducted, based upon which the health intervention activities can be decided. The IEC activities with special emphasis upon nutritional disorders were conducted with the help of charts, AV clips, lectures, posters, etc. The students took extra efforts to communicate to the population about healthy dietary practices involving the local cuisines. The additional health related data collected through health survey helped in screening the population for a number of lifestyle disorders for which further management was advised. The needy population was advised referral

to ACPM Medical College Dhule for further tertiary care facilities. The nutritional survey activity and subsequent IEC activities provided the platform for effective communication and developing the service approach towards patient by the medical students. The felt need of the people was fulfilled by conducting the health interventions for rural and tribal population of Dhule district. This activity had also provided the hands on training in biostatistics to the medical students and interns on Data collection, data feeding, analysis, making tables and graphs.

6. Problems encountered and resources required: There are misconceptions about nutritional requirements and dietary practices amongst the rural population.

Best Practices: two

1. Title: Basic Life Support for Students and Community

2. Objectives:

(i) To train the undergraduate medical students in providing Basic Life Support skills.

(ii) To conduct training sessions and demonstrations in emergency Basic Life Support skills so as to train the general population.

(iii) To create a pool of trained manpower from the general population who are trained in Basic Life Support skills.

3. Context:

The basic concept of timely intervention through Cardio-Pulmonary Resuscitation (CPR) saves number of lives in the society. The 'Golden Hour' concept of timely intervention of Basic Life Support skills helps in reducing cardio-respiratory mortality and morbidity. The ACPM Medical College caters to the population residing in a tribal and rural areas surrounding Dhule district. The illiteracy, dominance of tribal population, lack of expert medical facilities in rural areas lead to the late arrival of patients in tertiary care facilities / hospitals and result into death. In order to create awareness amongst general population about Basic Life Support skills, an innovative programme of awareness and training of medical undergraduate students and general population was initiated by ACPM Medical College, Dhule.

4. Practice:

A module on Basic Life Support skills was introduced in the curriculum of all the undergraduate medical students and interns of ACPM Medical College. The combination of training and demonstration of Basic Life Support skills at roadside, to the medical students made all the students confident about giving CPR at any place and save the lives of patients. These trained medical students were used as the trainer for general population for demonstrating those Basic Life Support skills. The duration from OPD clinic postings of the medical students was utilised to impart the training of Basic Life Support skills to the students. The trained medical students were further qualified as trainer to train the general population about Basic Life Support skills. The general population visiting Hospital OPDs as well as the visits of medical students and intern in rural areas during medical outreach camps used their training skills to make the general population aware about the concept of 'Golden Hour' and trained them in Basic Life Support skills.

5. Evidence of success:

The CPR measures helped to keep the vitals of the patient stable due to these early interventions and further management of the patient could be done under the respective specialists. The confidence level of medical students in handling the emergencies by giving Basic Life Support skills was improved and also, the students gained the confidence by improving their communication skills in terms of imparting the training of Basic Life Support skills to the general population.

6. Problems encountered and resources required:

The medical students and general population were little reluctant to participate in resuscitations as they felt unprepared. We felt the need of refresher courses on the same Basic Life Support skills to the medical undergraduate students as they felt under confident due to lack of practice.

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

7.3 Institutional Distinctiveness

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

Response:

Following technology based tools are practiced at our college & hospital besides other methods for our undergraduate and postgraduate students.

1.   All the departments have registered and developed "Google Class room" as 24X7 virtual classrooms so as to provide round-the clock interaction with the faculty members, especially after the college working hours. All the students are registered with Classroom by their email ID and get alert message immediately after the post of a new blog. The students regularly post their questions and faculty resolves the queries on real time basis.

2.   The faculty members of college & hospital departments have created an instructional screen cast learning objectives & content requirement of students as an instructional tool.

3.   The lecture is delivered by uploading the video/images on screen cast mentioning specific learning objectives & contents.

4.   **Use of Screen cast** appears as a powerful, highly effective, and affordable learning tool that can facilitate self-learning across all courses of undergraduate and postgraduate programmes.

5.   **Flipped /inverted classroom** approach adopted by some departments to reverses the traditional learning environment: Students are assigned learning outcome and made to work using online tools, videos, e-learning platforms etc. This is followed by face-to- face interaction to facilitate collaborative, active learning of higher-level domains of application, analysis, synthesis and evaluation.

