

# **D. Y. PATIL EDUCATION SOCIETY**

**(DEEMED TO BE UNIVERSITY)**

(Declared u/s 3 of the UGC Act 1956)

**Accredited by NAAC with 'A' Grade**



*Dnyanadheenam Jagat Sarvam*

**SELF STUDY REPORT**

**Cycle-2**

**Volume-I**

## **PROFILE OF THE INSTITUTION AND CRITERIA-WISE INPUTS**

*Submitted to*

**NATIONAL ASSESSMENT AND  
ACCREDITATION COUNCIL  
BANGALORE-560072**

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*Vice-Chancellor*

## *FOREWORD*

I am extremely happy to present herewith the exhaustive Self-Study Report (SSR) of D. Y. Patil Education Society (Deemed to be University), Kolhapur for Second cycle of Institutional Accreditation by National Assessment & Accreditation Council (NAAC). The SSR is prepared in two volumes in accordance with the stipulations laid down by the NAAC. These are prepared by the comprehensive exercise done by Steering Committee formulated for this specific purpose.

The University has emerged as the Centre of Excellence in Health Education and Services of a reputed 28 years old Medical College and excellent Hospital and Research Centre. The academics and administration of the University is students centric. The University has started many innovative schemes both for UG and PG students. Specifically, “University Moral Guidance Scheme” for UG students and “Campaign on University Research & Training” (COURT) for PG Students. The University has instituted the prizes for best performance and excellence in Research. In addition, the University is encouraging the faculty to submit in Research Projects to Central Funding Agencies like DST, DRDO, etc.

The University has appointed highly qualified faculty for its constituent unit as per the norms of MCI. With dedicated efforts of the faculty, research projects have been supported by National Funding Agencies. The faculty has organized some National and International Conferences in frontier areas of research which has highlighted the name of our University globally.

The University has excellent infrastructure including sophisticated instrumentation centre, library, research laboratories, multi-speciality hospital, play ground, etc. The library also subscribes e-journals and e-books through PROQUEST (Medical). This has helped the faculty, postgraduate and Ph.D. students to access most cited full text journals.

The University is publishing National Research Journal with ISSN No.0974-2743. By virtue of the high quality research and the excellence in academic achievements the University has featured. D. Y. Patil, University is recipient of the Best University in Innovative Initiative for Medical Research with thrust on Nanotechnology award at third “**CMAI CCI Technology Education Excellence Awards 2015**”. The award was given during the Afro-Asian conclave organized by Global Business studies of Gujrat Technological University and CMAI Association of India on 17<sup>th</sup> July 2015.

The Vision statement indicates that this University will emerge as centre of excellence in higher education and endeavors to meet the social, medical and technological needs of the modern society. I am sure this will ultimately lead to the creation of knowledge based society which will gear to meet the demands of 21<sup>st</sup> Century.

***Prof. (Dr.) P. B. Behere***  
*Vice-Chancellor*

## ***Executive Summary***

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D.Y. Patil Education Society (Institution Deemed to be University) was established on 1<sup>st</sup> September 2005 under Section 3 of the UGC Act 1956. Since then, the University has developed into one of the premier educational institutes in the country offering undergraduate and postgraduate programmes in various disciplines in Medicine and Interdisciplinary fields, fulfilling the aspirations of students hailing from several parts of the country. We comprise of a Medical College which is actively engaged in teaching at UG, PG and Diploma levels as well as a Centre for Interdisciplinary Research both of which undertake advanced research in emerging areas and on socially relevant themes. This has been reflected in diverse areas as defined by our modified Vision, Mission and Goal.

### **Vision:**

To become a world class institution of higher learning in health sciences education, training and research.

### **Mission:**

- To provide quality education and skill development in health sciences and other related areas for development of professional human resources.
- To engage in interdisciplinary research and innovations for furtherance of knowledge, technology and community development.
- To put in place dynamic techno-structure for effective use of technology in curriculum development, pedagogy, student evaluation and system management.
- To develop symbiotic relations with industry, academic and research institutions and community to meet the expectations of various stakeholders in education.
- To create learner centric ecosystem for the all-round development of the learners.

### **Goal:**

University to be recognized as one of the top institutions of higher learning in next decade and to get worldwide recognition.

The University was placed at 'A' Grade in 2012 by the National Assessment and Accreditation Council (NAAC). The University is proud of its national and international recognitions such as,

- Europe Business Assembly, Oxford, U.K. has awarded 'Best University' Award for five years in 2013.
- D. Y. Patil Medical College, Kolhapur is ranked 49<sup>th</sup> amongst all Medical Colleges in the country and ranked 15<sup>th</sup> amongst all Medical Colleges in the State of Maharashtra, as per scientific survey by the Times of India in 2014-2015.
- This University has been also awarded with 3rd CMAI CCI Technology Education Excellence Award 2015 at Ahmedabad.
- The University was honoured with the 'Campus Preparedness Award-2015' by Campus Management, Pune for felicitating the preparedness of India Campuses for Global Excellence.
- This academic year the University has been selected for the UNESCO chair in Bio-ethics.

The University is headed by a renowned policy maker and scientist Dr. Vijay Bhatkar as Chancellor. His contribution to the fields of Medical Science, Computer and Health care is well known and is reflected in his role as representative of various Government bodies and universities.

Vice-Chancellor Dr. Prakash B. Behere is one of the senior most Professors of Psychiatry in India and is a well known teacher, academician, researcher and keen administrator. He is the recipient of the Dr B. C. Roy Award by the President of India for outstanding teacher.

The University has proven excellence in academics and research. In the field of research, the University has collaborations with different institutes in Australia, South Korea, China, Russia and United Kingdom.

### **Criterion I: Curricular Aspects**

The University has a well-designed structure of bodies and committees to translate the University's mission and goal into concrete programs as per norms of UGC, MCI & University bye-laws. The University has set up a **Centre for Interdisciplinary Research (CIR)** that promotes, facilitates and supports interdisciplinary programs and research. Ph.D. scholars in the University have chosen interdisciplinary topics in emerging areas for their research projects. Emphasis is laid on translational research with practical outcomes impacting clinical medicine.

Standing mechanisms have been put in place to ensure timely revision of the curricula to ensure relevance and involvement of all relevant stakeholders including students and subject experts. Syllabus modification of around 30% syllabus has been done in a unit of 4 years.

During the last four years, 22 new PG programs including five new programs in emerging interdisciplinary areas have been introduced. The choice based credit system (CBCS) has been introduced for Ph.D. course work, new Post Graduate programs and Fellowship programs. Introduction of interdisciplinary postgraduate programs such as Stem Cells and Regenerative Medicine and Medical Physics in the curriculum gives this University the distinction of being amongst few in the country.

Value-added courses essential for students have been incorporated in the regular curriculum of the existing programs. The University strives to follow global trends in health science education by incorporation of communication, behavioural and attitudinal skills through the introduction of the ATCOM module to enhance student quality. A module has also been prepared to inculcate the right attitudes and communication skills during the internship orientation program. This module is mandatory for all students before they commence their internship.

Research methodology training is incorporated as an additional component in the curricula to further strengthen the learners' research acumen to global standards as part of the Comprehensive Research Promotion Practice. The computer skills required for study related activities such as preparation of power point, literature search, exploring the search engines etc. are taught to students during their regular programs. Use of skill lab, simulation and e-learning for training and research is encouraged.

The University has ventured into strategic collaborations with 10 international universities so that the learners are benefited with the broadened exposure. The internal quality assurance culture is inherent in functional operations of all endeavours. This University has well established upgraded Medical Education Unit (MEU). This cell regularly conducts faculty development activities for medical faculties and 100% of the faculty is certified in medical education technology.

Research Innovations in Comprehensive Health (RICH) cell has been set up to promote and facilitate research in the latest frontiers. Centre of Excellence for Research in Diabetes and the molecular RT-PCR facility form part of this effort. All improvements and innovations in the institution are technology driven. Teaching-learning, assessments and evaluations are based on newer I.T. based technology. Wi-Fi campus, digital library, subscription to electronic search engines are some of the facilities that contribute to this.

Regular public education activities are held on contemporary issues like organ donation, blood donation, PNDT Act. National health days are celebrated in collaboration with the public to create awareness and impart knowledge through posters, street plays, lectures etc. Over 200 Health camps have been conducted by the faculty and students in the nearby rural areas and are part of on-going Institutional Social Responsibility efforts.

Emphasis on skills with competency-based training prepares students for the demands and requirements of future jobs. Assessment focuses on “must know” areas which form the major proportion of application in a student’s career. Needs of employers from different streams of the profession are catered to, through guest lectures, interactions with experts from different fields and the curriculum revision.

### **Criterion II: Teaching, Learning and Evaluation**

The transparent and ethical standards maintained by our admission process have seen this University admit students from different states of India. This has further given impetus to ensure the ease and facilitation of non-local (and local) students through a thorough orientation session, development of a Foundation Course Module and establishment of a 2-year language class for the students. This diversity is also reflected in the faculty with 24.63 % staff coming from institutions from other States. This brings to our institution unity in diversity as also allowing our students to appreciate the variation in patient demographics, diseases, health care facilities and cultures in different parts of India.

For all round development, support and maturation of our students, the Student Guardianship Program has been introduced in addition to the existing University Moral Guidance Scheme (UMGS) to provide a structured support system, alongwith the informal supportive attitude and mentorship of faculty and administration.

Preparation of an ATCOM Module for our institution has been the result of our experiences in training students in attitude and communication skill. This training is incorporated within the existing training sessions such as lectures, tutorials, hospital training as well as during orientation and internship induction training.

In keeping with the advances in teaching methodology and an awareness of the new-age student, use of computer – based teaching learning activities and learning resources have greatly been enhanced. All didactic lectures, seminars, updates and other T-L sessions are conducted using this technology.



Preparation of specific Learning Outcomes is in process and these are given to students. Horizontal and vertical integration has enhanced the student learning.

Development of the Clinical Skill Lab at the hospital has enhanced the skill-based training of our budding doctors. This is in addition to skill training provided at multiple sites both in the college, within hospital premises and the community. Competence of the trained doctors is also ensured through efficient, comprehensive monitoring through lab journals, log books and training sessions in the clinical skill lab. Teaching of cardio-pulmonary resuscitation to students from the first year is both a necessity and a way of creating awareness that human life rests in the hands of competent medical professionals.

Newer, more objective methods of assessment such as Objective Structured Physical Assessment and Objective Structured Clinical Assessment have been introduced in the formative assessments. This provides students with more transparent assessment as well as exposure to global assessment strategies. Continuous Closed Circuit TV (CCTV) monitoring of the examination hall for all formative and summative examinations also caters to the need for fair examinations with valid assessments, in addition to strict invigilation, the University flying squad and the Central Assessment Procedure for theory papers. Computerisation of the Examination Cell has facilitated confidentiality, efficiency and ease of functioning of the cell.

Availability of e-Resources in our Library has risen from 1715 in 2011-2012 to a humongous total of 5576 E-journals and 11045 E-books in the current year. Modification of the traditional T-L methods and use of new methodologies all deliver greater interactive sessions which are enhanced by use of images, videos, movies and other computer-enabled triggers. These have resulted in better student attention and also more participation and higher level of knowledge displayed in class.

Provision of library resources is accompanied by creating a Wi-Fi campus, enabling students to access learning resources at their convenience. The reading room provides adequate space and the hours are extended during exams to facilitate their passion for learning.

The University welcomes the contributions and additions made by experts and eminent persons from various fields towards enhancing the teaching-learning experience of both students and faculty. Appointment of 11 Adjunct and Emeritus faculty is one major step taken in this period. Over the last four

years, our institution has organized and hosted educational interactions for the benefit of the students and the academic community at large.

The posts of Heads of Departments are held by Professors in the respective departments through rotation. This encourages leadership amongst the staff. It also allows equitable expression of ideas and interests of all faculties.

### **Criterion III: Research, Consultancy and Extension**

For promotion of Research we have two committees to monitor the research progress; Board of Postgraduate Teaching and Research for approval of Post graduate protocols and scrutiny of Ph. D. synopsis and research proposals and the Research and Recognition Committee for approval of Ph.D. thesis topics. Additionally, an Institutional Research Committee is formed at the level of the Medical College for review of research by faculty and students. During Ph.D. viva, external referees are included in the panel. The teachers in the various departments have published a total of 825 publications with impact factor ranging 0.5-7.2. They have authored 18 chapters and edited 9 books. Our faculty have been granted 2 International Patents and the University has filed 10 patents on medical science related inventions. The 'H' Index of the University is 24.

During last four years, the University has approved funding for 24 research projects amounting to Rs 145.8 Lakhs, and 32 research projects from funding agencies such as ICMR, DST, CSIR, DRDO. BRNS, UGC, and DBT amounting to Rs 586.88 Lakhs have been sanctioned.

The University has active collaborations with International and National organizations of repute. The University has signed 10 international MOUs and 12 national MOUs. This has benefited our faculty and research students by getting new ideas for research. The visits of eminent personalities are utilized to the utmost by organizing conferences and workshops. Such research activities have resulted into several joint publications in high impact factor journals. Innovative interdisciplinary topics for research and doctoral qualifications such as engineering for medical and healthcare, radiation safety, Bio-sensors for early detection of cancer, Bacterial and Viral diseases, Biomaterials for Biomedical applications, Magnetic nanoparticles for cancer therapy are undertaken.

The University offers interdisciplinary courses like M.Sc. and PG Diploma courses in Stem cells and Regenerative Medicine, Diploma in Nanobiotechnology, MSc in Applied and Medical Physics for clinicians, practitioners and radiation officers. The University provides financial,

administrative and infrastructure supports to conduct and promote workshops/conferences on interdisciplinary/ multidisciplinary research. The University has organized 2 International conferences and 11 National conferences and 31 Workshops in last four years.

The sophisticated instrumentation and characterization facilities at the Centre for Interdisciplinary Research (CIR) are made available to the researchers from other laboratories. The University provides facility for international visiting fellows to conduct their research work. The CIR faculties are also engaged in consultancy and guidance to design and develop research projects. The University is committed to undertake original research with impeccable scientific integrity and in conformity with the accepted code of principles on Good Research Practices. The Coordinator of the RICH cell has been assigned the responsibility of verifying the malpractices and plagiarism, as per official policy of the University. This has increased the quality of theses and publications.

The University has constituted the University-Industry Partnership Cell for consultancy services. The University provides both paid and free consultancies. The Intellectual Property Rights (IPR) Policy of the University specifies the guidelines for remunerative consultancy services. Paid consultancy is made by the CIR by analyzing data, testing for anticancer activity of drug and plant extracts, Stem cells characterization and use of sophisticated instruments. Total consultancy fee received during four year is Rs. 1,05,400/-. Non-remunerative consultancies are also undertaken by medical professionals.

The University has organized 245 Health camps as part of their Extension Service activities to provide quality health and allied services and to improve the quality of life of the local population. The University has established a “Community Health & Extension Unit” through Department of Community Medicine to conceive, develop, ensure implementation, monitor, supervise and evaluate all activities relevant to societal needs. The University has ventured into “Public Private Partnership (PPP)” with Govt. of Maharashtra by adopting Four Primary Health Centres and one Urban Health Centre of Kolhapur Municipal Corporation for quality and timely health care. It has conducted several innovative outreach activities for the rural masses. We actively participate in various National health programs like Pulse Polio, Family Health Awareness Campaign, Reproductive & Child Health Program, National AIDS Control Program and Revised National Tuberculosis Control Program.

For this, the University also coordinates with the local public health authorities and other implementing agencies.

#### **Criterion IV: Infrastructure and Learning Resources**

The University has a 27 acres eco-friendly campus with walkways, gardens and lawns. The campus is self-contained with its own water supply, sewage treatment and support facilities. The teaching hospital has 710 beds, 14 specialty services, 4 critical care units, 5 super specialty services and state of the art equipment. We have a total of 59 ICU beds divided as ICU-26, CCU-5, PICU-8, NICU-10 and Casualty ICU-10. There are 13 ultra-modern operation theatres, blood bank with component separator, pharmacy and laboratory services of the highest standards. Hospital Quality Assurance cell has been established and is actively involved in sustaining and enhancing quality of patient care.

The hospital is in the process of getting an ISO 9001:2015 certification. Blood bank is licensed by Central Drug Standard Controller Organization of India (CDSCO) and follows rules and regulations put down by the FDA. The Blood Bank attained the status of Regional Blood Transfusion Centre from State Blood Transfusion Council of Maharashtra (S.B.T.C.) in 2004.

During last 4 years, the University has allocated a fund of Rs. 500 Lakhs and spent significant amount for enhancement of infrastructure. Activities such as setting up of Research and Innovations in Comprehensive Health (RICH) cell under Central Research lab, Clinical Skill lab, Wi-Fi Campus, installation of CCTV cameras at various places, Expansion of OPD complex at hospital campus, as per suggestions by NAAC Peer Team (2012) have been undertaken. Establishment of super specialty department of Nephrology and Haematology and expansion of blood bank have been done.

The University has upgraded 6 Museums and 37 Laboratories from time to time as per need of the respective departments and statutory council. They are maintained by the technicians supervised by faculty of the respective departments. The hospital has a Hospital Infection Control Committee chaired by the Professor of Microbiology and with all clinical HODs as members, helping in preventing hospital acquired infections. SOPs are in place at all departments and are followed by all medical and paramedical personnel. All regulations of appropriate council are followed meticulously.

The University has procured new equipments like RT -PCR, UV Visible Spectroscopy, CO<sub>2</sub> Chamber etc. which have helped in generating more publications in various high impact factor journals, getting patents and getting

funds from central funding agencies.

The University has established one of its kind cold storage facility for storage of cadavers. This facility is extended free of cost for general public. This has in turn facilitated the establishment of a multi-potential Cadaveric lab with industry collaboration, which has been used to design an arthroscopic training workshop model for post graduates and practitioners in the region.

### **Criterion V: Student Support and Progression**

The University has a system for student support and mentoring like UMGS, Student Guardianship programme and PG Club. In addition, student support is also given through Woman Development Cell, Student Welfare Cell and services of a Clinical Psychologist.

Apart from classroom interaction, teachers provide mentorship in the field of research where students are encouraged to apply ICMR-STs research projects and undertake additional in-house research projects. In this period, 10 ICMR-STs projects have been awarded to our undergraduate students.

The University has increased its' focus on student-centric activities. The University publishes updated prospectus which includes details like Admission procedure, Course structure, Fee structure, syllabi for entrance examinations is given to the aspiring students through prospectus.

The University has made provision for PG and Ph.D. students to get exposure to higher learning institutions, such as National Institute of Mental Health and Neurosciences, Bangalore, Bhabha Atomic Research Centre Mumbai, NCCS Pune, RMRC, Belagavi, Shri Siddhivinayak Ganapati Cancer Hospital, Miraj, Kolhapur Cancer Centre, Apple Saraswati Multispecialty Hospital and Patki Research Foundation. The University provides transportation and other facilities as per need.

The University promotes a gender-sensitive environment by conducting gender awareness programs and has established Anti-sexual harassment cell which has mechanism to deal with relevant issues. On-going gender sensitization efforts have resulted in no complaint of this nature being reported.

The University organizes co-curricular, extracurricular and cultural activities. The University promotes and encourages the students to compete at various levels by giving leave of absence for sports and cultural activities and flexibility in formative examinations. The University provides financial support to deserving sport students. The University has included student

representatives in the academic and administrative bodies.

### **Criterion VI: Governance, Leadership and Management**

The mission of the University defines the distinctive characteristics which address the needs of society, the students it seeks to serve. The vision clearly indicates the ambitions of the University to focus on quality education and use of modern technologies for academic and administrative procedures.

E-governance has been enhanced by introduction of e-administration, building external interactions through high speed internet, Wi-Fi campus, consistent use and upgrading of the website.

Suitably qualified and experienced persons are appointed to the higher posts to ensure that the leadership is admirably suited to the purpose of developing and implementing management systems.

The University has executed MoU with “Shodhganga” as per direction of UGC; this data repository is in the public domain. Academic and Administrative Audit has been conducted. Members of the Students’ Council are represented in the Academic Council, Bioethics Chair, IQAC and Board of Studies. The Institutional Research Committee and the Institutional Ethics Committee are created and function as per standard operating procedures laid down by the regulatory authorities.

Effective manual and online feedback systems of various stakeholders are implemented for monitoring and enhancing existing processes.

### **Criterion VII: Innovations and Best Practice**

Innovation based development is in keeping with the Mission of the University. Amongst many innovative practices, the two selected as best practices are described below:

#### **1. Comprehensive Research Promotion Practice:**

A comprehensive move towards promoting, supporting and encouraging research amongst students was designed to improve the research output of the University. A multi-pronged strategy to improve education, facilities, support, organisation and discussions on research has yielded admirable results. A unique feature of this practice has been the development of four separate platforms for students to display and discuss their research output, namely:

A) SMART (Second MBBS Alliance for Research and Training) for UG students

- B) COURT (Campaign on University Research and Training) for PG students
- C) AMAR (Annual Meet of Advance Research) for Ph.D. students
- D) Anveshan (Annual Competition Event by Association by Indian Universities) for UG, PG and Ph.D. students

Some salient outcomes are:

- The increase in number of publications from 73 to 825
- The Impact factor of journals increased with a range of 0.5 - 7.2
- Faculty publications in Scopus-indexed journals are 119.
- The University has bagged 2 international patents and have filed for 10 patents.
- 100% increase in the faculty: publication ratio
- 150 Student projects have been conducted

These activities have inculcated the research attitude in students. One of our research scholars has bagged first prize at zonal level and third Prize in Anveshan-2015-16 at national level. He has also bagged second prize at zonal level in 2016-17. Similarly, UG and PG students have participated in many conferences and won prizes. Over 40% of doctoral students have gone on to join post-doctoral studies abroad.

## **2. Awareness and Participation for Hospital Quality Assurance (HQA)**

A Hospital Quality Assurance practice was formulated to create and enhance awareness of HQA amongst staff and students in the hospital through education, formation of necessary bodies, participative quality assurance efforts and institutionalization of quality assurance audit.

With this end in mind, our institution took two major steps:

- i. The formation of the Hospital Quality Assurance Committee in January 2014
- ii. The preparation of a HQA Policy Statement in March 2014

Some outcomes due to the activities and efforts of the HQA Practice are:

- Preparation of the HQA Policy Statement in March 2014
- Educational display boards in the hospital for patients in Marathi and English.
- Increased awareness of the Rajiv Gandhi JeevanYojana amongst patients, staff and doctors to enable patients from the poorest segments of society to afford paid medical services.



- New premises for the Dermatology OPD was facilitated by the identification of crowding in Dermatology OPD
- Provision of a reading room, lecture hall within the hospital premises for benefit of post graduate students
- Training of non-teaching staff on issues of gender sensitization, communication skills.
- Waste disposal as per guidelines of the MPCB is done in all wards and units. Training sessions are held for the nursing staff every year.

### **SWOT/SWOC Analysis:**

#### **Strengths:**

1. Decentralized administration and open-door policy in offices
2. Active IQAC
3. Centre for Interdisciplinary Research
4. Long standing international collaborations
5. Strong network with community outreach programs.
6. Campus is free from drug addiction and ragging
7. Educational activities beyond classroom teaching.
8. Individual mentoring and counselling for students.
9. Focus on increased use of technology in all spheres.

#### **Weaknesses:**

1. Insufficient paid consultancy
2. Lack of faculty-exchange through inter-institutional collaborations
3. Limited participation of alumni in current student activities
4. Lack of UGC funds.
5. Less number of medical college faculty with doctoral degree

#### **Opportunities:**

1. Grant from Government funding agencies for Research can be enhanced.
2. Community networking through government and non-government organizations to be improved.
3. Need to identify and confirm more doctoral guides with view to increase Doctoral degrees in emerging, inter-disciplinary areas.
4. Training to students for competitive exams can be provided
5. Increased international students can be attracted
6. Translation of research for societal applications can be improved
7. New Superspecialty and interdisciplinary programs can be started



**Challenges:**

1. To apply for interdisciplinary Research Projects from various funding agencies.
2. Establishing the Earn- While- You- Learn program
3. Developing State-of-the-Art Regional Centres of Excellence for Research
4. Introduction of CBCS in medical curriculum.

**SECTION B: PREPARATION OF SELF-STUDY REPORT****1. Profile of the Health Science Institutions**

(To provide information whichever is relevant to the HSI)

**1. Name and Address of the Institution:**

Name :	<b>D. Y. Patil Education Society Deemed University, Kolhapur</b>	
Address:	<b>869, E Ward, D. Y. Patil Vidyanagar, Kasaba Bavada</b>	
City: Kolhapur	<b>Pin: 416006</b>	<b>State: Maharashtra</b>
Website:	<b>www.dypatilunikop.org</b>	

**2. For communication:**

Designation	Name	Telephone with STD code	Mobile	Fax	Email
Vice Chancellor	<b>Prof. Dr. Prakash B. Behere</b>	<b>O: 0231-2601202 R:</b>	<b>9422840552 7507479797</b>	<b>0231-2601595</b>	<b>vc@dypatilkolhapur.org</b>
Pro Vice Chancellor (s)	-	-	-	-	-
Registrar	<b>Dr. V. V. Bhosale</b>	<b>O: 0231-2601595 R: 0231-2547209</b>	<b>9823900296</b>	<b>0231-2601595</b>	<b>info@dypatilkolhapur.org</b>
Principal / Dean / Director	<b>Dr. Rakesh Sharma</b>	<b>O: 0231-2600473 R:</b>	<b>9820619211</b>	<b>0231-2601238</b>	<b>drksharmaz@gmail.com dypatilmedicalcollege@gmail.com</b>
Vice Principal and IQAC Co-ordinator	<b>Dr. Mrs. Shimpa Sharma</b>	<b>O: 0231-2601235/36 R:</b>	<b>9820017268</b>	<b>0231-2601238</b>	<b>shimpasharma@gmail.com</b>

**3. Status of the Institution:**

Autonomous College	
Constituent College	
Affiliated College	
State University	
State Private University	
Central University	
University under Section 3 of UGC (A Deemed to be University)	√
Institution of National Importance	
Any other (specify)	

**4. Type of University: Unitary Affiliating**

Unitary	√
Affiliating	

**5. Type of College:**

Ayurveda	
Dentistry	
Homoeopathy	
Medicine	√
Nursing	
Pharmacy	
Physiotherapy	
Siddha	
Unani	
Yoga and Naturopathy	
Others (specify and provide details)	

**6. Source of funding:**

Central	
Government State	
Government Grant-in-aid	
Self-financing <ul style="list-style-type: none"> <li>• Trust √</li> <li>• Corporate</li> <li>• Any other (specify)</li> </ul>	√
Trust	√
Corporate	
Any other (specify)	

7. a. Date of establishment of the institution 01/09/2005  
b. In the case of university, prior to the establishment of the university, was it a/an

i.	Autonomous College	Yes	No
ii.	Constituent College	Yes	No
iii.	Affiliated College	Yes ✓	No
iv.	PG Centre	Yes	No
v.	De novo institution	Yes	No
vi.	Any other (specify)		

- c. In the case of college, university to which it is affiliated

- UG: Maharashtra University of Health Sciences, Nashik
- PG: Shivaji University, Kolhapur

8. State the vision and the mission of the institution.

**Vision**

“To become a world class institution of higher learning in health sciences education, training and research”

**Mission**

- To provide quality education and skill development in health sciences and other related areas for development of professional human resources.
- To engage in interdisciplinary research and innovations for furtherance of knowledge, technology and community development.
- To put in place dynamic techno-structure for effective use of technology in curriculum development, pedagogy, student evaluation and system management.
- To develop symbiotic relations with industry, academic and research institutions and community to meet the expectations of various stakeholders in education.
- To create learner centric ecosystem for the all-round development of the learners.

**9. a. Details of UGC recognition / subsequent recognition (if applicable):**

Under Section		Date, Month and Year (dd/mm/yyyy)	Remarks (If any)
i.	2(f)*		
ii.	12B*		
iii.	3*	<b>01/09/2005</b>	

\* Enclose the certificate of recognition, if applicable ..... **Annexure -1**

**b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)**

Under Section / Clause	Date, Month and Year (dd/mm/yyyy)	Validity	Program/ institution	Remarks
<b>MCI Graduate Medical Regulations-1997</b>	<b>06/05/2011</b>		<b>MBBS</b>	
<b>MCI IMC Act</b>	<b>03/08/2010</b>	<b>5 yrs</b>	<b>MD Anatomy</b>	
<b>MCI IMC Act</b>	<b>20/10/2012</b>	<b>5 yrs</b>	<b>MD Physiology</b>	
<b>MCI IMC Act</b>	<b>29/03/2013</b>	<b>3 yrs</b>	<b>MD Pharmacology</b>	
<b>MCI IMC Act</b>	<b>25/05/2011</b>	<b>5 yrs</b>	<b>MD Pathology</b>	
<b>MCI IMC Act</b>	<b>12/01/2017</b>	<b>5 yrs</b>	<b>MD Microbiology</b>	
<b>MCI IMC Act</b>	<b>02/06/2015</b>	<b>5 yrs</b>	<b>MD Medicine</b>	
<b>MCI IMC Act</b>	<b>09/04/2016</b>	<b>5 yrs</b>	<b>MS Surgery</b>	
<b>MCI IMC Act</b>	<b>01/12/2010</b>	<b>5 yrs</b>	<b>MS Ophthalmology</b>	
<b>MCI IMC Act</b>	<b>19/04/2011</b>	<b>5 yrs</b>	<b>MD Radiology</b>	
<b>MCI IMC Act</b>	<b>25/05/2011</b>	<b>5 yrs</b>	<b>MD Pediatrics</b>	
<b>MCI IMC Act</b>	<b>25/05/2010</b>	<b>5 yrs</b>	<b>MS E.N.T.</b>	
<b>MCI IMC Act</b>	<b>02/01/2017</b>	<b>5 yrs</b>	<b>MD Anesthesia</b>	
<b>MCI IMC Act</b>	<b>25/05/2010</b>	<b>5 yrs</b>	<b>MS Obst &amp; Gyn</b>	
<b>MCI IMC Act</b>	<b>01/12/2010</b>	<b>5 yrs</b>	<b>MD Psychiatry</b>	
<b>MCI IMC Act</b>	<b>16/09/2010</b>	<b>5 yrs</b>	<b>MD Dermatology</b>	
<b>MCI IMC Act</b>	<b>23/11/2011</b>	<b>5 yrs</b>	<b>MS Orthopedics</b>	
<b>MCI IMC Act</b>	<b>29/03/2013</b>	<b>3 yrs</b>	<b>MD IHBT</b>	
<b>MCI IMC Act</b>	<b>01/12/2010</b>	<b>5 yrs</b>	<b>D.G.O.</b>	
<b>MCI IMC Act</b>	<b>16/09/2010</b>	<b>5 yrs</b>	<b>D.C.H.</b>	
<b>MCI IMC Act</b>	<b>16/09/2010</b>	<b>5 yrs</b>	<b>D.Ortho.</b>	
<b>AERB, Government of India</b>	<b>19/05/2016</b>		<b>M.Sc. Medical Physics</b>	

(Enclose the Certificate of recognition/approval)..... **Annexure-2**

**10. Has the institution been recognized for its outstanding performance by any national/international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc.?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
name of the agency: <b>NAAC</b> date of recognition: <b>21/04/2012</b> nature of recognition: <b>Accreditation</b>			
name of the agency: <b>WHO</b> date of recognition: ..... (dd/mm/yyyy) nature of recognition: <b>Advancement of International Medical Education and Research</b>			
name of the agency: <b>Europe Business Assembly</b> date of recognition: <b>10/12/2013</b> nature of recognition: <b>In Science and Education Sphere</b>			
name of the agency: <b>Association of India Communication Multimedia and Infrastructure (CMAI)</b> date of recognition: <b>17/07/2015</b> nature of recognition: <b>Innovative Initiative for Medical Research with Thrust on Nanotechnology</b>			
name of the agency: <b>Campus Management Engineering Watch, Pune</b> date of recognition: <b>31/03/2015</b> nature of recognition: <b>Campus Preparedness Award-2015</b>			
name of the agency: <b>UNESCO</b> date of recognition: <b>25/10/2016</b> nature of recognition: <b>UNESCO Chair in Bioethics, Kolhapur, India Unit</b>			

**11. Does the institution have off-campus centres?**

Yes ☐ No ☒

If yes, date of establishment : ..... (dd/mm/yyyy)  
 date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

**12. Does the institution have off-shore campuses?**

Yes ☐ No ☒

If yes, date of establishment : ..... (dd/mm/yyyy)  
 date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

**13. Location of the campus and area:**

		Location *	Campus area in acres	Built up area in sq. mts.
i.	Main campus area	Urban	27 Acres	48513
ii.	Other campuses in the country			
iii.	Campuses abroad			

(\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify)

If the institution has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

**14. Number of affiliated/constituent institutions in the university**

Types of institutions	Total	Permanent	Temporary
Ayurveda			
Dentistry			
Homoeopathy			
Medicine	1	1	-
Nursing			
Pharmacy			
Physiotherapy			
Siddha			
Unani			
Yoga and Naturopathy			
Others (specify and provide details)			

**15. Does the University Act provide for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University?**

Yes ☐

No ☒

Number ☐

**16. Furnish the following information:**

Particulars	Number
a. Accredited colleges by any professional body/ies	
b. Accredited course/department by any professional body/ies	
c. Affiliated colleges	
d. Autonomous colleges	
e. Colleges with Postgraduate Departments	1
f. Colleges with Research Departments	
g. Constituent colleges	1
h. University Departments	
Undergraduate	
Postgraduate	2
Research centres on the campus and on other campuses	1
i. University recognized Research Institutes/Centres	

**17. Does the institution conform to the specification of Degrees as enlisted by the UGC?**

Yes ☒

No ☐

If the institution uses any other nomenclatures, specify.

**18. Academic programs offered and student enrolment : (Enclose the list of academic programs offered and approval /recognition details issued by the statutory body governing the programs)**

Programs	Number of Programs	Number of students enrolled in 2016
UG-MBBS	1	150
PG-MD/MS	17	35
DNB		
Integrated Masters		
Integrated Ph.D.		
Pharm. D.		
M.Phil.		
Ph.D.	2	14
Certificate-DMLT		
Diploma	1	4
PG Diploma-Medical	3	6
D.M./M.Ch.		
Sub/Super specialty Fellowship		
Any other (Specify) M.Sc. Medical Physics M.Sc. Stem Cells & R. M.	4	13

**19. Provide information on the following general facilities (campus-wise):**

•	Auditorium/seminar complex with infrastructural facilities	Yes	✓	No	
•	Sports facilities				
*	Outdoor	Yes	✓	No	
*	Indoor	Yes	✓	No	
•	Residential facilities for faculty and non-teaching staff	Yes	✓	No	
•	Cafeteria	Yes	✓	No	
•	Health centre				
*	First aid facility	Yes	✓	No	
*	Outpatient facility	Yes	✓	No	
*	Inpatient facility	Yes	✓	No	
*	Ambulance facility	Yes	✓	No	
*	Emergency care facility	Yes	✓	No	
*	Health centre staff	Yes	✓	No	
	Qualified Doctor Full time	✓	Part-time		
	Qualified Nurse Full time	✓	Part-time		
•	Facilities like banking, post office, book shops, etc.	Yes	✓	No	
•	Transport facilities to cater to the needs of the students and staff	Yes	✓	No	
•	Facilities for persons with disabilities	Yes	✓	No	
•	Animal house	Yes	✓	No	
•	Incinerator for laboratories	Yes		No	✓ *
•	Power house	Yes		No	✓
•	Fire safety measures	Yes	✓	No	
•	Waste management facility, particularly bio-hazardous waste	Yes	✓	No	
•	Potable water and water treatment	Yes	✓	No	
•	Any other facility (specify). Non-conventional source of electricity (Solar)	Yes	✓	No	

\*Central Pollution Control Board facilities used as per MoU



**20. Working days / teaching days during the past four academic years**

	Working Days				Teaching Days			
	2012-13	2013-14	2014-15	2015-16	2012-13	2013-14	2014-15	2015-16
Number stipulated by the Regulatory Authority	260	260	260	260	240	240	240	240
Number of the Institution	267	271	267	270	235	239	235	238

('Teaching days' means days on which classes/clinics were held.  
Examination days are not to be included.)