6.   **Buzz groups** is also used by some of the departments as a measure to adopt to cooperative learning technique, consisting of the formation of small discussion groups with the objective of developing a specific task, idea generation, problem solving or facilitating that a group of people reach a consensus on their ideas about a topic in a specific period of time.

7.   **Fish bowl** learning environment is used for basic topics during which students are asked to write down on cards, one question regarding the course material, especially some aspects of the material that they do not fully understand. Students deposit cards with their questions in a 'fish bowl' and the teacher/instructor draws several of them and asks the class to answer them or answers them herself/himself.

8.   **Experiential learning** is practiced by some of the departments, whereby students "learn by doing" and by reflecting on the experience. Experiential learning activities include hands-on laboratory experiments, internships, practical knowledge, field exercises, study abroad, and undergraduate research and studio performances.

9.   **Cooperative learning** is an effective strategy to promote student-student relationship. It fosters students' interaction by encouraging and facilitating students' efforts to achieve interpersonal and small group skills, such as communication, leadership, trust building, decision-making, conflict resolution, and group processing.

a.   Sharing teaching practices, decisions, and rationale with students

b.   Encouraging students to share experiences and background knowledge in class

c.   Exploratory projects on educational challenges in international classrooms

d.   Assigning projects that foster student autonomy (e.g. by allowing space for individual students' choices and preferences)

e.   Designing assessment rubrics collectively (e.g. guidelines for oral participation, good writing, etc.)

File Description	Document
Link for appropriate web page in the institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

8.Medical Part

8.1 Medical Indicator

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

Response: 92.48

8.1.1.1 Institutional mean NEET percentile score

Response: 92.48

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	[View Document](#)
Upload for list of students enrolled for the MBBS programme for the preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

8.1.2 Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Response:

- ACPM Medical College & Hospital strictly followed prescribed curriculum of Erstwhile Medical Council of India/National Medical Commission New Delhi/Maharashtra University of Health Sciences Nashik, Maharashtra for imparting knowledge, skills and attitudes to enrolled students in MBBS/MD/MS programs with emphasis on quality practices for patient care and safety during didactic and clinical training session.
- All students compulsorily undergo prescribed clinical training hours and didactic lectures besides, interactive sessions on biomedical waste management, patient safety in wards and operation, prevention of hospital infection protocol, blood transfusion safety procedures, professional and ethical practices.
- First MBBS Students are oriented to patient communication skills, basic CPR techniques, language and computer learning skills, enhance learning skill techniques, patient safety protocols, hand washing techniques, hospital infection control guideline, procedure of biomedical waste management, stress management skills under foundation module implemented in the year 2019-20 by statutory authority.
- Structured short term training programs are organized for prior to clinical posting by various departments for batch of student to acquire practical skills, pre and post management skills of surgical patient, patient management skills in critical care and emergency medical services department.

- Protocol for implementation of quality patient care, basic medical and surgical management and hospital control norms are also discussed in small group teaching session.
- Some of the departments are conducting value added courses for undergraduate and postgraduate students to train them to practice standard protocols adopting safety procedures in patient management with zero tolerance to hospital infection.
- Demonstration and practical sessions are conducted by faculty members of skill lab on following skills and procedures, using manikins, simulated patients, and trained patients to achieve excellence in patient centered quality health care for community.

Following is the list of few health care sessions organized by institute

- Advanced and basic life support skills
- Hand washing techniques
- Biomedical waste management procedures
- Skills for hospital infection prevention
- Safe blood transfusion practices
- Universal safety precautions measures
- Best ethical practices in patient health care
- Patient-doctor communication skills
- Medico-legal procedures for inpatient and outpatients
- Issue of Medical certificates and discharge certificates
- Inpatient management documentation
- Prescription writing skills
- Rationale drug & antibiotic policy
- Pharmacovigilance procedures for ADR
- Best laboratory practices
- Good clinical practices
- Pre-anesthetic evaluation procedure

Protocols and safety procedures highlighting quality patient care and patient center are displayed in relevant departments of the hospital and medical college for sensitization and reinforcement for the students and staff.