**21. Has the institution been reviewed or audited by any regulatory authority? If so, furnish copy of the report and action taken there upon (last four years).**

**No**

**22. Number of positions in the institution**

Positions	Teaching Faculty						Non-teaching staff	Technical Staff
	Professor	Associate Professor/Reader	Assistant Professor	Lecturer	Tutor/Clinical Instructor	Senior Resident		
Sanctioned by the Government	-	-	-	-	-	-	-	-
Recruited	-	-	-	-	-	-	-	-
Yet to recruit	-	-	-	-	-	-	-	-
Sanctioned by the Management/Society or other authorized bodies	-	-	-	-	-	-	-	-
Recruited	-	-	-	-	-	-	-	-
Yet to recruit	-	-	-	-	-	-	-	-
Stipulated by the regulatory authority	24	44	72	-	-	-	353	47
Cadre ratio	45	44	76	-	-	-	353	47
Recruited	1	-	3	-	-	-	-	-
Yet to recruit	-	-	-	-	-	-	-	-
Number of persons working on contact basis	-	-	-	-	-	-	-	-

**23. Qualifications of the teaching staff**

Highest Qualification	Professor		Associate Professor/Reader		Associate Professor		Lecturer		Tutor / Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Permanent teachers</b>												
D.M./ M.Ch.	-	-	-	-	1	-	8	1	-	-	-	-
Ph.D./D.Sc./D.Litt/ M.D./ M.S.	28	13	-	-	23	17	36	24	-	2	6	1
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	1	-	-	1	1	7	2	-	-	2	-
AB/FRCS/FRCP/ MRCP/MRCS/ FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG	-	-	-	-	-	-	-	-	11	3	27	7
<b>Temporary teachers</b>												
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/ M.D./ M.S.	-	-	-	-	-	-	1	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	-	-	-	-	-	3	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/ FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG	-	-	-	-	-	-	-	-	9	6	-	-

**24. Emeritus, Adjunct and Visiting Professors.**

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number	2	-	8	1	-	-

**25. Distinguished Chairs instituted:**

Department	Chairs
University	UNESCO Chair of Bioethics

**26. Hostel**

- **Boy's hostel**
  - i) Number of hostels : **2**
  - ii) Number of inmates : **330**
  - iii) Facilities : **Available**
- **Girls' hostel**
  - i) Number of hostels : **1**
  - ii) Number of inmates : **275**
  - iii) Facilities : **Available**
- **Overseas students hostel**
  - i) Number of hostels
  - ii) Number of inmates
  - i) Facilities
- **Hostel for interns**
  - i) Number of hostels : **2**
  - ii) Number of inmates : **152**
  - iii) Facilities : **Available**
- **PG Hostel**
  - i) Number of hostels : **2**
  - ii) Number of inmates : **128**
  - iii) Facilities : **Available**

**27. Students enrolled in the institution during the current academic year, with the following details:**

Students	UG		PG						Integrate d Masters		M.Sc.		Ph.D.		Integrated Ph.D.	
			PG		DM		MCH									
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
From the state where the institution is located	17	20	11	07	-	-	-	-	-	-	07	05	05	08	-	-
From other states	69	42	16	07	-	-	-	-	-	-	-	-	02	-	-	-
NRI students		02	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Foreign students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total	86	64	27	14	-	-	-	-	-	-	07	05	07	08	-	-

\*M-Male \*F-Female

**28. Health Professional Education Unit /Cell/Department**

- \* Year of establishment **1998**
- \* Number of continuing education programs conducted (with duration)
  - Induction :
  - Orientation : **6 activities per year**      **Duration: 1day**
  - Refresher : **10 activities per year**      **Duration: 1-2 days**
  - Post-Graduate: **5 activities per year**      **Duration: 1day**

**29. Does the university offer Distance Education Programs (DEP)?**

Yes ☐ No ☒

If yes, indicate the number of programs offered.

Are they recognized by the Distance Education Council?

**30. Is the institution applying for Accreditation or Re-Assessment?**

Accreditation ☒ Re-Assessment ☐

Cycle 1 ☐ Cycle 2 ☒ Cycle 3 ☐ Cycle 4 ☐

Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4)

- Cycle 4: (dd/mm/yyyy), Accreditation outcome/Result .....
- Cycle 3: (dd/mm/yyyy), Accreditation outcome/Result .....
- Cycle 2: (dd/mm/yyyy), Accreditation outcome/Result .....
- Cycle 1: **21/04/2012**, Accreditation outcome/Result **CGPA 3.09, Grade A, Descriptor= Very Good**

\*Enclose copy of accreditation certificate(s) and peer team report(s)

**32. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated/constituent/autonomous colleges under the university.**

**Not Applicable**

**33. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).**

**IQAC 24/07/2012**

**AQAR**

- (i) 12/2013**
- (ii) 15/01/2015**
- (iii) 21/10/2015**
- (iv) 02/10/2016**

**34. Any other relevant data, the institution would like to include (not exceeding one page)**



## **Criterion-I**

# **CURRICULAR ASPECTS**

## CRITERION I: CURRICULAR ASPECTS

### 1.1 Curriculum Planning, Design and Development

#### 1.1.1 Does the institution have clearly stated goals and objectives for its educational program?

Yes, the institution has clearly stated goals and objectives for its academic offerings.

#### 1.1.2 How are the institutional goals and objectives reflected in the academic programs of the institution?

The goals and objectives of the University are translated into its academic activities.

The objectives of the University provides for quality education and skill development, engage in carrying out interdisciplinary research in a innovative areas and contribute to the community development, extensive use of ICT in teaching-learning process and administration, to have university-industry interface and to create learner-centric environment.

In view of these objectives, University is offering 21 medical programs at graduate and post-graduate level. In addition advanced and interdisciplinary qualifications are offered such as Ph.D. (2), M.Sc. (5) and Diploma (2) programs in emerging areas. Use of latest guidelines, new methodologies, evidence based science and competency based skill training (skill laboratory) have been incorporated.

The University is engaged in carrying out research activities for which it has established Centre for Interdisciplinary Research with Advanced Research facilities and the Research Innovation in Comprehensive Health (RICH) Cell. Interdisciplinary collaborative research, community based research and translational research are emphasized.

The University has provided wi-fi facility on the campus and has created techno-structure utilizing ICT-based teaching with e-classrooms, increased e-resources for teaching-learning process, computerization of examination cell for evaluation of students, e-governance, updation of websites and automation of library.

The University has established well defined University-Industry interface and has signed MoUs with different industries and academic institutions which have helped to carryout clinical trials, develop a cadaveric lab and undertake research activities with major national and funding agencies. Symbiotic relationship with community is manifest as public education activities and sensitization programs and rural health camps.

The University, right from its inception has adopted learner-centric approach in launching the new programs, teaching-learning process, student's evaluation and student support services. A learner centric ecosystem is created through the mechanism of feedback, mentorship

program, remedial classes, training in soft skills, self directed learning efforts, reflective teaching and promoting research among students.

**1.1.3 Does the institution follow a systematic process in the design, development and revision of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).**

Yes, the University follows a systematic process in the design, development and revision of the curricula of all its academic offerings.

In case of the programs under health sciences, the model curricula prescribed by MCI is placed before the respective Boards of Studies. The Boards of Studies depending on the recent trends in their domain and feedback from relevant stakeholders revise and/or update the syllabi. The recommendations of these Boards of Studies are placed before the Academic Council for its approval and thereafter the same is implemented.

In case of all newly developed programs, a need assessment survey is carried out and blue print of the curriculum is prepared. Thereafter the detailed syllabi/course content are developed and sent to the external experts for validation. Thereafter, the same is placed before the respective Boards of Studies and their recommendations are placed before the Academic Council and Board of Management for its final approval.

The minor revision of the syllabi takes place on need bases and major revision is done once in five years. This helps to make the syllabi/curricula contemporary and to meet the emerging needs of the society.

**1.1.4 How does the curriculum design and development meet the following requirements?**

- \* **Community needs**
- \* **Professional skills and competencies**
- \* **Research in thrust / emerging areas**
- \* **Innovation**
- \* **Employability**

The model curriculum designed and developed by the MCI has inbuilt components of community needs, development of professional skills & competencies, research in thrust/emerging areas, innovations and employability. The curriculum so prescribed by MCI addresses the national and global needs. Over and above, the University has prescribed ATCOM module for under-graduate students and has adopted the UNESCO Bioethics 3-T program. Clinical skill lab for competency based training has been used since 2014. Innovative introduction of mandatory community based student research projects by the Departments of Community Medicine and Microbiology have been done. A structured research training module has been created for post-graduate and doctoral students. As part of our Comprehensive Research Promotional Plan for

fostering research participation and skills amongst students, the University has introduced three platforms- Second MBBS Alliance for Research & Training (SMART), Campaign On University Research & Training (COURT) and Annual Meet for Advanced Research (AMAR).

In case of interdisciplinary programs, University designs and develops the curriculum by involving external experts from various sectors which provides inbuilt components of professional skills, research, innovations and employability.

An active Medical Education Unit and regular faculty development programs have led to the use of innovative teaching methodologies and assessments being utilized in the curriculum.

**1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?**

The University follows all the guidelines issued by MCI for developing and restructuring the curricula, from time to time. The University has innovatively developed curricula for the interdisciplinary subjects like Medical Physics and Stem Cells & Regenerative Medicine. The curricula developed for these two programs provide capacity building in emerging interdisciplinary areas which will contribute towards the vision of technologically advanced India.

The research platform of COURT designed by the University in 2008 has found reflection in the mandatory poster presentation and paper publication prescribed by the MCI from February 2012 for post-graduate students. The activity of AMAR (2015) is reflected in ANVESHAN by the Association of Indian Universities in 2016.

The University has developed a foundation course on Environmental Sciences for all the first year students as a part of national policy from July, 2017. This will be submitted to the MCI for consideration of adoption in under-graduate curriculum.

**1.1.6 Does the institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?**

Yes, the University interacts with the industry, research bodies and the civil society for design and revision of curricula/syllabi in case of the postgraduate programs in Medical Physics and Stem Cell & Regenerative Medicine. Feedback from patients and their relatives contributed in the design of the ATCOM module for medical students.

The University has benefitted from these interactions by acquiring a contemporary and socially relevant curriculum which provides in-built employability.



**1.1.7 How are the global trends in health science education reflected in the curriculum?**

The model curricula prescribed by MCI reflects the global trends in health science education since it is developed by involving experts from within and outside the country. The University, depending on the new trends and local & regional health needs in medical education updates the curricula/syllabi to that extent.

The global trends in development of soft skills are reflected in the ATCOM module, competency based training trends led to the development of the skill lab and the 'mantra' of 'publish or perish' has been addressed through the Comprehensive Research Promotional Plan. Strategic collaboration with international universities aids this process. Early clinical exposure of under-graduate students reflects the global trends and move towards outcome based education.

**1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.**

Since, the University is of unitary in nature therefore, it is not applicable.

**1.1.9 Does the institution provide additional skill-oriented programs relevant to regional needs?**

Yes, the University is offering following additional skill-oriented programs relevant to regional needs:

- Dialysis Assistant Certificate Course.
- Medical Social Coordinator Course.
- Operation Theater (OT) Technician Certificate Course.
- DMLT Course.
- Emergency Medical Technician (EMT) Certificate Course.

The University has developed ten fellowship programs in health sciences to train the post-graduate students in their respective disciplines. Need assessment done prior to starting these programs, revealed a shortage of these medical services in the region.

**1.1.10 Explain the initiatives of the institution in the following areas:**

- \* Behavioural and Social Science.
- \* Medical Ethics / Bio Ethics / Nursing Ethics.
- \* Practice Management towards curriculum and/or services.
- \* Orientation to research
- \* Rehabilitation
- \* Ancient Scriptural Practices
- \* Health Economics
- \* Medico legal issues
- \* Enhancement of quality of services and consumer Satisfaction.

The model curricula developed by MCI addresses all these aspects of medical education. Besides, the University has a registered Institutional Ethics Committee (IEC), Animal Ethics Committee and three research committees. Department of Psychiatry (De-Addiction Centre),

physiotherapy (patients rehabilitation) and the counselling centre provide rehabilitative services. Issues such as ancient scriptural practices and health economics are addressed by organising the lectures of experts. Medico-legal training of students is part of the core syllabi and added guest lectures are held.

Consumer satisfaction and quality of hospital services are guided by recommendations of the Hospital Quality Assurance Committee. Feedback from patients, relatives and other stakeholders is used to ensure safe, affordable, efficient and patient-centred health care. The Hospital Quality Assurance Policy statement lays out the guiding principles.

**1.1.11 How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care wherever possible?**

The University ensures that the evidence based medicine and clinical practical guidelines are adopted to guide the patient care in all the departments of the hospital.

The University gives emphasis on development of required skills, adequate knowledge and appropriate attitude to practice evidence based medicine and clinical guidelines required to be adopted. The PG curriculum is based on EBM and all clinical departments conduct Journal clubs / EBM sessions/updates/seminars/CMEs to convey the same.

The University also organizes seminars and hands on training/ workshops on evidence based medicine for the benefit of faculty and students to orient them to use evidence based medicine in day to day practice.

Supervision of all clinical activities by senior faculty ensures applications of EBM and clinical practice guidelines in patient care. Besides, treatment protocols and SOPs are displayed at the strategic places for better management of patient care. Wi-Fi facility and internet accessibility is available in multiple places in the hospital which facilitates evidence based patient care.

In addition, the central library has a digital resource with 40 nodes, Wi-Fi facility through 1 GBPS connectivity (NMEICT network) and large collection of e-books, e-journals, CD-ROMs which keep the faculty update in their disciplines.

**1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?**

The University has acquired the clinical skill laboratory which helps the interns to get hands on experience and also helps them to get opportunity of experiential learning. The University has included Basic Life Support (BLS) program and revisits medical ethics in the internship orientation program.

The existing Yoga training classes and the Yoga lab will be extended to design and get approved certificate and diploma courses in Yoga.

**1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?**

- \* Vertical and horizontal integration of subjects taught.
- \* Integration of subjects taught with their clinical application.
- \* Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy, etc.) in the teaching hospital.

The University contributes to the development of integrated learning methods and integrated health care management so as to make the teaching-learning process holistic.

➤ **Vertical and horizontal integration of subjects taught.**

The current trends of integrated approach in medical education has made paradigm shift from traditional curriculum that has been practiced for many years.

The university encourages vertical and horizontal learning both at UG level and also at PG levels. There is a close co-ordination between departments for inter-disciplinary teaching sessions. During the first year, under-graduate students are exposed to Community Medicine subject and principles of health promotion and disease prevention. They are also exposed to the structural and functional working of hospital.

➤ **Integration of subjects taught with their clinical application.**

Vertical integration in teaching at the University ensures integration of subjects with the clinical application. Rotational clinical posting through three and half years of under-graduate training provides students exposure in parallel to the theory teaching of subjects. Case based and project based teaching helps students integrate theory with practice. Community based teaching and activities throughout their course also help in this integration.

➤ **Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy, etc.) in the teaching hospital.**

Presently, formal integration of different systems does not exist in the hospital but the University organises lectures on Ayurveda, Yoga and Homeopathy for the benefit of the students. The University is in process of preparing the course material for certificate and diploma courses in Yoga to be started from the next academic year.

**1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?**

The University achieves the compatibility of programs and its goals & objectives with special reference to the priority of interface between public health, medical practice and medical education by giving emphasis on curriculum design and development, teaching-learning process, research, community medicine, public health and clinical training.

Inculcation of evidence based medicine and clinical practice guidelines in the teaching-learning process and clinical training, along with community based health care practices in under-graduate and post-graduate training conducted by the Community Medicine department and clinical departments ensures the required compatibility.

Sensitization, awareness of social needs and emphasis on core values is facilitated through student activities. The students participate in various awareness programs on special days such as no tobacco day, AIDS prevention days, doctor's day, diabetic day, eye and organ donation and blood donation camps. Implementation of national health programs and governmental schemes by the hospital benefits the neighborhood communities. The primary to tertiary level free health care facilities of the teaching hospital has established better interface and compatibility with the community.

Similarly, the hospital organizes CMEs, conferences, seminars, etc. which help in updating the professional competencies of the faculty and also of the participating general practitioners and doctors working in government and private sector.

## 1.2 Academic Flexibility

### 1.2.1 Furnish the inventory for the following:

#### \* Programs offered on Campus

The university only offers following programs on the campus and does not offer any overseas program.

Sr. No.	Programs	Duration
<b>Under-graduate Programs</b>		
1.	M.B.B.S. (including internship)	5½ years
<b>Post-graduate Programs</b>		
2.	MD (Anatomy)	3 years
3.	MD (Physiology)	3 years
4.	MD (Pathology)	3 years
5.	MD (IHBCT)	3 years
6.	MD (Pharmacology)	3 years
7.	MD (Microbiology)	3 years
8.	MD (General Medicine)	3 years
9.	MS (Surgery)	3 years
10.	MD (Pediatrics)	3 years
11.	MS (OBG)	3 years
12.	MS (ENT)	3 years
13.	MS (Ophthalmology)	3 years
14.	MS (Orthopedics)	3 years
15.	MD (Anaesthesia)	3 years

16.	MD (Psychiatry)	3 years
17.	MD (DVL)	3 years
18.	MD (Radio-diagnosis)	3 years
<b>Post-graduate Diploma Programs</b>		
19.	Diploma in OBG	2 years
20.	Diploma in Orthopedics	2 years
21.	Diploma in Paediatrics	2 years
<b>Ph.D. Programs</b>		
22.	Ph.D. (Medical subjects)	3 years
23.	Ph.D. (Interdisciplinary Subjects)	3 years
<b>Interdisciplinary Programs</b>		
24.	M.Sc. Medical Physics	2 years
25.	M.Sc. Stem Cells & Regenerative Medicine	2 years
26.	M.Sc. Medical Biochemistry	3 years
27.	M.Sc. Anatomy	3 years
28.	Diploma in Stem Cells & Regenerative Medicine	1 year
<b>Certificate/Diploma Programs</b>		
29.	Dialysis Assistant Certificate Course.	1 year
30.	Medical Social Coordinator Course.	1 year
31.	Operation Theater (OT) Technician Certificate Course.	1 year
32.	DMLT Course.	1 year
33.	Emergency Medical Technician (EMT) Certificate Course.	1 year
<b>Fellowship Programs and other new programs</b>		
34.	Fellowship in Critical care medicine	1 year
35.	Fellowship in Endoscopic sinus surgery	1 year
36.	Fellowship course in high risk Obstetrics	1 year
37.	Fellowship course in Assisted reproduction	1 year
38.	Fellowship course in Gastro-intestinal Endoscopy	1 year
39.	Fellowship course in Clinical Research	1 year
40.	Fellowship course in dialysis medicine	1 year
41.	Fellowship course in Neonatology	1 year
42.	Fellowship course in Paediatric intensive care	1 year
43.	Fellowship course in neonatal intensive care	1 year
44.	M.Sc. Medical Biotechnology	3 years
45.	M.Sc. Applied Physics	3 years
46.	Post-graduate diploma in Nanobiotechnology	1 year

All the 46 above mentioned programs are available to the students of the University.

**1.2.2 Give details on the following provisions with reference to academic flexibility a. Core options**

- a. Core options
- b. Elective Options
- c. Bridge course
- d. Enrichment courses
- e. Credit Accumulation and transfer facility
- f. Courses offered in modular form
- g. Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions
- h. Twinning programs
- i. Dual degree programs

The University offers programs only under Health Sciences. For the programs under the Health Sciences, Medical Council of India (MCI) does not permit to provide for core options, elective options, bridge course, credit accumulation and transfer of credit facility. However, the University has introduced credit system for the post-graduate programs in Medical Physics, Stem Cells & Regenerative Medicine and Pre-Ph.D. under inter-disciplinary programs.

**Enrichment courses:**

The University has introduced enrichment modules such as medical ethics, research training modules, orientation modules for new students and interns, ATCOM module, module on environmental science and module on Basic Life Support (BLS). Certificate course in Yoga is under preparation.

**Courses offered in modular form:**

The MBBS course is modular in its design.

**Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions:**

The University provides for lateral and vertical mobility within interdisciplinary and intra-institution modes only. Those who pass M.B.B.S. program of the university may take admission for post-graduate diploma, post-graduate degree, fellowship and research degree by way of vertical mobility.

The Ph.D. programs in interdisciplinary courses provide scope for lateral mobility.

**Twining programs:**

Presently, because of MCI regulations, the university does not provide for any twinning programs.

**Dual degree programs:**

Presently, the University does not provide facility of dual degree but as per the University Grants Commission Guidelines. However, students of

the university simultaneously may take admission to Open University program or any other programs through Massive Online Open Course (MOOC) Mode.

**1.2.3 Does the institution have an explicit policy and strategy for attracting students from**

- \* other states,
- \* socially and financially backward sections,
- \* international students ?

Yes, the University has explicit policy and strategy to attract students from other states, socially and financially backward sections and international students.

The admission to all the programs under health sciences is based on National Eligibility cum Entrance Test (NEET) conducted by the Government of India which ensures the policy of attracting students from other states, Social Justice Policy of the State and 15% seats for the international students.

The admission to post-graduate programs in Medical Physics and Stem Cells & Regenerative Medicine and Ph.D. is based on Entrance Examination conducted by the University.

**1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?**

Yes, all the programs offered by the University are self-financing in nature and admission is either based on the inter-se merit of the students in NEET and the entrance examination conducted by the University as the case may be for the respective programs.

The qualifications and pay scales of the faculty is as per the UGC and MCI regulations. Tuition and other fees are charged as per the Fee recommendation of Fee Fixation Committee as per Hon'ble Supreme Court Judgment.

**1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges?**

Yes, the University has introduced credit system only to the post-graduate programs in Medical Physics, Stem Cells & Regenerative Medicine and Ph.D. programs. As per the MCI regulations, Choice Based Credit System is not applicable to programs under health sciences.



**1.2.6 What percentage of programs offered by the institution follow :**

- \* Annual system-
- \* Semester system
- \* Trimester system

As per the regulations of MCI, semester or trimester system is not applicable to programs under health science hence 94% programs offered by the university have annual examination system and 6% of them have semester system.

**1.2.7 How does the institution promote multi/inter-disciplinary programs? Name a few programs and comment on their outcome.**

Presently, the University is offering four inter-disciplinary programs namely-

- M.Sc. Medical Physics
- M.Sc. Stem cells and Regenerative medicine
- Diploma in Stem Cells and Regenerative Medicine.
- Ph.D.

These programs are promoted through advertisement and the university website. The uniqueness of the programs helps to improve the promotional activities.

The inter-disciplinary programs mentioned above are innovative and in emerging areas and have inbuilt higher degree employability.

**1.2.8 What programs are offered for practicing health professionals for skills training and career advancement?**

The University hosts various academic and training events that benefit health professionals working in public & private sector and private practitioners. They offer skill training and enhance their professional competencies. CMEs and Hands on Training workshops are also conducted for the practicing professionals.

**1.3 Curriculum Enrichment**

**1.3.1 How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?**

The University adopts model curriculum developed by the MCI and for other programs University develop the curricula. The minor revision takes place once in three years and that of major takes place once in a five years. This revision or updation helps the university to make curricula/syllabi contemporary and socially relevant.



**1.3.2 During the last four years, how many new programs were introduced at the UG and PG levels? Give details.**

\* multi/inter-disciplinary

\* programs in emerging areas

During the last four years, the university has started 22 new programs of which 16 post-graduate, doctoral and fellowship programs are under health sciences and six programs are in emerging areas. The details are as below:

<b>Sr. No.</b>	<b>Inter-Disciplinary</b>	<b>Duration</b>
1.	Ph.D. (Medical subjects)	3 years
2.	M.Sc. Medical Biochemistry	3 years
3.	M.Sc. Anatomy	3 years
4.	MD (Radio-diagnosis)	3 years
5.	MD Immunohematology & Blood transfusion	3 years
6.	MD Pharmacology	3 years
7.	Fellowship in Critical care medicine	1 year
8.	Fellowship in Endoscopic sinus surgery	1 year
9.	Fellowship course in high risk Obstetrics	1 year
10.	Fellowship course in Assisted reproduction	1 year
11.	Fellowship course in Gastro-intestinal Endoscopy	1 year
12.	Fellowship course in Clinical Research	1 year
13.	Fellowship course in dialysis medicine	1 year
14.	Fellowship course in Neonatology	1 year
15.	Fellowship course in Paediatric intensive care	1 year
16.	Fellowship course in neonatal intensive care	1 year
<b>Programs in emerging areas</b>		
17.	Diploma in Stem cell & Regenerative medicine	1 year
18.	M.Sc. Stem Cells and Regenerative medicine	2 years
19.	M.Sc. Medical Physics	3 years
20.	M.Sc. Applied Physics	3 years
21.	Post-graduate diploma in Nanobiotechnology	1 year
22.	M.Sc. Medical Biotechnology	3 years

**1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?**

As per the MCI Regulations, revision of the existing programs is not permissible, however, the revision of curricula is permitted. The university follows systematic approach while revising curricula/syllabi of the existing programs/courses. Normally, revision is based on the emerging or change

ng needs of the society and feedback obtained from the stakeholders.

The feedback mechanism of the university is comprehensive. At the end of the every academic year, the feedback on curricula/syllabi is obtained from the students and faculty involved in transacting the curricula/syllabi, academic peers, visiting the university for evaluation, wherever applicable.

The feedback so obtained is analyzed by using appropriate software and outcome is placed before the respective Board of Studies. Board of Studies, after discussions, they recommend the same to the Academic Council for its approval.

During last four years, as per university guidelines, all programs undertook the exercise of revision of curricula and more than 30% courses underwent the revision of syllabi.

**1.3.4 What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them?**

The value-added courses are introduced in the university system to bridge the gap between what is acquired in the classroom and what is required by the industry and/or society. The University offers modules on attitude and communication skills, medical ethics and environmental sciences.

These value-added courses have been introduced on the basis of needs of society and demands from the students.

**1.3.5 Has the institution introduced skills development programs in consonance with the national health programs?**

Yes, the University has not started any new skill development program but as per the National Health Programs topics on such as AIDS control, cancer control, immunization program, prevention and control of non-communicable diseases, water borne diseases, women and child care, etc. form a part of curriculum both at under-graduate and post-graduate levels and the relevant skills are taught to the students.

**1.3.6 How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well being of the student?**

The University makes all the efforts to develop the overall personality of the students by organization of lectures of spiritual leaders, personal and academic counseling, mentorship programs which helps to address their mental, emotional and spiritual wellbeing. The University provides all the necessary infrastructural facilities for cultural programs and indoor and outdoor sports facilities.

**1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?**

Yes, the curricula design provides for adequate emphasis on the patient safety, confidentiality and their rights and education. Orientation courses organized includes topics on professional ethics, ethical clinical practice,

patients' safety and their rights. Such orientation programs benefits them immensely and reinforce ethical values, patient's safety and confidentiality in research and clinical practice.

Lectures are taken on patients' rights, responsibilities and doctors' code of conduct for under-graduate and post-graduate students.

To ensure patients' safety and rights, all invasive procedures are done after valid consent by the students under the supervision of the senior faculty. Standard treatment protocols and operative procedure are followed to ensure patients safety and their rights.

The Institutional Ethics Committee supervises the various research activities which also ensure patients' safety and their rights and education. Medical record section is responsible for the confidentiality of the treatment given to the patients.

**1.3.8 Does the curriculum cover additional value systems?**

Yes, the value system forms an integral part of curricula prescribed for all the programs offered by incorporating social, moral and ethical values. Introduction of component on environment helps to create awareness of the same. During the internship programs, the students are required to work in rural and urban health centres where they are exposed to their social obligations and responsibilities. The extension and outreach activities carried out by the students also help them to know their social responsibilities.

**1.4 Feedback System**

**1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?**

Yes, the University has a formal mechanism to obtain feedback from the students regarding the curricula/syllabi. At the end of the academic year, feedback is obtained by IQAC from the students (manual and online) in structured format and same is analyzed by using appropriate software and outcome is placed before the departmental committees and after the discussion it is placed before the Board of Studies. The Board of Studies, if necessary, updates the curriculum to that extent and places it before the academic council for its approval.

**1.4.2 Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and their impact.**

Yes, the University elicits feedback on curricula/syllabi from national and international faculty.

The model curriculum design and development of under-graduate and post-graduate programs is done by the Medical Council of India by

involving experts from within India and outside. The curriculum of the programs under inter-disciplinary areas is developed by the faculty and same is validated by the external experts.

The University organizes workshops/seminars/conferences both at National and International level. The experts attending these conferences contribute to the enrichment of the curricula/syllabi. External experts who are members of Boards of Studies and Academic Council also contribute in updating the curricula/syllabi.

**1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of.**

Since the University is unitary in nature hence not applicable.

**1.4.4 Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?**

The University, based on the feedback obtained from the stakeholders, has undertaken extensive quality sustenance and quality enhancement measures in ensuring the effective development of curricula/syllabi of its academic programs/course. Some of the initiatives undertaken by the university are:

- The syllabi of courses under inter-disciplinary programs such as Medical Physics and Stem Cells & Regenerative Medicine are revised and made socially relevant.
- The external peers have recommended that university should design and develop the outcome based curriculum for all the programs under inter-disciplinary areas and move towards outcome based assessment in a phased manner. This exercise will be undertaken from next academic year 2017-18.
- Based on the feedback obtained from the stakeholders, the university has introduced courses such as Dialysis Assistant Certificate Course, Medical Social Coordinator Course, Operation Theater (OT) Technician Certificate Course, DMLT Course and Emergency Medical Technician (EMT) Certificate Course.
- The university has established separate Curriculum Committee as per the recommendations of MCI to enhance and sustenance of the quality of curricula/syllabi.
- Workshops on curriculum design and development are organized to make the curriculum more relevant.
- 100% of faculty is trained in Education Technology programs offered by Medical Education Unit.

**1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?**

The University has developed well defined policy of obtaining adequate information and feedback from the stakeholders on the various academic & administrative activities and patient care and outcome is used to review the overall functioning of the system.

The University has a structured format prepared by the IQAC through standardize mechanism for obtaining the feedback from faculty, students, patients, parents, alumni, interns and other stakeholders. Information gathering is also done through suggestion boxes, students' representation in Board of Studies, Academic Council, IQAC and MEU and easy access to university functionaries of students and parents. The data so collected is tabulated and analyzed with the help of the Statistician.

Outcome of the feedback obtained is placed before the Medical Education Unit, Examination Cell, Heads of the Department, Dean Office, Registrar Office. Incorporation of this feedback in their planning and report on action taken step if relevant is submitted back to IQAC.



## Criterion-II

### TEACHING- LEARNING AND EVALUATION

## CRITERION II: TEACHING-LEARNING AND EVALUATION

### 2.1 Student Enrolment and Profile

#### 2.1.1 How does the institution ensure publicity and transparency in the admission process?

Admission to under-graduate and post-graduate programs under health sciences is based on the inter-se merit of the students in National Eligibility cum Entrance Test (NEET) conducted by the Government of India. As per the MCI Regulations of 8<sup>th</sup> March, 2017, the counseling for the admission to both under-graduate and post-graduate programs is done by the competent authority designated by the State. Those who give preference for this University are admitted to these programs.

Prior to 2016, admission to medical courses was conducted by the University. These were publicized through a self-contained Prospectus, uploading admission notice and application forms on our website, advertisement in regional/national news papers and word of mouth publicity. Transparency efforts included entrance exam at multiple centres as per guidelines, fair invigilation, computerized assessment of answer sheets and admission as per merit list created therein and counseling.

The details of intake for each program and their curricula, clinical facilities available in the hospital, list of the department-wise faculty, tuition and other fees for the different courses and infrastructural & learning resources, etc. is made available to the students.

In case of the post-graduate programs like Medical Physics and Stem Cells & Regenerative Medicine and Ph.D. programs, the University conducts its own entrance test. The admission notification is published in the news paper and so also posted on its website. The entrance test is conducted at the head quarter and admission is given on the marks obtained by the candidates in the entrance examination. The details of fee structure and other facilities required for these programs are also available on the website.

In case of post-graduate diploma and certificate programs, admission is based on the marks obtained by the candidates in their qualifying examinations.

#### 2.1.2 Explain in detail the process of admission put in place by the institution. List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test, aptitude and interview, (iv) common entrance test conducted by state agencies and national agencies (v) any other criteria (specify).

The admission to the under-graduate and post-graduate programs under health sciences is based on the inter-se merit of the candidates in the nationwide common entrance test conducted by the national agency. The counseling is also done by this agency and the list of qualified and



eligible candidates is sent to the University and University after validation of documents and payment of required fees, students are admitted to the respective programs. Prior to 2016, admission was based on merit list based on entrance exam conducted by the University.

In case of post-graduate programs in Medical Physics and Stem Cells & Regenerative Medicine, admission is based on the inter-se merit of the candidate in the Common Entrance Test (CET) conducted by the University.

In case of Ph.D. programs under health sciences and interdisciplinary studies, admission is based on inter-se merit in the CET conducted by the University and personal interview of the candidates.

Admission to diploma and certificate programs is based on marks obtained by the candidates in qualifying examinations.

**2.1.3 Provide details of admission process in the affiliated colleges and the university's role in monitoring the same.**

The University is established under Section 3 of the UGC Act, 1956 and as such it is unitary and does not have power or authority to affiliate colleges.

**2.1.4 Does the institution have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?**

Yes, the University has well structured mechanism to review its admission process and student profile.

After completing the admission process, the admission committee, scrutinize the list of candidates admitted and analyze the socio-economic profile of the students admitted for each program.

Outcome of admission review resulted in video monitoring of entrance examinations and photographic confirmation of candidates who appeared in the entrance exam and for counseling.

Student profile analysis contributes to creation of the gender audit and the background audit of the student.

**2.1.5 What are the strategies adopted to increase / improve access for students belonging to the following categories :**

- \* SC/ST
- \* Women
- \* Persons with varied disabilities
- \* Economically weaker sections
- \* Outstanding achievers in sports and other extracurricular activities

The admissions to all the programs under health sciences is based on the inter-se merit of the students in the NEET conducted by the Government of India and the Competent Authority while admitting the students to this



University takes into account the Social Justice Policy of the State in respect of number of seats reserved for Scheduled Caste, Scheduled Tribes, Denotified and Nomadic Tribes, Other Backward Classes, Economically Backward, Women and persons with varied disabilities.

#### 2.1.6 Number of students admitted in the institution in the last four academic years:

##### MBBS Program:

Academic Year	Students enrolled									
	Gen		SC		ST		OBC		Total	
	M	F	M	F	M	F	M	F	M	F
2013-2014	65	31	4	3	2	2	33	10	104	46
2014-2015	56	41	3	1	-	-	35	14	94	56
2015-2016	67	31	2	2	1	1	32	14	102	48
2016-2017	72	56	1	-	-	-	13	8	86	64

#### 2.1.7 Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.

Yes, every academic year, University conducts the analysis of demand ratio for the various academic programs offered by the University. The detail of the analysis of demand ratio for each program is given below:

##### Under-graduate

Year	No of applicants	Total seats	Number selected	Ratio
2016-2017	3191	150	150	1:22
2015-2016	1476	150	150	1:10
2014-2015	1374	150	150	1:09
2013-2014	1389	150	150	1:09

##### Post-graduate:

Year	No of applicants	Total seats	No. selected	Ratio
2016-2017	162	56	41	1:4
2015-2016	162	56	47	1:4
2014-2015	202	56	50	1:4
2013-2014	187	51	50	1:4

##### M.Sc. Programs in allied health sciences

Year	No of applicants	Total seats	No. selected
2016-17	18	20	13
2015-16	6	10	1
2014-15	26	20	15
2013-14	26	20	16

##### Ph.D. Programs

Year	No of applicants	No. selected
2016-2017	22	14
2015-2016	40	09
2014-2015	56	16
2013-2014	14	01

The detailed analysis of the demand ratio shows that the number of applications received for under-graduate programs in health sciences has increased almost more than double and that of other programs is consistent.

For the academic year 2017-18 the demand ratio for under-graduate and post-graduate program is likely to be 1:25 to 1:30.

**2.1.8 Were any programs discontinued/staggered by the institution in the last four years? If yes, specify the reasons.**

No.

**2.2 Catering to Student Diversity**

**2.2.1 Does the institution organize orientation / induction program for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.**

Yes, the University organizes orientation/induction program for fresh students. This program is of two days.

**ORIENTATION PROGRAM FOR MBBS (1<sup>ST</sup> YEAR) STUDENTS**

<b>DAY 1</b>		
<b>Time</b>	<b>Details</b>	<b>Speaker</b>
11.00a.m.	Welcome to parents, students	MC
11.05 am	Welcome to University	Registrar
11.20 am.	Welcome to Medical College	Dean
11.35 am	Teaching Hospital & its environs	Medical Superintendent
11.50 am	Introduction of 1 <sup>st</sup> Year Faculty	
12.15 pm	Women Development Committee	Chairperson
	Anti-Ragging Committee	Chairperson
	Anti Sexual Harassment Committee	Chairperson
	Student Welfare Cell	Coordinator
12. 45 pm	Address by the Vice-Chancellor	
1.00 pm	Vote of Thanks	
<b>Break for Lunch with Faculty</b>		
2.30pm	Informal interaction with faculty	
4.30pm	Tea with snacks	
<b>DAY 2</b>		
10.00am	Guided tour to Hospital	Faculty accompanying
11.00am	University Moral Guidance Scheme	
12.00	Book Exhibition & Sale	
<b>LUNCH</b>		
2.00pm	Department of Anatomy – Presentation & Interaction	
3.00pm	Department of Physiology – Presentation & Interaction	
4.00pm	Department of Biochemistry – Presentation & Interaction	
5.10pm	Feedback & Tea Break	
<b>End of day's proceedings</b>		

The University distributes the copies of academic calendar and university handbook to the students during the orientation/induction program.