Competencies relevant to quality care, patient safety and hospital infection control prescribed in the CBME Curriculum, AETCOM and foundation module are taught in lectures, demonstration, hands on training, role play, videos and group task in small group followed by assessment and reflection of the students to evaluate intended learning outcomes.

File Description	Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 10.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	30	23	12	11

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

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

Response:

ACPM Medical College, Dhule has adopted the guidelines prescribed by medical council of India with defined program objectives, program specific objectives and course objectives. Intended competencies envisage by the curriculum are measured and certified adopting objective methods prescribed in the curriculum.

The college has organized workshops from time to time for its faculty on identification & certification of competencies, learning objectives formulation from competencies, Revisit of teaching –learning methods, Innovation in teaching learning process, Assessment tool for measurement of competencies outcome, reflection writing and evaluation".

- Varieties of tools of assessment are practiced for measurement of competencies acquired by the MBBS students during continuous assessment of the students by the faculty.
- Assessment of measurable competencies is carried out during internal Assessment, university examination, and internship of the students.
- The Curriculum committee identified list of competencies and skill certification according the

subjects for each phase of MBBS Course and validated assessment tool after trial in small group for feasibility and reproducibility.

- The assessment tools used for continuous assessment for first MBBS Phase of Course includes few or all of the followings:

1. Multiple choice question single response
2. Multiple choice question single response with clinical vignette
3. Clinical cases question with brief answer question, reasoning, report interpretation and comprehension.
4. Brief Answer question
5. Short Answer question
6. Long answer question [very few in number]
7. Objective structured practical examination (OSPE)
8. Identification, calculation, and interpretation of charts, graph, photograph, biological parameters. specimens
9. Objective structured clinical examinations (OSCE)
10. Structured oral examination

- In phase II and III onwards of MBBS Course, few more assessment tools are added to measure clinical communication and comprehensive skill. The assessment tools used for measurement of competencies are as given below:

1. Multiple choice question single response
2. Multiple choice question single response with clinical vignette
3. Clinical cases question with brief answer question, reasoning, report interpretation and comprehension.
4. Brief question Answer
5. Short Answer question
6. Long answer question [very few in number]
7. Objective structured practical examination (OSPE)
8. Identification, calculation, and interpretation of charts, graph, photograph, data, specimens
9. Objective structured clinical examinations (OSCE)
10. Structured oral examination
11. Check list for assessment of bed-side examination skill
12. Check list for assessment for clinical case presentation skill
13. Check list for assessment during DOPA (Demonstrate Observe Perform Assist)
14. Certification of subject specific clinical skills
15. Logbook certification

- Clinical skill based on competencies are certifies using OSPE and OSCE in the skill lab by the clinical instructors in small group teaching session.
- During all the phases, students have been provided laboratory record book, logbooks for maintaining record of day-to-day learning experiences and reflections by the students after each practical, self-directed learning, AETCOM module, Seminars and Clinical exposure. The faculty of the department periodically verified the record and viva voce is conducted to ascertain achievement of intended learning outcome.

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

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

Response:

Department of Forensic Medicine &Toxicology has identified learning objectives from national/state policy on organ transplants covering medical, legal, ethical and social issues.

Didactic lectures delivered during teaching learning process to students of different phases of MBBS course.

The instructional sessions students are organize by the college to address following learning objectives covering medical, legal, ethical and social issue of organ transplantation.

- Importance and myths of organ transplantation in human subjects
- Reviews of provisions of organ transplant Act of government India and government of Maharashtra.
- Legal and ethical requirement prescribed under law for selection of eligible organ donor and recipient
- Statuary documentations requirement for organ donation & recipient human subjects
- Statutory Requirement for establishment of eye bank and carrying out related procedures in human subjects
- Brain stem death audit and difference between deceased organ and live organ donation.
- Guest lectures organized from expert, specialized in organ transplant, for the students sharing their real-life experience & legal, ethical, and professional challenges encounter on organ transplant.
- Seminar on awareness of organ donation for community by students and faculty emphasizing need of voluntary body donation, organ donation for society.
- Interactive workshop, role-play, rally are also organized to discuss case studies to ascertain learning outcomes.
- Public awareness drives using ICT based power point, posters, student organizes group for changing the perception of the general population toward organ donation.
- Interactive sessions by Legal expertise are arranged in the Institution for seeking explanation and guidance on misuse of Section 9(3) of the Transplantation of Human Organs Act and protocols in

newly passed Gazette by the Government of India, for living donation, Brain-death and its declaration, role of authorization committee and role of Appropriate authority.