**2.2.2 Does the institution have a mechanism through which the “differential requirements of the student population” are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

Yes, the University has a mechanism through which the differential requirements of the students are addressed.

After admission and before commencement of classes, differential requirements are identified based on examination merit, counseling interview, orientation session interaction, assignment to mentorship programs and informal faculty-student interactions.

Differential requirements are identified and addressed by directed and focused counseling by mentors, sessions with the student counselor, inclusion in the language skill classes and offer of remedial teaching program.

**2.2.3 How does the institution identify and respond to the learning needs of advanced and slow learners?**

**Identification of advanced learners is achieved in various ways:**

- Students with excellent performance in previous examinations are followed closely to observe their performance in the current courses.
- Informal assessment of Students’ performance during interactive teaching learning sessions, in-class discussions, tutorials, practical classes and case discussions is an on-going process.
- Teachers continually interact with students in formal teaching-learning environment and in informal situations to understand students better.
- Performance in formative assessments is noted.
- Attitude and behavior during post assessment counselling sessions.
- Initiative taken by students to learn by asking questions, doing extra reading volunteering for research projects, etc.

**Strategies to facilitate advanced learners:**

- Encouraged to lead Teaching-Learning interactive sessions
- Research opportunities from ICMR, STS, DBT, DST, CSIR, DRDO, BRNS, SMART, COURT, AMAR and ANVESHAN
- Involvement in faculty projects like research related field work, data collection, artistic contributions, literature search.
- Participation in conferences.
- They are also encouraged to participate in online conferences & discussions and web based value added modules.
- Encouraged to take part in quiz at local, regional, state and national levels.

**Identification of slow learners is achieved in various ways:**

- Student participation and response during interactive teaching.

- Performance during periodic assessment.
- Enquiry with absent students to understand the reasons of their absence.
- Student attitude and behavior during post-assessment counseling.
- Mentor feedback

**Strategies to facilitate slow learners:**

- Faculty conducting tutorials are encouraged to make them interactive and to use the time to assist students in their understanding. Questions from students are both welcomed and addressed.
- Self-guided group discussions and targeted learning methodologies are used during tutorials to improve student understanding. Student led objective tutorials are also conducted.
- Increasing use of interactive teaching is seen to help slow learners.
- Innovative teaching methods are used to increase student interest and curiosity such as clinical skill lab, group discussion, computer assisted learning, experiential learning etc.
- Further, Student counseling center offers counseling to such individual exhorting, assisting and guiding them towards remedial reinforcements.
- Remedial teaching programs are provided at the end of each semester and academic year creating additional opportunity for slow learners.
- Special note of their attendance and attention to any psychosocial problems is also made and addressed.
- Need based evening clinics are conducted to strengthen their skills by senior postgraduate students and faculty.
- The parents of the students are also communicated about their performance and positive reinforcement of the parental support is sought.
- Confidence building measures are taken by encouragement of other skills and extracurricular activities etc. and involving them in faculty studies.

**2.2.4 Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?**

Yes, the university offers remedial courses to the academically weak students beyond the regular theory and practical time-table. However, the University offers value added enrichment modules.

**2.2.5 Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled, etc.? If yes, what are the main findings?**

Yes, the University through IQAC reviews the academic growth of the students from disadvantaged sections of the society, economically disadvantaged, differently-abled, etc. The general trend shows that their

passing percentage and marks obtained are consistently on par with other students.

**2.2.6 Is there a provision to teach the local language to students from other states/countries?**

Yes, the University has prepared a course on “Marathi as a Communication Skill” for the non-Marathi speaking students. A handbook that provides for English-Marathi translations of commonly used words relevant for patient communication. This course facilitates communication with the patients in the hospital and rural & urban health centres.

**2.2.7 What are the institution's efforts to teach the students moral and ethical values and their citizenship roles?**

The University makes all efforts to teach its students moral and ethical values and their citizenship role so that they become responsible citizens and qualified health care person. Some of the initiatives of the University are as below:

- **University Moral Guidance Scheme** promotes personal one-on-one interaction between mentor and student to emphasize moral values.
- **Student Guardianship Program** offers student mentors to freshers.
- **Lectures** on medical ethics and professionalism are taken.
- **Sensitization on issues** such as gender equality, PNDT Act etc. through posters, role play, discussions.
- **Ethical aspects of patient care** are highlighted during clinics, ward rounds and case presentations.
- **Ethical aspects of research** are highlighted in lectures, workshops, during discussions on dissertations, research projects, journal readings, etc.
- **Student Welfare Cell:** This is a Cell of persons that plays an advisory role. The Cell consists of the Vice-Chancellor, Registrar, Finance Officer, Vice-Principal and a group of advisory members from the teaching staff, with Vice-Principal as a coordinator. It looks into specific needs of students and recommends relevant solutions. The recommendations of this Cell have led to concession in tuition fees and assistance to students in essential matters. It provides required and desired “Educational, Personal and Social Support”.
- **Student Counseling Centre:** A Psychiatrist and Psychologist are available to address any issues of the students, self-perceived or otherwise.
- **Faculty support:** Faculty members are available to students at all times outside of their classes for guidance.

**Citizenship Role:**

- **Community related roles like leadership, mentorship etc.** are emphasized during their course by word and by example.
- **Environment Responsibility:** conveyed by example & sensitization

- Tree plantation: Drives are held in campus.
  - Water & electricity conservation: Posters at strategic places.
  - Waste disposal: lectures, sign boards, provision of bins etc
  - Swachchha Bharat Abhiyaan: awareness and cleanliness drive at campus, hostels etc.
  - Renewable Energy: solar energy used for hostels.
  - Environmental science module has been introduced for undergraduate students.
- **Social responsibility:** Some important areas that have been covered are
- Blood donation: conveying need of donation, public education and organizing drives for the same.
  - Gender equality: Preparation of banners, participation in processions during Women's Day, guest lectures on PNDT Act.
  - Medical camps for underprivileged and rural population.
  - Legal aspects of medical practice.

**2.2.8 Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women's empowerment, etc.**

The University has not introduced any formal structured orientation or foundation course to sensitize students about their role in national integration, Constitution of India, art culture, empathy, women's empowerment, etc. However, the university organizes number of activities to sensitize the students about these issues. Some of them are as below:

- Celebration of Republic and Independence Day, National Youth Day, Doctors Day, Dr. Ambedkar and Mahatma Gandhi Jayanti, National Unity Day and likes.
- N.S.S. and department undertake yearlong activities related to social, extension and outreach.
- Majority of the students are from outside the state and all the students together celebrates cultural fest where students from all the states participate.
- Annual cultural fest MED FIESTA wherein students exhibit their talent in cultural activities.
- The students organize street plays on various social issues to sensitize the citizens.
- Empathy and sensitivity to community needs are enhanced during community health checkup camps, blood donation camps, participation in Swachchha Bharat Abhiyan and other activities for social responsibilities.
- The unique feature of the University is that it has issued 'Family Insurance Health Cards'. This provides affordable health care to all members of the registered families.

- All students participate in “Swachchha Bharat Abhiyan” and flagships programs of the Government of India.
- ‘Women Development Cell’: conducts various activities related to women empowerment.

**2.2.9 Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities?**

Yes, the University has incorporated the principles of Life Style Modifications for the students based on Indian Culture in their day to day activities. Outcomes include prayer at the beginning of the classes, banning of junk food in college canteen, participation in rural health camps on voluntary basis. Appreciation of principle of peace, spiritualism, empathy towards the elderly people is promoted amongst the students.

**2.2.10 Has Yoga/Meditation/any other such techniques been practiced by students regularly as self-discipline?**

Yes, the University is in process of preparing the course material for certificate and diploma courses in Yoga to be started from the next academic year.

**2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff?**

The university has appointed full-time and qualified Sports Director who trains the students in various extra-curricular activities. It also has a gymnasium with state-of-art facilities and indoor & outdoor games facilities. These facilities are being extensively used by the students and faculty.

The university provides concessional medical care to the students, faculty and staff in the 750 bedded multi-specialty university hospital. During orientation program, specific request is made to students/parents to inform the college office in case of any specific health related need which could affect the teaching-learning experience. Relevant actions are taken thereof.

**2.2.12 Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings / focused group discussion / additional training measures etc.?**

Yes, the university caters to the diverse needs of group of students or individuals who require special help.

Special groups identified as per needs are given special attention through soft skill training, remedial classes, gender sensitization, local language classes, orientation session and research related training.



## 2.3 Teaching-Learning Process

### 2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules such as

- \* *academic calendar*
- \* *master plan*
- \* *teaching plan*
- \* *rotation plan*
- \* *course plan*
- \* *unit plan*
- \* *evaluation blue print*
- \* *outpatient teaching*
- \* *in-patient teaching*
- \* *clinical teaching in other sites*
- \* *teaching in the community*

The Teaching-learning process and evaluation of the learning outcome of the students in the University is comprehensive and learner-centric. It is carefully planned & implemented and is rigorously monitored at the various levels by the Heads of the Departments, Academic Co-ordinators and Dean of the Medical College.

#### ➤ **Academic Calendar:**

Before commencement of every academic year, the University prepares and publishes updated Academic Calendar which includes major events related to yearlong curricular, co-curricular and extra-curricular activities and it includes the dates of various tests, examinations to be conducted, holidays, cultural and extension activities, winter and summer vacations, dates of the meetings of various authorities and bodies of the university, list of the officers of the university, information about the various committees and their coordinators. The academic calendar is distributed to the faculty and students. This academic calendar helps the faculty to prepare the master plan for the teaching their courses and organize themselves.

#### ➤ **Master Plan:**

Based on the Academic Calendar, all heads of the department prepares their master plan of teaching-learning and evaluation in consultation with their colleagues. This master plan includes detailed plan of teaching, various courses at the under-graduate and post-graduate level, dates of internal assessment, mid-semester, semester-end examination, clinics, practicals, etc. The master plans of the departments are submitted to the Dean and discussed and finalized and implemented.

#### ➤ **Teaching Plan:**

Faculty in all the departments, on basis of academic calendar and master plan prepares weekly teaching plan of their courses/practicals/clinics and conducts various tests. The teaching plan prepared by the faculty is finalized in the meeting of the Departmental Committee. Teaching plan is



again rigorously implemented and is monitored by concerned Head of the Department, Academic Co-ordinator and the Dean.

➤ **Rotation Plan:**

Compulsory rotation plan of the interns and under-graduate students planned in accordance with guidelines issued by the Medical Council of India is part of the master plan.

The rotation plan of each batch is prepared by the concerned In-charge and is monitored by the respective departments. The students/interns are required to maintain the record of their rotation plan which is being monitored by the head of the department and the Dean.

➤ **Course Plan:**

Each department prepares the course plan which includes lecture-wise course content to be taught, practicals/clinics conducted, evaluation schedule, etc. Each faculty has to manage his teaching load as per the course plan.

➤ **Unit Plan:**

Syllabi of the courses are unitized. Teaching schedules are prepared based on unit syllabi, teaching methodology and duration of teaching-learning sessions within MCI guidelines.

➤ **Evaluation Blue Print:**

The Controller of Examinations, in consultation with the faculty, prepares a blue print of summative examinations to be conducted in an academic year. The blue print includes total marks allotted to the questions to be set on each unit, types of questions on each unit i.e. objective/MCQ, small questions/long questions and weights assigned to them.

➤ **Outpatient / In-Patient Teaching:**

The heads of the clinical departments prepare the detailed time table of the clinical posting. All students in small batches are trained in outpatient departments and also inpatient departments for bedside teaching. Post-graduate students learn while working in various areas of departments, during clinical rounds, case discussions and through case presentations. Skill based training happens both in the skill lab and in the wards.

➤ **Clinical teaching In other sites :**

Besides classroom, OPD and IPD teaching, interns are also posted in rural and urban health centres where they are also taught the various aspects of diagnosis of the diseases. Interns and post-graduate students also attend various health check-up camps organized in the community and in rural areas. They also get the opportunity to learn hands on experience in skill laboratory and with the simulators.

➤ **Teaching in the community:**

As per the guidelines of Medical Council of India, all interns are posted to

urban and rural health centres and also require to attend various camps organized by the departments for the neighborhood communities. Learning outcome of the community teaching is evaluated through practical examinations.

**2.3.2 Does the institution provide course objectives, outlines and schedules at the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

Yes, the University provides course objectives, outline and schedule at the time of commencement of the academic session to the students and faculty. The courses or modules, training program and training schedules are well documented in the university handbook. The heads of the departments are responsible for preparation of program schedule and their implementation.

Effectiveness of the process is ensured through a functional mechanism that includes regular departmental meetings, feedback from stakeholders and if required curriculum committee, Board of Studies and Academic Council.

**2.3.3 Does the institution face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

Yes, the University does face the challenge of completing the curricula of first year MBBS because of the delayed process of admission by the Competent Authority. However, this delay is compensated by reducing the winter and summer holidays. In case of other programs, there is no delay in completing the syllabi.

**2.3.4 How learning is made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.**

The University, right from its inception, has adopted learner-centric approach in teaching-learning process. The faculty, besides facilitating life-long learning and knowledge management, has adopted variety of participatory learning activities which contributes to the holistic development and improved students learning.

Some of the participatory learning activities that support conventional teaching-learning processes are as below:

Domain	Pattern	Teaching-Learning Methods
Knowledge	Classic	Didactic lectures, Bedside clinics, Seminars, Guest Lectures, Journal reading, Group Discussions, Dissertations, Research
	Modified	Lectures: Questions, Interaction, Surveys with exemplifier, Halting time, Guided Lectures, Immediate Mastery Quiz, Story-telling Group Discussions: Individual task with review, First person experiences, Total group response used as triggers.
Skills	Classic	Bedside clinics, Case Presentations, Field work, Camps, Dissertations, Research
	Modified	Clinical Skill lab, Participation in faculty research, Teaching the UG, Student lead demonstrations,
Attitude		Bedside teaching, Case Presentations, Field work, Camps, Tutorials
Communication		Group Discussion, Case presentations, tutorials, Field work, Camps

Holistic student development and inculcation of life-long learning abilities are better achieved using newer teaching-learning methodologies. Methodologies adopted by the University are:

Domain	Teaching-Learning Methods
Knowledge	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Problem based learning</li> <li>• Webinars</li> <li>• Computer assisted Learning</li> <li>• Visual studies</li> <li>• Project based learning</li> <li>• Self-directed learning</li> <li>• Reverse teaching with AV aids</li> </ul>
Skills	<ul style="list-style-type: none"> <li>• Visual studies</li> <li>• Clinical skill lab</li> <li>• Computer assisted learning</li> </ul>
Attitude & Communication	<ul style="list-style-type: none"> <li>• Role plays</li> <li>• Role modeling</li> </ul>

### 2.3.5 What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities?

The University has well defined policy to involve external experts, professional and people of eminence to augment and supplement the teaching-learning process.

The University organizes series of discipline centric conferences/seminars/ workshops wherein the students get an opportunity to interact with experts.

The university organizes guest lectures of people of eminence directly or through departments for the benefit of students.

**2.3.6 Does the institution formally encourage learning by using e-learning resources?**

Yes, the University formally encourages learning by e-resources. The university has fairly good I.T. infrastructure for teaching-learning process. All class-rooms, laboratories, seminar halls, auditorium have screen, LCD projectors, wi-fi facilities and other equipments.

The University has provided laptops to its faculty, internet connectivity in the departments and e-learning resources which promote the use of ICT extensively in day-to-day teaching-learning process which includes power point presentation, simulation techniques, virtual learning, video and multimedia approach.

The library has internet connectivity, computer terminals and a large base of e-learning resources available for students. The e-learning environment helps the learner to learn as per his pace.

**2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning and open educational resources used by the faculty for effective teaching?**

The University has provided required ICT infrastructure in all teaching learning sites for effective teaching-learning process. The library has 40 nodes in the digital library with high speed internet facility. Some of the technologies used by the faculty for effective teaching are as below:

- Live video transmission of surgeries from the Operation Theater to auditorium during workshops, conferences and for unusual surgery.
- Webinars have been made use of for training of faculty.
- 'ProQuest' a search engine comprising over 4000 publications including over 3000 e-journals with full text and over 250 books.
- Animal experiment simulator software is used by Department of Physiology & Pharmacology for experiential learning.
- E-books, e-journals through other learning sites such as Google Scholar, PubMed, Entrez, etc.
- The faculty is encouraged to use Open Education Resource material for their teaching-learning such as
  - Biomed Central
  - OmniMedicalSearch.com
  - www.omicsonline.org
  - Directory of Open Access Journals (DOAJ)
  - eMedicine

**2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution's educational processes?**

Yes, the University has designated group of faculty who monitor the trends and issues regarding developments in Open Source Community

and integrate its benefits in the University system. The faculty, in focused areas of their interest such as Medical Education Unit and course-wise groups collect information from open source community, and integrate the same for the benefit of the learner.

**2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment?**

The University has taken many steps to shift from traditional classroom to e-learning environment for teaching-learning process. Some of its initiatives are:

- Polycom for video conferencing facilities and live streaming of surgeries.
- Internet enabled lecture theaters for use of online resources.
- Training and re-training of the faculty for use of ICT for e-learning.
- Conversion of classrooms for e-learning environment by using appropriate technology.
- wi-fi campus
- Laptop to faculty
- Training to the staff (technical)

**2.3.10 Is there provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.**

Yes, the University has made provision for the services of counselors/mentors/advisors for each class or group of students for academic, personal and psycho-social guidance. The University Moral Guidance Scheme (UMGS) provides for a faculty to act as a mentor for a group of students from their first year onward. The salient features of this scheme are as below:

- Teacher: Student ratio in the UMGS is 1:10.
- Total number of students who have benefitted from this scheme are 1500.
- These students regularly interact with their mentor individually as well as encouraged to approach the mentor in the event of need.
- The mentor monitors the students' academic progress, personal development, and psychosocial state.
- Any challenge in student performance, behavior and/or attitude is noted, and addressed by the mentor. These are also immediately conveyed to the relevant authorities in certain cases.
- In the event that the mentor is unable to address the challenge or resolve a problem, assistance from Dean, administration, academic coordinators, other faculty or student counselor may be taken.
- Feedback about the student given by the mentor is given careful and due consideration by authorities.