- Orientation tour organized for the Undergraduate student to the eye bank, blood bank with emphasis of medical, legal and ethical regulation.
- Awareness and sensitization program organized by the student council members for community about body donation, organ donation during community health camps.

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

8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

Response:

- Immunization clinic under department of pediatrics and UHC & PHC under department of community medicine caters the needs of community following protocol prescribed by universal immunization program of national technical advisory group on immunization, government of India.
- The clinic participate in national immunization program of government of India for infants and children from six vaccine-preventable diseases namely Tuberculosis, Diphtheria, Pertussis, Tetanus, Poliomyelitis and Measles. New optional vaccinations like Pneumococcal Vaccine, Typhoid Vaccine, Hepatitis A Vaccine, Varicella Vaccine, etc. is also provided on voluntary basis, at no profit no loss basis depending on the affordability of the parents.
- Lecture and demonstration, OPD Clinics and skill session for students of all the phases are conducted by the faculty are organized on techniques, pre and post vaccination precautions & advices of vaccine administration.
- Immunization clinic activities are supervised by the faculty of pediatrics which includes, maintenance of cold chain during transportation, monitoring of temperature of storage equipments, documentation of demographic data of vaccine recipient, collection of data of medical history, documentation of vaccination e.g.name of vaccine, quantity given, vaccine manufacturer, details of batch number, date of manufacturing, date of expiry, vial number of vaccine administer.
- The undergraduate and postgraduate Students introduced to the operational and organizational features of the Immunization clinic functioning and sensitized for strict adherence to WHO guidelines for immunization.
- The students are trained in small group workshop and role play on overall process of counseling during immunization sessions.

Organizational & operational features of Immunization clinic:

- Vaccine administration hours are declared prior.
- Manpower of immunization clinics includes faculty, resident medical officer, staff nurse, interns, medical social worker, and attendant.
- Infrastructure facilities of immunization clinics includes Pre-immunization room for waiting of recipient of vaccine, immunization room, room for storage of vaccine, and post vaccine monitoring area.
- Vaccine awareness poster, protocol for vaccination, checklist of vaccination, registration form and expected side effects are displayed in vaccination clinic appropriately for information of vaccine beneficiaries, sensitization of the students and staff.
- Documentation of vaccination is kept in computer regarding demographic data of vaccine recipient, collection of data of medical history, documentation of vaccination e.g.name of vaccine, quantity given, vaccine manufacturer, details of batch number, date of manufacturing, date of expiry, vial number of vaccine administer.
- Regular training sessions are organized for training of students, staff, interns and postgraduate students for safe injection skills, and assessed using structured scheme with scorecard.
- Immunization clinic activities are undertaken as per the guidelines of WHO observing strict compliance of regulation prescribed for immunization.
- Didactic lectures and demonstration sessions organized for the students, focuses on cold chain maintenance, aseptic environment of vaccination area, precaution prescribed under universal immunization program, pre and post vaccine checklist, possible adverse effects of vaccine, recommended site, dose, and route of vaccination, documentations of vaccination, counseling of parents and other beneficiaries, hand hygiene and safe injection skills, and disposal of biomedical waste.
- Teaching learning sessions are followed by evaluation using structured assessment tools & reflection.

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

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

Response:

Medical graduate attributes in accordance of CBME recommendations of MCI/National Medical

Commission, New Delhi are defined as follows:

Indian Medical Graduate at the end of completion of MBBS Course should be able to

1. Competent clinician who should understand and capable to deliver preventive, promotive, curative, palliative patient care with compassion and safe practices.
2. Leader and member of the health care team with abilities to collect, analyze, synthesize and communication.
3. Life-long learner with commitment to continuous improvement of skill, knowledge and attitude.
4. Professional with commitment to achieve excellence in ethical, accountability to community, learner, and profession.

- The competencies for each attribute well defined in CBME curriculum 2019.
- Medical Education Unit in association with members of curriculum committee has derived institutional and departmental learning objectives, methods of implementation of teaching learning process, continuous and summative assessment tools.
- Academic boards and different department are assigned the responsibility of implementation of teaching learning process according to academic calendar and continuous monitoring & assessment of intended learning outcomes.
- Periodical review of learning process and performance in continuous assessment is carried out by the departments and submitted to IQAC for situation analysis.
- IQAC identifies gray areas and suggest methods for reinforcement to achieve desired learning outcome.

Assessment of Medical Graduate Attributes:

1. Assessment tools for each competency has been suggested in CBME Curriculum e.g. MCQ, LAQ, SAQ, OSPE, OSCE, DOPA, case presentation, structured oral and small group examination, clinical and communication skill scheme.
2. College conducts internal examinations in theory and practical regularly and preliminary examination at the end of each phase.
3. Logbooks and laboratory record books are also certified and assessed during internal and university examination to assess sustained learning abilities.
4. The students are apprised about their academic performance and their feedback is also sought beside their reflections on different teaching –learning experiences.
5. Analysis of performance of students, mapped with learning outcome and feedback of the students to measure attainment of competencies.
6. Overall performance in internal and university examination is calculated for all subjects to determine achievement of competencies at desirable level.
7. Poor score of students & interns in the continuous and summative examinations is reviewed by IQAC for recommendations remedial measures to undertaken for reinforcement and motivation.
8. Assessment of clinical and communication skill for comprehensive, analytical and synthesis abilities are organized in skill lab in hospital posting specially operation theatres, critical care , emergency department for senior students and intern to ascertain level of attainment.

9. Final year students and postgraduate students are also assign teaching schedule to MBBS Students and are assessed using structured check list and feedback from all stakeholders.

File Description	Document
Link for Additional Information	View Document
Links for Medical graduate attributes as described in the website of the College	View Document

8.1.8 Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Prgrammes in emerging trends in Medical Educational Technology.

Response:

Activities of Medical Education technology Unit aimed at faculty development programme by imparting training in techniques to manage training process and assessment effectively with quality and learner centered environment.

With advancement in teaching technology in medical education, MEU of ACPM medical college enhanced its activities incorporating recent advancement in medical sciences and schedule of training sessions.

Following training programmes for faculty development are undertaken routinely for its faculty.

1. Basic course in teaching Technology workshop
2. Revised basic course workshop
3. Curriculum implementation support programme workshop
4. Formulation of integrated teaching module workshop
5. Skill lab training module workshop
6. Preparation of value added courses
7. Training workshop for curricular governance
8. Training workshop on AETCOM implementation
9. Training on feedback and reflection writing workshop
10. Innovative assessment tools for measuring competencies and medical attributes.
11. Basic teaching technology workshops for trainers.
12. Training workshop on preparation of simple and dynamic power point presentation.
13. Training workshop for teachers on online teaching methods
14. Training workshop for optimum utilization of Google extensions for teaching, assessment and surveys
15. Review of Google Scholar and application in teaching /research activities.
16. Training workshop on development of e-content for orientation of various e-platforms for use in online teaching learning process.

- The medical education unit prepares annual calendar of activities and circulate to all departments.
- The workshops/training programmes conducted in the last 5 years are computed as below:

2020 - 21	2019-20	2018-19	2017-18	2016-17
05	05	06	05	06

- The faculty of Medical Education training has been trained at regional center at GSMC Medical College Mumbai, IMETTT MUHS Nashik. Remaining faculty has been trained at ACPM Medical College in workshops conducted under IMETTT, MUHS Nashik.
- Periodically workshops and training sessions have been organized by MEU of the college for small group of students on skill learning, clinical skills, and reflection writing.
- Pre- and post workshop assessment is carried out after every work/training session to measure attainment of learning outcome and competencies and observations are very encouraging.