The University has also Student Guardianship Program where second MBBS students function in a buddy system and are paired with one first MBBS students each. Regular interaction between these students and feedback to the mentor provides academic, personal and psycho-social guidance.

**2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?**

Yes, the faculty, during last four years, has taken some innovative teaching approaches/methods/practices which has led to improvement in teaching-learning process. Some of the methods used to evaluate the impact of such practices are as below:

**Approach:**

- Case based learning using clinical modules.
- Case based learning for large groups.
- Student seminar using self directed learning.
- Team Based Learning (T.B.L.)
- Innovative modifications to didactic lectures
- Problem based learning
- Webinars
- Computer assisted Learning
- Project based learning
- Self-directed learning
- Clinical skill lab

**Methods:**

- OSPE and OSCE as a learning tool and also for formative assessment.
- MCQ based learning.

**Practice:**

- Feedback is obtained from the students to evaluate the innovative teaching-learning methods implemented.

**Outcome:**

- Students showed positive response to these innovative approaches.

**Institutional recognition for innovation in teaching:**

- Faculty are given PG recognition
- Faculty are given Ph.D. recognition
- Best teacher awards are instituted to motivate faculty to excellence

**2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners?**

The University creates a culture of instilling and nurturing creativity and scientific temper among the learners by adopting following methods:

- **Interactive Teaching methods** encourage questions from students who are guided to answering them themselves.
- **Case Studies, Audiovisual images or films** are used to raise questions and generate efforts in students to analyze and synthesize the information they have. This allows the minds to logically and scientifically understand subjects rather than learn through memorization.
- **Workshops on Research methodology** guide the students through the by-lanes of scientific study. They introduce and train the students to concepts of evidence-based practices, generating research questions and how to design research protocol.
- **Research projects** are undertaken by the students on various platforms such as
  - ICMR projects
  - STS projects
  - Joint projects with Faculty.
  - Post Graduate Dissertations/Thesis
  - Funded Research projects by DST, DBT, CSIR, DRDO, BRNS
- Innovative platforms provided by the University for students research promotion include “Second MBBS Alliance for Research & Training (SMART)”, “Campaign On University Research and Training (COURT)” and “Annual Meet of Advance Research (AMAR)” which provide opportunity for students to present their creativity and innovations.
- Extra-curricular, cultural and literary activities.
- **Recognition to the students:**
  - Awards & Certificates
  - Special seating in institutional gatherings like flag hoisting to create a sense of pride in the students and motivate other students to emulate them.
  - Address students and faculty gatherings with details about their research and their findings.

**2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?**

- \* **number of projects executed within the institution**
- \* **names of external institutions for student project work**
- \* **role of faculty in facilitating such projects**

Yes, the University considers students' projects mandatory in the learning programs. All the Ph.D. and post-graduate students are required to submit dissertations/thesis based on their project work.

**2.3.14 Does the institution have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?**

Yes, the University has appointed well qualified faculty as per the norms of the Medical Council of India for each department. The cadre ratio is also maintained as per MCI norms. There is no shortfall of the faculty. On the contrary, the University has appointed additional professors and associate professors. In case of interdisciplinary post-graduate programs, the regular faculty is supported by the visiting and adjunct faculty.

**2.3.15 How are the faculty enabled to prepare computer-aided teaching/learning materials? What are the facilities available in the institution for such efforts?**

Yes, the University encourages faculty to prepare computer aided teaching-learning materials. They prepare power point presentations, e-learning material and use of Open Educational Resource and Open Source Community Material.

The facilities made available for the faculty to prepare computer aided teaching-learning materials are as below:

- Computer Library
- Departmental Computers
- Internet connectivity
- Wi-Fi Campus
- IT Cell and its personnel
- Help and guidance from MEU members

**2.3.16 Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?**

Yes, the University has a well structured mechanism for the evaluation of the teachers by the students/alumni. At the end of the academic year, online/manual feedback on teaching of teachers is obtained from the students in a prescribed format. The feedback so obtained is analyzed and outcome is communicated to the concerned faculty. The outcome is only used for enhancing the professional competencies of the faculty and not for any punitive action.

**2.3.17 Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.**

Yes, the University has telemedicine facilities for teaching-learning process.

Department of ENT conducted live streaming operative workshops by inviting eminent surgeons. The surgery department also conducts training workshops on laparoscopic surgery.



**2.3.18 Does the institution utilize any of the following innovations in its teaching-learning processes?**

- \* ICT enabled flexible teaching system.
- \* Reflective learning.
- \* Simulations.
- \* Evidence based medicine.
- \* Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.
- \* Problem based learning (PBL).
- \* Student assisted teaching (SAT).
- \* Self directed learning and skills development (SDL).
- \* Narrative based medicine.
- \* Medical humanities.
- \* Drug and poison information assistance centre.
- \* Ayurveda practices.
- \* Yoga practices.
- \* Yoga therapy techniques.
- \* Naturopathy and its practices.
- \* Any other

Yes, the University utilizes the innovations in its teaching-learning process. Some of them are as below:

➤ **ICT Enabled Flexible Teaching System:**

The faculty uses ICT enabled flexible methods to make teaching-learning process interactive and includes use of laptops, internet, digital resources, power point presentations, audios, video lessons for delivering the content. Faculty also uses interactive board in the classroom/lecture theatre.

➤ **Reflective learning:**

Experiential learning has been used to enable students to reflect on their experiences and thoughts in real life situations with the view to better understand them and for future similar happening.

➤ **Simulations:**

The university has well equipped skill and simulation laboratories with different simulators, endo-trainers and manikins. This laboratory conducts various skill training activities for under-graduate, post-graduate students and interns.

➤ **Evidence based medicine:**

The Evidence Based Medicine forms the core of patient management and hence is an integral part of all teaching-learning sessions pertaining to patient care.

➤ **Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine:**

Competency based skill teaching is emphasized through clinics, ward work and training in the skill lab. Interactive workshops on Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) and Advanced Trauma Life Support (ATLS) are conducted which help the students to get the hands on experience. Emphasis on adequate knowledge is

supported by an updated curriculum, innovative teaching-learning methodologies, a structured teaching program and transparent evaluation system. Value based modules on medical ethics, the ATCOM module and the hidden informal curriculum enable the teaching-learning process to emphasize attitudinal skill for medical practice.

➤ **Student Assisted Teaching (SAT).**

Post-graduate students are given responsibility to take clinics for under-graduate students independently or in conjunction with faculty. This helps to improve the students' level of interaction and is also beneficial to the junior/senior students.

➤ **Self Directed Learning and Skills Development (SDL):**

Self-directed learning is encouraged in every teaching-learning activity conducted for the students. Teaching is initiated by using problems before a group of students and is made to explore solution by them utilizing various e-learning tools and resources.

Skills and simulation laboratories are equipped with different gadgets, BSL, ACLS and ATLS to help the students to improve their skills. Peer learning and seminar presentations enhance the skill set of the students.

➤ **Narrative Based Medicine:**

Teaching-learning sessions are often started with a narrative of a real life clinical problem which is used as internal evidence to help solve the problem over the course of session. This is used both in theory classes, clinical teaching and improving case based understanding in the wards.

➤ **Medical Humanities:**

Various issues related to medical humanities are incorporated in the under-graduate and post-graduate curriculum.

The Department of Community Medicine teaches sociology. Interns posted in the RHC and PHC get exposed this dimension of medical profession. Medical ethics, professionalism, communication skills and attitudes are taught to the students at various levels and on several fronts.

➤ **Drug and poison information assistance centre:**

The hospital has Drug Poison Information Service Centre guided by pharmacologist. Web-based sources required for drug poison information services are available. These facilities are available to the students for knowledge and applications.

➤ **Yoga practices:**

Yes, apart from teaching the principles and medical benefits of yogic practices, meditation is introduced to students in the first year. Development of a Yoga lab has generated renewed interest in the practice of Yoga.

**2.3.19 Does the institution have an Electronic Medical Records facility, staffed by trained and qualified personnel? Is it used for teaching-learning process?**

Yes, the University has electronic medical record facility and is managed by trained & qualified personnel. It is being extensively used for teaching-learning process and also for research.

**2.3.20 Does the institution have well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients?**

Yes, the University has well documented procedures for case sheet, writing obtaining informed consent and the discharge process of the patients.

The Standard Procedures includes:

- Writing indoor notes: proper use of relevant sheets for patient condition and recommended treatment,
- Writing operation notes,
- Writing discharge summaries on the printed, formatted discharge cards provided,
- Patient consent forms are designed and provided and
- Consent forms for inclusion of patients in research projects are also provided by the Institutional Ethics Committee (IEC). Modifications are allowed with review by IEC.

**2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes?**

Yes, the University has videos of important clinical cases and uses them for teaching-learning process. During the conferences, live important surgeries are shown to the faculty and students.

**2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?**

No. However, the University trains the under-graduate and post-graduate students in medico legal procedures through various videos.

**2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students?**

Yes, the University has drug and poison information and poison detection centre which provides the necessary information and guidance to post graduate students when faced with challenges. Information regarding drugs or poisons is available between 9 a.m. and 5 p.m. to all students and doctors. Web-based sources required for drug poison information services are available.

Algorithms for diagnosis and treatment of common poisonings have been prepared and copies are made available for ready reckoning. These are also used to train students during clinical posting.

**2.3.24 Does the institution have a Pharmacovigilance / Toxicology centre /clinical pharmacy facility / drug information centre/Centre for disease surveillance and control/ Prevention through Yoga/Promotion of positive health/Well-equipped Psychology Laboratory/ Naturopathic diagnostic centre, etc.?**

Yes, the hospital has Pharmacovigilance committee, drug information centre and psychology laboratory.

**2.3.25 Laboratories / Diagnostics**

- \* How is the student's learning process in the laboratories / diagnostics monitored? Provide the laboratory time table (for the different courses).
- \* Student staff ratio in the laboratories / diagnostics.

All the departments in the medical college and hospital have practical/ diagnostic laboratories. The learning processes of the students in the laboratories are facilitated and monitored by the faculty from the respective subjects. Both under-graduate and post-graduate programs offered by the university have the laboratory practical record books journals/log books to be maintained by the students. These are duly evaluated and certified by the faculty, head of the department and the Dean prior to permitting the student to appear for university examination. All the clinical departments conduct their Internal Assessment at the end of the clinical posting.

Student staff ratio in the laboratories / diagnostics is well within the norms of the MCI guidelines.

**Time-Table for 1<sup>st</sup> MBBS Students Batch**

Day	9 - 11.00am	11.00 – 01.00 pm	01.00 – 02.00pm	02.00 – 3.00 pm	03.00 – 05.00 pm
Monday	Theory	Physiology/ Biochemistry Practical/tutorial	L U  N  C  H	Theory	Anatomy Practical/tutorial
Tuesday					Anatomy Practical/tutorial
Wednesday		Physiology/ Biochemistry Practical/tutorial			Anatomy Practical/tutorial
Thursday		Physiology/ Biochemistry Practical/tutorial			Anatomy Practical/tutorial
Friday		Physiology/ Biochemistry Practical/tutorial			Anatomy Practical/tutorial
Saturday		Anatomy Practical/tutorial			Lunch

TIME – TABLE for 2<sup>nd</sup> MBBS Batch**3<sup>rd</sup> Term**

Day/Time	08 to 09am	09.30am to 12.30pm	12.30pm to 01.30pm	01.30pm to 02.30pm	02.30pm to 04.30pm
Monday	Theory	Clinic	Lunch	Theory	C.M.(L)
Tuesday					Pharmacology(P)
Wednesday					Microbiology(P)
Thursday					F.M.T.(L+P)
Friday					Pathology(P)
Saturday					Pharmacology(L)

**4<sup>th</sup> Term**

Day/Time	08 am to 09 am	09.30am to 12.30pm	12.30pm to 01.30pm	01.30pm to 02.30pm	02.30pm to 04.30pm
Monday	Theory	Clinic	Lunch	Theory	Pharmacology(P)
Tuesday					F.M.T.(L+P)
Wednesday					Pharmacology(P)
Thursday					Patho/Micro (P)
Friday					Patho /Micro (P)
Saturday					C.M.

**5<sup>th</sup> Term**

Day/Time	08 am to 09 am	09.30am to 12.30pm	12.30pm to 01.30pm	01.30pm to 02.30pm	02.30pm to 04.30pm
Monday	Theory	Clinic	Lunch	Theory	Pathology(P)
Tuesday					Microbiology(P)
Wednesday					FMT(L+P)
Thursday					Pharmacology(P)
Friday					Pharmacology(P)
Saturday					C.M.

**Representative Clinical Posting Time-Table**(3<sup>rd</sup> Semester to 9<sup>th</sup> Semester)

Dates	A (01-33)	B (34-66)	C (67-100)	D (101-136)
01-02-17 to 11-02-17 (2 wks)	Paed	Dermat	Casualty	Anes.
13-02-17 to 25-02-17 (2 wks)	Dermat	Casualty	Anes	Paed
27-02-17 to 11-03-17 (2 wks)	Casualty	Anes	Paed	Dermat
13-03-17 to 25-03-17 (2 wks)	Anes	Paed	Dermat	Casualty
27-03-17 to 22-04-17 (4 wks)	Ortho	ENT	Ophthal	C.M.
24-04-17 to 20-05-17 (4 wks)	ENT	Ophthal	C.M.	Ortho
22-05-17 to 25-05-17(5 days)	Ophthal	C.M.	Ortho	E.NT.
26-05-17 to 09-06-17 (15 Days) Summer Vacation				
10-06-17 to 24-06-17 (4 wks)	Ophthal	C.M.	Ortho	ENT.
10-07-17 to 31-07-17 (4 wks)	C.M.	Ortho	ENT	Ophthal

**Student: Staff Ratio:**

Department	Students	Staff	Ratio
Anatomy	150	11	13:1
Physiology	150	10	15:1
Biochemistry	150	10	15:1
Pharmacology	150	10	13:1
Microbiology	150	15	9:1
Pathology	150	17	8:1
Forensic Medicine	150	7	18:1
M.Sc. Med Physics	10	5	2:1
M.Sc. Stem Cell	3	3	1:1

**2.3.26 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfill learning objectives?**

The number of procedures/ clinical cases / surgeries is observed, assisted, performed with assistance and carried out independently by students is as per MCI norms. Observation, assistance, supervised performance and independent execution of procedures/ clinical cases / surgeries is done in a phased manner based on student ability, level of training, formal and informal assessment and availability of opportunity. The surgical departments of General Surgery, Orthopedics, ENT, Ophthalmology, OBGY all ensure that students are competent to perform surgeries commensurate with their qualifications as defined by MCI.

**2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine?**

Yes, the patients are provided with the information in the form of display charts and educational materials on complementary and alternative system of Medicine.

**2.3.28 What are the methods used to promote teaching-learning process in the clinical setting?**

The University has well defined teaching-learning process in the clinical subjects. The students are divided into batches consisting of 30 students for their clinical posting and they are supervised by the faculty. During the clinical posting, students learn writing history of the patients, clinical examination and arriving at a differential diagnosis in outpatient teaching and bedside teaching. Interpretation of laboratory and radiological reports and other investigations is taught here.

They are also posted in small batches in the operation theatres to observe the surgeries and/or procedures. They also attend ward rounds, grand rounds, etc. on regular basis. These students are also taken to the skill and simulation laboratories where they learn skills through simulation techniques.

The students are enabled to adopt the in-depth knowledge of self-directed learning by building new learning on previously acquired knowledge, synthesis of existing knowledge and application to patient management. Interactive teaching includes questioning, raising hands, visual studies, group discussion and quizzes which aim at increasing student involvement in the teaching-learning process. Besides the laboratory reports of the patients and radiological films, faculty also use charts, instruments, video recordings, photographs for teaching-learning process. The clinical skill lab is one of the sites used to train students in clinical skills such as CPR.

**2.3.29 Do students maintain log books of their teaching-learning activities?**

Yes, it is mandatory for students to maintain log of their clinical/laboratory teaching-learning activities in their journals on a regular basis and same are duly certified by the in-charge faculty.

**2.3.30 Is there a structured mechanism for post graduate teaching-learning process?**

Yes, the post-graduate teaching activities include seminars and journal clubs which are conducted by all the post-graduate departments on a weekly/fortnightly basis. Clinical case discussions are conducted. In addition, discussions on cases in Intensive Care Unit are done regularly. Department of Pharmacology conducts workshops on protocol writing and adverse drug reactions.

**2.3.31 Provide the following details about each of the teaching programs:**

- \* Number of didactic lectures
- \* Number of students in each batch
- \* Number of rotations
- \* Details of student case study / drug study
- \* Nursing Care Conference (NCC)
- \* Number of medical / dental procedures that the students get to see

- \* **Mannequins / Simulation / skills laboratory for student teaching**
- \* **Number of students inside the operation rooms at a given time**
- \* **Average number of procedures in the ORs per week, month and year**
- \* **Autopsy / Post-mortem facility**

➤ **Number of didactic lectures**

Program	Annual Average
MBBS	1550
MD/MS	200
M.Sc. Physics	950
M.Sc. Stem Cell	950
M.Sc. Med Biochemistry	120
Ph.D.	180

➤ **Number of students in each batch**

Program	Average
MBBS	150
MD/MS (in 17 departments)	50
M.Sc. Physics	02
M.Sc. Stem Cell	02
M.Sc. Med Biochemistry	03
Ph.D.	12

➤ **Number of rotations**

MBBS students undergo clinical rotations from 3<sup>rd</sup> to 9<sup>th</sup> terms in different subjects. The numbers of rotations are between 2 to 5 depending on the subject. Post-graduate students are rotated within the department of specialization between the different units as per the time table.

➤ **Details of student case study / drug study**

During the clinical rotations, the students record detailed case studies in their case study record book for each subject as per requirement. Prototypes of clinical cases are used to train students in Pharmacology.

➤ **Number of medical / dental procedures that the students get to see**

At an average between 100 to 150 procedures/surgeries are conducted in the hospital on daily basis and students have the opportunity to observe and learn from them.

➤ **Mannequins / Simulation / skills laboratory for student teaching**

The University has simulation skill laboratory wherein mannequins for clinical skills, simulation software, mannequins with simulated pathologies, etc. are available for hands-on experience and experiential learning. In addition simulation is used to replace animal experiments in Departments of Physiology and Pharmacology.

➤ **Number of students inside the operation rooms at a given time**

Under-graduate students observe operations in batches of 30 students from the OT observation gallery. In smaller batches they are allowed to



observe certain surgeries inside the OT. Not more than five post-graduate students are present in the operation theatre at a given time.

➤ **Average number of procedures in the ORs per week, month and year**

On an average 212 & 200 major & minor surgeries are performed per week, 850 & 780 major & minor per month and, 10085 & 9360 major & minor surgeries are performed per year.

➤ **Autopsy / Post-mortem facility**

As per the Government of Maharashtra norms, the hospital is not permitted for carrying out post-mortem procedures. However, the students are exposed to autopsy and post-mortem procedures through video conferencing and archived videos.

## 2.4 Teacher Quality

### 2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum?

The University plans and facilitates its faculty to meet the changing requirements of the curricula by deputing them to attend the faculty development programs outside the University, organizing FDPs, deputing faculty to attend seminars, conferences, workshops outside the University, etc.

When there is a revision or updation of curricula/syllabi, Medical Education Unit organizes workshops for the faculty concerned by inviting the external experts. The curriculum committee of the college oversees the execution of the plan.

### 2.4.2 Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Yes, the University encourages diversity in its faculty recruitment because it brings a symbiosis of culture on the campus. The details of department-wise percentage of faculty from the University outside the state and within the state are as below:

Department	% of faculty from the same institution	% of faculty from other institutions within the State	% of faculty from institutions outside the State
Anatomy	37.5	62.5	-
Physiology	20	60	20
Biochemistry	11.11	55.56	33.33
Pharmacology	-	77.78	22.22
Pathology	12.5	81.25	6.25
Microbiology	33.33	58.33	8.33
F.M.T.	40	-	60

P.S.M.	6.67	86.67	6.67
General Medicine	16.67	45.83	37.50
T.B. & Chest	33.33	66.67	-
Psychiatry	28.57	42.86	28.57
Dermatology	25	50	25
Pediatrics	-	78.57	21.43
Surgery	17.39	73.91	8.70
Orthopedics	6.25	68.75	25.00
Ophthalmology	16.67	83.33	-
Anesthesia	12.50	68.75	18.75
E.N.T.	20	80	-
Dentistry	-	40	60
Obst. & Gyn.	-	93.75	6.25
Radiology	-	69.23	30.77
CIR	42.86	28.57	28.57

**2.4.3 How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study? How many faculty members were appointed to teach new programs during the last four years?**

The University ensures that qualified faculty is made available to teach new programs in emerging areas of study. During the last four years, the University has introduced 22 programs at post-graduate and fellowship level and has appointed 23 new faculty with the qualifications prescribed by the MCI/UGC.

The recruitment of the faculty strictly done in accordance with the provisions made in the UGC (Institutions Deemed to be Universities) Regulations, 2016.

**2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution?**

Besides the regular faculty, the University has appointed two emeritus professors and nine adjunct faculty to teach the courses under interdisciplinary sciences.

**2.4.5 What policies/systems are in place to academically recharge and rejuvenate teachers? (e.g. providing research grants, study leave, nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)**

The University has well defined system to academically recharge and rejuvenate the existing and new faculty. Some of the initiatives of the university are:

- **Research grants:** Internal funding of research projects is done by the University. The research proposals are evaluated by an expert panel which includes experts from other universities.

- **Study leave:** Teachers are given study leave to attend conferences for presenting papers or for workshops to improve their skills.
- **Nomination to national/international conferences /seminars:** The University provides financial assistance to deserving teachers for presenting their papers on International Fora.
- **In-service training:**
  - Regular conferences and workshops are conducted by the University and Departments to upgrade the knowledge and skills of the teachers.
  - Registration and if required stay of teachers going for training is provided by the University, subject to approval.
- **Organizing national / international conferences:** Departments are encouraged and facilitated to organize state level, national and international conferences. Facilitation is done through financial and/or logistics aid to the organizers.
- **Research incentives:** Research incentive is given to faculty for publications and presentations at pre-specified levels of journals and conferences respectively.

**2.4.6 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?**

During the last four year, two faculty has received national/international awards for their contribution.

**2.4.7 How many faculty underwent professional development programs during the last four years? (add any other program if necessary)**

During last four years, 48 faculty has attended induction programs, refresher courses, capacity building programs and basic course of MEU organized by the various organization and universities outside the University.

The details of which are as below:

Faculty Development Programs	Number of Faculty attended	
Induction	Teachers attended the ATCOM training at the MUHS-	11
Refresher	Faculty Development Program –	01
Capacity building	Total number of faculty undergoing professional development training/course/fellowships	41
By regulatory / apex bodies	Revised Teacher's Basic Course of MET by MUHS –	13
	Basic MET Course –	23
	Fellowship in Medical Education -	02
	Total	101
In-house FDPs (25)	Programs by IQAC/MEU	200

**2.4.8 How often does the institution organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?**

The university periodically organizes academic development programs such as curriculum development, teaching-learning methods, examination reforms, content/knowledge management, etc. for faculty which aims at enriching the teaching-learning process.

During last four years, the Medical Education Unit has organized 16 programs and IQAC nine programs which have helped the faculty to enrich the teaching-learning process.

**2.4.9 Does the institution have a mechanism to retain faculty? What is the annual attrition rate among the faculty?**

Yes, the University has a structured mechanism to retain the faculty. The faculty in the university is recruited through the selection committee duly constituted under the provisions of UGC (Institutions Deemed to be Universities) Regulations, 2016. The faculty is paid salary as per the UGC pay scales and is entitled for the fringe benefits such as gratuity and CPF.

They are also encouraged to attend conferences/seminars/workshops for which University gives them registration fees, duty leave and also meets the travel expenses. The heads of the departments are appointed on rotation basis for the period of three years and faculty participates in administration through their representations on the various Authorities and Bodies of the University.

The rate of attrition of the faculty has been always less than five percent and many of them have been serving in the University for more than 25 years.

**2.4.10 Does the institution have a mechanism to encourage**

*\* mobility of faculty between institutions /universities for teaching/research?*

*\* faculty exchange programs with national and international bodies?*

*If yes, how have these schemes helped in enriching the quality of the faculty?*

Yes, the University provides mobility of faculty between the University and other institutions/universities for research, training and teaching. The University has a faculty exchange program with other universities within India and outside. During last four years, 10% of the interdisciplinary faculty has availed this facility.

These faculty exchange program has helped the University to enter into MoUs, collaborative projects, joint research papers and above all faculty is immensely benefitted and expose for new techniques and new methods of conducting research frontier areas.

**2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.**

Yes, the University has well defined career advancement policy for its faculty. The University has adopted Career Advancement Scheme (CAS) of the UGC for the vertical mobility of the faculty. During last four years, 20% of the Associate Professors were promoted to the post of Professor and 15% of the Assistant Professors were promoted to the post of Associate Professors. The total faculty strength is 165 of which 27% constitutes Professors and 24% constitutes Associate Professors.

**2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists?**

The University has collaborative arrangements with the other post-graduate institutions/hospitals for exchange programs.

Post-graduate students from Medical Physics collaborate with the Kolhapur Cancer Center and the Shri Siddhivinayak Ganapati Cancer Hospital, Miraj. This enables the University to generate qualified specialists with a broad research base.

**2.4.13 Does the institution conduct capacity building programs / courses in subspecialties for its faculty?**

Yes, faculty are encouraged to register for Ph.D. courses in the University in interdisciplinary and sub specialties as a capacity building measure. Programs such as workshops, research methodology training, basic course in medical education training, CMEs, updates, conferences also contribute.

**2.5 Evaluation Process and Reforms**

**2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place?**

The University publishes academic calendar before the commencement of the academic year which includes the dates of various tests and examinations conducted during the academic year. The time table of tests/examinations is posted on the website [www.dypatilunikop.org](http://www.dypatilunikop.org) and on the departmental notice boards for the information of all the students and faculty and is also communicated to them. This helps the faculty and students to complete the syllabi well in advance and prepare for examinations respectively. Evaluation blue prints are available for all stakeholders. The formative examinations are held in a manner similar to the summative examinations acquainting students with the evaluation process.

**2.5.2 What are the important examination reforms implemented by the institution? Cite a few examples which have positively impacted the examination system.**

During last four years, University has implemented quite good number of reforms in students' evaluation which has helped to bring transparency and objectivity in the process of evaluation. Some of the evaluation reforms undertaken are as below:

- Automation of the work of examination division from admission to certification giving better transparency and efficiency.
- Transparent and strict invigilation (use of CCTV, invigilation and flying squad) has helped to strengthen the validity and credibility of the results.
- Security features on the transcripts and degree certificates to avoid tampering.
- Coding slips of the answer sheets are decoded only after final evaluation is complete.
- Introduction of verification of marks, revaluation and supply of photocopies of answer booklets helps to redress the grievances related to examinations.
- Introduction of semester and credit system to post-graduate programs in interdisciplinary sciences.
- Assessment of answer books through CAP.
- Setting of three equivalent and parallel question papers with scheme of marking and model answers.
- Single window system for all examinations queries.
- Use of OSPE and OSCE for formative assessment has brought greater objectivity.

**2.5.3 What is the average time taken by the university for declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode adopted by the institution for the publication of examination results (e.g. website, SMS, email, etc.).**

On an average, results of all the University examinations are declared within 15-21 days and students are informed through SMS alerts & e-mails and are also posted on university website.

**2.5.4 How does the institution ensure transparency in the evaluation process?**

The transparency in the evaluation process is ensured through extensive use of technology from admission to certification, setting of three parallel and equivalent question paper sets with model answers and scheme of marking, coding of answer sheets. CCTV surveillance of the examination hall with real time monitoring and CAP for theory assessment contributes to transparency. Facility of verification of marks, revaluation of the answer booklets and supply of photocopy of the answer booklets have

reduced the grievances of the students related to the conduct of examination.

**2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations?**

The confidentiality in the conduct of examination is ensured through use of technology, printing of question papers in RBI recognized confidential printing press, confidentiality in appointment of examiners, answer booklets with security features such as hallmarks, appointment of examiners as per MCI norms, assessment of answer booklets by coding and decoding method.

**2.5.6 Does the institution have an integrated examination platform for the following processes?**

- \* *pre-examination processes – Time table generation, hall ticket, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, online transmission of questions and marks, etc.*
- \* *examination process – Examination material management, logistics, etc.*
- \* *post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc*

Yes, the University has an integrated examination platform. This integrated IT platform includes which covers pre-examination, processes like generation of time table, name list as per PRN, printing of hall tickets, attendance sheets. On-examinations processes like online payment gateway, examination material management and logistics are also covered. Post-examination processes such as tabulation of the marks through mis-match software, result processing, declaration of results and communication of the results through SMS and e-mails are handled by the same platform.

**2.5.7 Has the university / institution introduced any reforms in its evaluation process?**

Yes, the University has introduced quite good number of examination reforms in its evaluation process. In addition to what is written in Sr. No.2.5.2, use of OSPE and OSCE for formative evaluation has brought greater objectivity and specificity in the assessment.

**2.5.8 What is the mechanism for redressal of grievances with reference to examinations? Give details.**

The University has a well structured grievance redressal mechanism as per the Bye-laws to address the complaints of the students related to the conduct of examinations.

**2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching staff?**

Yes, the University Bye-laws have exhaustive instructions for conduct of examinations which includes the measures to be taken for the



malpractices committed by the students, faculty and non-teaching staff.

**2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.**

Automation of the Office and provision of the high speed internet with 1 GBPS lease line has been done. The Office of the Controller of Examinations monitors the CCTV surveillance of examination halls and is provided with required hardware and software support. The required manpower for smooth conduct of the examination and examination related work is made available.

**2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below :**

- \* *Compatibility of education objectives and learning methods with assessment principles, methods and practices.*
- \* *Balance between formative and summative assessments.*
- \* *Increasing objectivity in formative assessments.*
- \* *Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.*
- \* *Summative (theory / orals / clinical / practical).*
- \* *Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers.*
- \* *Objective Structured Clinical Examination (OSCE).*
- \* *Objective Structured Practical Examination (OSPE).*
- \* *Any other*

➤ **Compatibility of education objectives and learning methods with assessment principles, methods and practices:**

The model curricula developed by MCI has well defined educational objectives for each programs. These educational objectives are measurable through various teaching-learning methods. The assessment of the accomplishment of these objectives by the students is made utilizing corresponding assessment principles and methods. Predefined assessment methods for the domains of knowledge skill and attitude are utilized. Therefore, there is higher degree of compatibility between the educational objectives, learning methods and assessment principles. The assessment methods practiced by the University ensure objectivity and minimize the subjectivity.

The University follows MCI Regulations, 1997 on Graduate Medical Education and post-graduate Regulations, 2000 and amended from time to time.



➤ **Balance between formative and summative assessments:**

In case of under-graduate program under health sciences, the weights assigned for formative and summative assessment is 20:80 and in case of post-graduate programs in interdisciplinary sciences it is also 20:80. The MCI does not provide for formative assessment for post-graduate programs in health sciences. However, at the level of college, annual formative examinations are conducted for post-graduate medical courses.

➤ **Increasing objectivity in formative assessments:**

The University has assigned 20 marks for the formative assessment which is further sub-divided into various learning activities such as tutorials, seminars, mid-term examinations, projects, etc. This helps to bring the objectivity in the formative assessment.

➤ **Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking:**

The University has also introduced formative assessment for theory, oral, clinical/practicals for all programs. It is mandatory on the part of students to secure minimum 35% marks in formative assessment otherwise he is not allowed to appear for summative examination.

The University is in process of introducing Credit System for post-graduate programs under interdisciplinary sciences from the academic year 2017-18.

➤ **Summative (theory / orals / clinical / practical):**

The summative examination for under-graduate program in health sciences and post-graduate programs in interdisciplinary sciences carries weightage of 80 to 90% depending on the subject and in case of post-graduate programs in health sciences it is 100%.

Summative theory assessment is in the form of multiple choice or objective questions, short questions & long questions, short notes and tests the cognitive ability of the students. Component of skill, communication and attitude is tested in the practical/clinical examinations.

➤ **Theory – structure and setting of question papers – Essays, long answers, shorts answers and MCQs etc. Questions bank and Key answers:**

Each theory question paper has a blue print which provides unit-wise weightage given for MCQ/ objective, short question and long questions within the overall limit. Moderation of the question paper for purposes of formatting typo check and ensuring suitability to syllabus is done. Each coded answer paper is corrected by all examiners independently

and the average marks are assigned to the students.

The University is in the process of preparing scientifically developed question bank in all the three domains.

➤ **Objective Structured Clinical Examination (OSCE) & Objective Structured Practical Examination (OSPE):**

For formative assessment, departments use OSCE and OSPE along with other objective tools of assessment such as Case Based Discussion (CBD), Direct Observation of Procedural Skills (DOPS), Mini Clinical Evaluation Exercise (mini-cex), etc.

**2.5.12 Describe the methods of prevention of malpractice, and mention the number of cases reported and how are they dealt with?**

The University has undertaken a number of stringent initiatives to avoid or stop malpractices by the faculty, students and non-teaching staff during the conduct of examinations. Some of them are-

- the panel of examiners is kept confidential,
- external examiners are appointed as per the MCI norms,
- three parallel and independent question paper sets are used to avoid the leakage of question papers,
- scheme of marking and model answers,
- appointment of Flying Squad to maintain the strict vigilance during all examinations,
- CCTV surveillance during the theory examinations,
- coding and decoding of answer sheets,
- regulations related to mal practices during the conduct of examinations are posted on the website and communicated to the students and faculty well in advance,
- theory papers are assessed centrally (CAP),
- practical exams are conducted in presence of external examiners as per MCI regulations.

During last four years, 18 mal-practice cases were reported and same were dealt with as per provisions made in the Bye-laws prepared under UGC (Institutions Deemed to be Universities) Regulations.

**2.6. Student Performance and Learning Outcomes**

**2.6.1 Has the institution articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?**

Yes, the University has articulated its Graduate Attributes encompassing the skills, knowledge, attitude and communication of the graduates, beyond disciplinary content knowledge, which is applicable to the range of context. The Graduate Attributes are displayed on the website and also form a part of curriculum handbook.

The graduate attributes which articulate the vision, mission of the university are achieved through the curriculum of the programs and extension and outreach activities undertaken beyond the curriculum. The various domains are addressed as follows:

- Knowledge Attributes are catered for in the curriculum.
- Skill attributes are
  - catered for in the practical training given to students in their UG training and internship.
  - Clinical Skills Lab has been set up to enhance the skills training of the UG student.
  - Monitoring of the logbooks maintained by students/interns is done.
- Attitudinal skills are emphasized
  - During the informal training received by students.
  - During discussions on medical ethics and professionalism in the class.
  - On ward rounds when dealing with patients, relatives, nursing staff etc.
  - During extension and outreach activities.
- Communication Skills are taught during orientation, internship induction and clinical training in the wards and outpatients. Students are provided various platforms relating to academia, research and extra-curricular activities to improve these aspects.

**Facilitation and Monitoring of outcome:**

- Curriculum Committee is responsible for any changes to be made with regard to the components of knowledge, skill and communication.
- Assessment and evaluation is based on the desired outcome as written in the Graduate Attributes.
- Career guidance is given to students.

**2.6.2 Does the institution have clearly stated learning outcomes for its academic programs/departments? If yes, give details on how the students and staff are made aware of these?**

Yes, the University has clearly stated learning outcomes for its academic programs embracing the model curriculum developed by MCI. The goals, objectives and learning outcome of program are well defined. These are communicated to the staff at the time of appointment and by the Head of Department. The students are informed through the website and during the orientation. Each teacher specifies the learning outcomes of every topic prior to the teaching-learning session.

**2.6.3 How are the institution's teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?**

The University has well defined & structured teaching-learning and assessment strategies which facilitate in achieving the intended learning

outcomes. The goals, objectives and learning outcomes of each course are mentioned in the syllabi. The teaching-learning and assessment strategies in each department are structured in such manner that intended learning outcomes are achieved. Some of the initiatives taken by the departments are: the faculty in each department prepares their lesson plan on basis of learning outcomes and available time, students are encouraged for self learning activities, emphasis given on acquisition of skills and students are assessed through various learning activities throughout the academic year.

**2.6.4 How does the institution ensure that the stated learning outcomes have been achieved?**

The University ensures that students achieve the learning outcomes through the activities of university results, internship performance of graduates and following the career curve of our students. Large proportion of our students' progress to undertake post-graduation, higher studies, studies overseas and attachments to renowned hospitals. These inform us that the learning outcomes are being met.