File Description	Document
Any additional information	[View Document](#)
Link for Year-wise list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	[View Document](#)
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	[View Document](#)

8.1.9 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

1. **NABH Accreditation of the teaching hospital**
2. **NABL Accreditation of the laboratories**
3. **ISO Certification of the departments / divisions**
4. **Other Recognized Accreditation / Certifications**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Links for e-copies of Certificate/s of Accreditations	[View Document](#)

8.1.10 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 36.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
59	77	0	0	63

8.1.10.2 Number of first year Students addmitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	21	22	101

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	[View Document](#)
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

8.1.11 Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

- All students are following the revised AETCOM pattern involving a theoretical introduction to ethics from joining in the institution. The process involves a preliminary module aimed at familiarizing the student with basic medical ethics and is completed in the first month of admission as part of induction training.
- The hospital has a dedicated medico-legal unit headed by head of forensic medicine dept. which

provides an integrated assimilation of current medical-medicolegal practices for all specialties.

- The MLU also conducts periodic reviews of current practices and apprises same via seminars conducted on a bi annual basis for all undergraduate and postgraduate students.
- TPA modalities are handled by office of medical superintendent, with a SOP adopted to ensure smooth resolution of all claims from the hospital side.
- All PG and UG students are provided with TPA formalities and procedures as part of small group discussions in second year of MBBS and first year of MD/MS programme.
- Institution has been conducting a bi-annual update programme for all faculties and staff as regards to changes in paperwork and documentation as mandated by various legal updates.
- Institution has been allied with various banking institutions as well as local medical associations in ensuring faculties are aware of necessity of personal medical indemnity insurance plans.
- All UG and PG students are provided with a detailed information brochure entailing the need for medical indemnity as well as are provided details of relevant banking institutions to avail the same.
- Medical indemnity insurance and its importance is a part of UG teaching programme in Dept of Forensic Medicine and Toxicology since 2012, and has been upgraded as a theoretical concept in revised CBME curriculum as a competency.
- Hospital has a dedicated TPA cell to aid in ensuring a hassle free claims process for the patients.
- SOP for TPA has been communicated to all nursing and paramedical staff as well as consultants to ensure that the documentary formalities and attestations are done in a time bound manner.
- TPA cell is located adjacent to billing counters in a prominent location to assist the patients in speedy resolutions.

File Description	Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	[View Document](#)
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	[View Document](#)
Link for Additional Information	[View Document](#)

5. CONCLUSION

Additional Information :

In pursuance of its commitment to excellence in medical education & health care, the board of management under the dynamic leadership of Hon'ble chairman Dr Bhaidas C Patil leaving no stone unturned and contributing strenuously since last 30 years for development of ACPM Medical College & hospital as leading medical education and health care center of excellence.

Some of the significant milestones and activities of the Jawahar Medical Foundation are listed below:

1. **1989** C.M.L.T certification courses for laboratory, radiology and ophthalmic technician
2. **1990** ACPM Medical College with 100 annual intake recognized my medical council of India, New Delhi
3. **1996** JMF'S Nursing Training College
4. **1999** Postgraduate Diploma course of College of Physicians and Surgeons started in all clinical branches.
5. **2002** ACPM Dental College with (100 seats) recognized by the Dental council of India. It is affiliated to Maharashtra University of Health Sciences, Nashik
6. **2006** ACPM College of B.Sc. Nursing recognized by Maharashtra Nursing Council
7. **2007** Post Graduate Courses in the subjects of General Medicine, General Surgery, Obstetrics & Gynecology, Pediatrics, Orthopedics, Ophthalmology, Radiology, Pathology and Microbiology, subsequently recognized by Medical Courses
8. **2013** ACPM Medical College & Hospital approved for state family welfare schemes for treatment of poor patients.
9. **2020** NABL accreditation of BSL- 2 lab for Covid 19 and molecular research, recognized by Indian Council of Medical Research, New Delhi.
10. **2021 ISO Certification** for imparting medical education

Concluding Remarks :

ACPM Medical College & hospital is affiliated to Maharashtra University of Health Sciences, Nashik and recognized for 100 annual intake and postgraduate courses in Medicine, Orthopedics, Ophthalmology, Obstetrics and Gynecology, Pathology and Microbiology by the National Medical Commission, New Delhi. .

The infrastructure and learning resources provide conducive environment which includes well-furnished air-conditioned lecture halls, well equipped departments and research laboratories, separate hostels for boys and girls, spacious library, adequate staff quarters, large playgrounds and administrative buildings.

The college also has supportive facilities including canteen, gymnasium, planned roads, continuous water and electricity supply, round the clock and security system.

The institution is having central library functions from 8.00am to 8.00pm in all working days and 8.00 am to 2.00pm in Sundays and Public holidays. A qualified librarian, deputy librarian, 4 assistant librarian and 6 supporting staff manage the library. The library area has two 150 capacity reading room for students, two 30 capacities for faculty reading room and Journal reading room. There is computer center with 40 computers with

Internet connections. E-library facility is also available. Photocopy and scanning facilities are available free of cost in library. The library provides online public access catalogue (OPAC) facility.

The medical college and hospital building are under CCTV surveillance and Wi-Fi enabled.

The teaching hospital has 530 beds currently with following facilities:

- Emergency department has well panned infrastructure with necessary equipments. It is functioning round the clock with qualified doctors, staff nurses and other administers. All personnel are trained in handling emergencies

- Outpatient department & indoor patient departments for all broad and super specialties consultation services i.e. Medicine, surgery, OG, orthopedics, pediatrics, radiology, ophthalmology, ENT, Skin, dental, Cardiology, nephrology, neurology, neurosurgery, plastic surgery, urology.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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:
1.4.1	Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:
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:

For metric 1.3.3:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
91	186	123	129	149

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
75	186	123	129	149

For metric 1.4.1:

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

Answer before DVV Verification : B. Any 4 of the above
Answer After DVV Verification: C. Any 3 of the above
Remark : Input edited as per the document provided by HEI.

For metric 2.1.2:

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
113	113	21	22	101

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0113	113	21	22	101

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
115	117	25	26	126

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
115	117	25	26	126

Remark : Input accepted by verifying approval letter by MCI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	126	110	112	123

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
23	125	126	110	112

Remark : Observation accepted, edited accordingly.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
02	04	00	03	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

02	01	03	03	01

3.1.1	Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
46	47	55	57	48

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
46	47	55	57	48

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:

2020-21	2019-20	2018-19	2017-18	2016-17
31	49	46	63	46

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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

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
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	0	0	0

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.
	
	   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.
	      Answer before DVV Verification : 105
	      Answer after DVV Verification: 89
	   3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.
	      Answer before DVV Verification : 246
	      Answer after DVV Verification: 62
	
	   Remark : Input edited as per the data provided by HEI.

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:
	
	{table below}
	
	Answer After DVV Verification :
	
	{table below}
	
	   Remark : Observation accepted, edited accordingly.

3.4.2	Average percentage of students participating in extension and outreach activities during the last five years 3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years Answer before DVV Verification: {table below} Answer After DVV Verification : {table below}

3.4.1.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	34	147	28	138

3.4.1.1 Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	34	54	28	44

3.4.2.1 Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
93	372	306	399	534

3.4.2.1 Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
188	372	306	399	534

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4	14	10	10	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

Remark : Observation accepted, edited accordingly.

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 : 18
Answer after DVV Verification: 18
4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution
Answer before DVV Verification : 22
Answer after DVV Verification: 22

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
99.38	58.22	7.65	26.39	41.77

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
99.38	58.19	7.65	26.39	41.77

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

5.2.3.1. Number of last batch of graduated students who have progressed to higher education
Answer before DVV Verification : 10
Answer after DVV Verification: 10

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:

2020-21	2019-20	2018-19	2017-18	2016-17
2	10	10	11	12

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	10	10	11	12

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:

2020-21	2019-20	2018-19	2017-18	2016-17
45	11	5	1	6

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
45	11	5	1	6

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:

2020-21	2019-20	2018-19	2017-18	2016-17
4	9	3	3	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
4	9	3	3	5

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:

2020-21	2019-20	2018-19	2017-18	2016-17
51	41	17	3	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
37	23	7	2	7

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:

2020-21	2019-20	2018-19	2017-18	2016-17
176	286	51	95	96

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
138	200	47	78	83

Remark : Input edited as per the certificates attached by HEI.

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

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

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

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
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: B. Any three of the above
	Remark : DVV partner asked for geotagged photos of ethical program but HEI has not submitted hence the input is edited.
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
	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of students year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
352	372	306	399	534

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0352	372	306	0399	534

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
226	200	186	179	184

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
226	200	186	179	184