### Criterion-III

## RESEARCH, CONSULTANCY AND EXTENSION

**CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION****3.1 Promotion of Research****3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.**

Yes, the University has research committee to monitor and address the issues related to research activities. The composition of the research committee is as below:

**a. Research and Recognition Committee:**

- The Vice-Chancellor-Chairman
- The Deans of the faculties-Member
- The Chairman of Board of Studies
- Two Experts in the Subjects, not below the rank of Professor who has successfully guided five Ph.D. students; nominated by the Vice-Chancellor-Member
- One Expert in the area of specialization nominated by the Vice-Chancellor where a referee is to be appointed for evaluation of D.Sc., Ph.D./M.Phil. dissertations or theses-Member
- The Registrar as Member Secretary of the Board

Besides, the Research and Recognition Committee the University also has constituted Board of Post-graduate Teaching and Research to monitor the post-graduate teaching. The composition of the said committee is as below:

**b. Board of Postgraduate teaching and Research:**

- The Vice-Chancellor-Chairman
- The Deans of the faculties-Member
- Two Professor other than Principal from college nominated by the Vice-Chancellor-Member
- Two Experts not connected with the University nominated by the Vice-Chancellor-Member
- The Registrar as Member Secretary of the Board

Some of the major recommendations made by the two committees and which are implemented and, their outcome are as below:

S.N.	Recommendation	Impact
1	Encouragement to be given for Doctoral research by faculty in each department through positive advocacy.	05 Ph.D. registrations from Medical discipline and 01 from Medical Physics.
2	A standing Research Facilitative mechanism to be created through establishment of Research Guidance Clinic.	Increased numbers of proposals submitted for funding. Increased publication in indexed journals with impact factors.

S.N.	Recommendation	Impact
3	To create an environment of inter-disciplinary research both intra and inter-institutional.	Increased collaboration between departments and institutions/universities reflected in patents, publications and research projects.
4	Indexing of the online publication of the University multi-disciplinary journal. Efforts for its wider dissemination through indexing at Medline and Scopus.	Necessary modifications are being undertaken in the formatting and editorial process. The external referee review process is adopted.
5	Upgradation of the Central Research Lab for Research and Innovation in Comprehensive Health (RICH).	Increased number of publication in indexed journals with impact factors.
6	Increase the awareness, dissemination, and practice of ethical principles in research and patient management.	Reduced proportion of plagiarised text in post graduate dissertation.

In addition to this, the Medical College has a Institutional Research Committee which functions independently.

**3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research?**

Yes, the University has the Institutional Ethics Committee to monitor matters related to the ethics of inclusion of humans in research. The composition of Committee is as below:

S. No.	Members of IEC	Designation
1	Dr Mrs. S.S. Walawalkar	Chairperson
2	Dr. B.M. Tiwale	Scientific member
3	Adv. Ravi Shiralkar	Legal Expert
4	Dr. K.T. Jadhav	Lay person
5	Dr Abhay D. Chougale	Clinician
6	Dr Archana G. Dhavalshankh	Basic Medical scientist
7	Dr Sunita S. Patil	Basic Medical scientist
8	Dr Vasanti Rasam	Social scientist
9	Mr. Amit P. Mahadik	Lay person, Member
10	Dr. C.D. Lokhande	Scientific member
11	Dr. Mrs. Shimpa Sharma	Clinician, Member secretary



The University also has a registered Institutional Animal Ethics Committee to monitor matters related to animal studies. It is constituted as per regulatory guidelines.

Composition of Institutional Animal Ethics Committee

S No	Members of IEC	Designation
01	Dr. Mrs. Sushma Shendre	CPCSES Nominee
02	Dr. Prakash M. Somade	Link Nominee
03	Prof. R. J. Jarag	Scientist
04	Shri. Lalit Gandhi	Social worker
05	Dr. V. A. Rajadnya	Animal House I/C
06	Dr. Sachin Kadam	Scientist
07	Dr. M. A. Burande	Scientist
08	Dr. S. M. Mane	Veterinary Doctor
09	Dr. Satish Patki	Scientist
10	Dr. R. K. Sharma	Dean & Chairman

**3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges?**

The University has well defined policy to promote research in its constituent college. As per the regulations of the Medical Council of India it is mandatory on the part of faculty to involve themselves in carrying out research and research related activities. The university believes that research has to be an integral part of teaching-learning process since it helps the faculty to remain contemporary in their own disciplines. The details of the University policy are as below:

- i) Budgetary provision for research and research related activities is made in the budget.
- ii) The senior faculty who is duly qualified is recognized to supervise the Ph.D. students and other senior faculty is recognized to supervise the post-graduate teaching and research.
- iii) Submission of research projects to the university and centrally funding agencies.
- iv) Strengthening Ph.D. programs in all the post-graduate departments.
- v) Active collaboration with other research institutes for carrying out research.
- vi) Organisation of research conferences, seminars and workshops at the state, national and international levels.
- vii) Deputation of faculty to attend conferences/seminars/workshop within India and outside by giving them seed money and duty leave.
- viii) The under-graduate and post-graduate students are encouraged to undertake research activities and submit dissertations.
- ix) Incentive for publication of research papers in high impact factor journals.
- x) Publication of one/two research papers by post-graduate and Ph.D. students respectively is mandatory.



- xi) Organization of workshop on Research Methodology is regular feature.

**3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research schemes/projects?**

**a. Externally funded projects (both government and private agencies):**

- \* *advancing funds for sanctioned projects.*
- \* *providing seed money.*
- \* *simplification of procedures related to sanctions / purchases to be made by the investigators.*
- \* *autonomy to the principal investigator/coordinator for utilizing overhead charges.*
- \* *timely release of grants.*
- \* *timely auditing.*
- \* *submission of utilization certificate to the funding authorities.*
- \* *writing proposals for funding.*
- \* *any training given for writing proposals.*

**b. Institution sponsored projects:**

- \* *Proportion of funds dedicated for research in the annual budget.*
- \* *Availability of funding for research /training/resources.*
- \* *Availability of access to online data bases.*

**a. Externally funded projects (both government and private agencies):**

The University plays proactive role to facilitate the smooth implementation of research schemes and projects funded by external agencies. Some of the proactive measures taken by the university for smooth implementation of the projects are advancing funds for sanctioned projects, providing seed money, simplification of procedures related to sanctions / purchases to be made by the investigators, autonomy to the principal investigator/coordinator for utilizing overhead charges, timely release of grants, timely auditing, submission of utilization certificate to the funding authorities, writing proposals for funding and any training given for writing proposals.

Funds are advanced as per demand to designated accounts with proper documentation. The University provides seed money proportional to the total fund granted and duration of the project. Purchases of any items are made via Purchase Committee within rules. As per demand, the University releases the funds from overhead charges. The university provides autonomy to the principal investigator. The university release grants as per demand and requirement of the project. All efforts are made to ensure that auditing is done within prescribed time. The Institutional Research Committee and Research Guidance cell guide the faculty members to write the research proposals. Training is given through workshops and lectures organized by Institutional Research Committee.

**b. Institution sponsored projects :**

- **Proportion of funds dedicated for research in the annual budget**
- **Availability of funding for research /training/resources.**
- **Availability of access to online data bases**

The university follows the above process for fund release in the case of internally funded projects. The Proportion of funds dedicated for research in the annual budget is mentioned in below table. The upward trend of budget for internally funded projects (5.28 % to 10.12 %) is observed.

Year	Annual Budget
2012-13	5.28%
2013-14	8.19%
2014-15	8.06%
2015-16	10.12%

As per demand, prompt and transparent transfer of funds to designated accounts with proper documentation is done for research and training resources. The university has provision for Wi-Fi enabled campus, digital library, subscription to Pro-Quest data base for online data base.

### **3.1.5 How is multidisciplinary / interdisciplinary / transdisciplinary research promoted within the institution?**

\* **between/among different departments / and**

\* **collaboration with national/international institutes / industries.**

The University has taken many Initiatives to develop and foster collaborations with research institutions/universities within and outside India. The University has the Research Cell to monitor the multidisciplinary, interdisciplinary and transdisciplinary research.

➤ **Between different departments:**

- For departmental The University provides a platform for interaction and sharing ideas with faculties and researchers from multiple departments. The IRC and Research guidance clinic facilitate this interaction.
- The University arranges the guest lectures, seminars and symposia to identify research areas of mutual interest for taking up collaborative research projects.
- University encourages faculty from different departments to apply joint Research Funding Proposals (RFPs).
- The working of the Centre for Interdisciplinary Research has resulted in increased interdisciplinary research projects and publications.

➤ **Collaboration with national/international institutes / industries:**

- The University provides a platform for interaction and sharing ideas with faculties and researchers from other universities / institutes / research organizations.

- The guest lectures, seminars, and symposia are arranged by involving renowned researchers known nationally and internationally to identify research areas of mutual interest for taking up collaborative research projects.
- The University deputed and sponsors faculty to visit Centres of Excellence across India and abroad for collaboration and linkages.
- To facilitate collaborations, the University rewards the faculty as the policy after publishing the research work jointly with other collaborating agencies.
- The University facilitates its departments to have an understanding / agreement (MOU) with globally renowned universities to foster collaboration.
- The working of the Centre for Interdisciplinary Research has resulted in increased interdisciplinary research projects and publications of the University with other institutions both in India and abroad.

**3.1.6 Give details of workshops/ training programs/ sensitization programs conducted by the institution to promote a research culture in the institution.**

The total number workshops/ training programs/ sensitization programs conducted by the university are 32.

Sr. No.	workshops/ training programs/ sensitization programs	Date
1.	Live Workshop on Microear Surgery	21 <sup>st</sup> -22 <sup>nd</sup> January, 2012
2.	Campaign On University Research & Training (COURT-2012)	18 <sup>th</sup> February, 2012
3.	National Workshop on “Global Trends in Medical Education Technology” GLOBMET-2012	26 <sup>th</sup> -27 <sup>th</sup> March, 2012
4.	Regional Workshop on “Orientation to IMNCI”	18 <sup>th</sup> April, 2012
5.	Live Workshop on “Ultrasound Guided Nerve Blocks”	15 <sup>th</sup> July, 2012
6.	State Level “Second M.B.B.S. Alliance for Research & Training” (SMART-2012)	13 <sup>th</sup> & 14 <sup>th</sup> August, 2012
7.	Live Surgical Rhinoplasty Workshop	8 <sup>th</sup> -9 <sup>th</sup> September, 2012
8.	Research Methodology Workshop	4 <sup>th</sup> September, 2012
9.	Urology Urethroplasty Workshop	11 <sup>th</sup> -12 <sup>th</sup> October, 2012
10.	National Workshop on “Ph.D. Programmes for Medical Innovations”, (PPMI-2012),	18-19 October, 2012
11.	Science and Technology Emerging Lecture Series: National Lecture by Prof. (Dr.) Kishor Taori, President, Maharashtra Medical Council, Mumbai	22 <sup>nd</sup> October, 2012
12.	National Workshop on “Making of A Surgeon— Changing trends in Research, Training and Evaluation” (MSCRTE-2012)	20-21 October, 2012
13.	National Workshop on Hands-On- Cadaveric Dissection of Functional Endoscopic Sinus Surgery (CD.FESS-2012)	15 <sup>th</sup> -16 <sup>th</sup> December, 2012

Sr. No.	workshops/ training programs/ sensitization programs	Date
14.	Campaign On University Research & Training (COURT-2013)	18 <sup>th</sup> February, 2013
15.	Research Methodology Workshop	03 <sup>rd</sup> September, 2013
16.	State Level “Second M.B.B.S. Alliance for Research & Training” (SMART-2013)	13 <sup>th</sup> & 14 <sup>th</sup> August, 2013
17.	Workshop on “Zoology Marathi Dictionary”	28 Sep -1 Oct 2013
18.	Workshop cum CME on “New Concept in Vitiligo Surgery and Tips & Tricks in Dermatology was organised by Department of Dermatology	24 <sup>th</sup> November, 2013
19.	Campaign On University Research & Training (COURT-2014)	18 <sup>th</sup> February, 2014
20.	Workshop on Upper Limb Fracture	16 <sup>th</sup> February 2014
21.	Debate on Gastrointestinal Malignancies	9 <sup>th</sup> March 2014
22.	Workshop on “Application of Statistics in Medical Research” by University Research Cell	19 <sup>th</sup> & 20 <sup>th</sup> January 2015
23.	PGCON-2015 by Department of Anaesthesia	07 <sup>th</sup> & 08 <sup>th</sup> February 2015
24.	Campaign On University Research & Training (COURT-2015)	18 <sup>th</sup> February, 2015
25.	“Workshop on Endoscopic Nasal Surgery” Dept of ENT	18 <sup>th</sup> October 2015
26.	Anveshan	29 <sup>th</sup> December 2015
27.	National Science day by Department of Physiology	27 <sup>th</sup> & 28 <sup>th</sup> February 2015
28.	Campaign On University Research & Training (COURT-2016)	18 <sup>th</sup> February, 2016
29.	Annual Meet on Advanced Research (AMAR)	30 and 31 <sup>st</sup> March 2016
30.	WORKSHOP ON QUALITY ASSURANCE IN POST GRADUATE PROJECTS FOR THESIS	27 <sup>th</sup> May 2016
31.	Workshop on Global Mental Health Assessment Tool (GMHAT) and its utilization	28 <sup>th</sup> Oct. 2016
32.	Anveshan	14 <sup>th</sup> Feb 2017

**3.1.7 How does the institution facilitate researchers of eminence to visit the campus? What is the impact of such efforts on the research activities of the institution?**

The University invites the researchers of eminence to visit the campus. The University also acts as host for the visiting fellows under different fellowships. The facilities such as travel, accommodation, and miscellaneous expenses are provided by the University.

The outcome of this is resulted into increase number of research projects, publications and MoUs. The visit of such eminent personalities helps to organize conferences and workshops. Such research activities have resulted into joint publications.

**3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.**

On an average University has earmarked around 7.9 % of its total budget for research and development purpose. The details budget head-wise

allocation, expenditure and actual amount spent are as below:

(Rs.in Lakhs)

Sr. No	Particulars	2012-13	2013-14	2014-15	2015-16
1	Expenditure on Organisation of Conferences/Workshops/CME's	8.14	30.35	19.67	15.67
2	Expenditures made on Deputation of faculty/students to attend outside Workshops	4.11	5.83	6.72	8.17
3	Expenses on Award of Research Fellowships and incentives given to research staff	-	96.94	75.81	138.42
4	Expenditures on Development on External Research Projects	162.69	241.31	247.90	272.70
5	Expenditure on Internally Funded Projects	-	15.35	4.65	21.53
6	Expenses on Printing of Publication Books	6.24	4.29	3.83	3.04
7	Expenditure on Center for Interdisciplinary Research	63.92	39.69	57.80	87.41
8	Capital Expenditure on Research Equipments	11.57	7.25	76.92	113.98
	<b>Total</b>	<b>256.67</b>	<b>441.01</b>	<b>493.30</b>	<b>660.92</b>

**3.1.9 In its budget, does the university earmark fund for promoting research in its affiliated colleges? If yes, provide details.**

The University is established under Sec. 3 of UGC Act, 1956 hence not applicable.

**3.1.10 Does the institution encourage research by awarding Postdoctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the institution and other sources.**

Yes, The University encourages research by awarding post-doctoral fellowships/research associateships. Presently Dr U. M. Patil is working as DST INSPIRE Faculty Fellow. The University also provides Research Assistanceships.

**3.1.11 What percentage of faculty has utilized facilities like sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the institution monitor the output of these scholars?**

About 5% of faculty has utilized facilities like sabbatical leave.

The University monitors the outcome of such faculty in terms of joint publications, patents, and paper presentation at conferences, utilization of each other's facilities and benefit to patient care.

### 3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.

During the last four years, the university has organized 2 International conferences and 11 National conferences. The details of which are as below:

#### a. International Conferences organised (02)

S. N.	Title	No. of Participants	Eminent Scientists/ Scholar Participated
1.	International Workshop on Ph.D. Programme for Medical Innovations. 16 <sup>th</sup> -17 <sup>th</sup> Feb, 2014	65	<ul style="list-style-type: none"> <li>Prof. J. V. Yakhmi, Chairman of Atomic Energy Education Society, Mumbai,</li> <li>Dr. V. V. Khole,</li> <li>Prof. Chandrakant Kokate, KLE, Belagavi,</li> <li>Dr. Sanjay Oak, Vice-Chancellor, Padmashri Dr. D. Y. Patil Vidyapeeth, Mumbai.</li> <li>Dr. Deelip Gode, Vice-Chancellor of Datta Meghe Institute of Medical Sciences (Deemed University), Nagpur</li> <li>Prof. Kamal Alameh (Edith Cowan University, Australia)</li> <li>Prof. Tony Young, Postgraduate Medical Institute Anglia Ruskin University, Cambridge, UK.</li> <li>Prof. Dr. Arun Jamkar, Vice-Chancellor, MUHS, Nashik.</li> <li>Prof. Dr. Prem Nair, Dean, Digestive Diseases, Amrita University, Kerala.</li> <li>Padma Vibhushan Dr. Anil Kakodkar, DAE Homi Bhabha Chair Professor at BARC and Atomic Energy Commission and Secretary, Government of India.</li> </ul>
2.	“International Conference on Recent Advances in Oncopathology”. 3 <sup>rd</sup> -4 <sup>th</sup> Jan, 2015	200	<ul style="list-style-type: none"> <li>Dr. P. V. Purohit</li> <li>Dr. Nirmala Jambhekar, Professor and HOD, TATA Memorial Hospital, Mumbai</li> <li>Prof. Dr. S. H. Pawar, Vice-Chancellor, DYPU, Kolhapur.</li> <li>Dr. Dhanpat Jain, Professor and Director of GI &amp; Liver Pathology, Yale University School of Medicine, U.S.A.</li> <li>Dr. Jagmohan Sidhu is the Chairman and Medical Director, Department of Pathology and Laboratory Medicine, New York, U.S.A.</li> <li>Dr. Bharat Nathwani, USA</li> <li>Dr. Suraj Pawar, Director of Kolhapur Cancer Centre.</li> </ul>

#### b. National Conferences organised (11).

Sr. No.	Title	No of Participants	Eminent Scientists/ Scholar Participated
1	National Symposium on “Current Scenario in Genetics-2013” was organised by Department of Biochemistry and Anatomy 26-27 October, 2013	120	<ul style="list-style-type: none"> <li>Dr. Subarna Roy, ICMR Deputy Regional Director,</li> <li>Dr. Anita Kar, Pune university</li> <li>Dr. Mugdha Lele, Department of genetics, Pune</li> <li>Dr. Narendra Jawali, BARC Mumbai</li> </ul>
2	Maharashtra state critical care society conference- Mahacriticon-2013	100	<ul style="list-style-type: none"> <li>Dr. Dilip Parajape</li> <li>Dr. Sheila Myatra</li> </ul>

Sr. No.	Title	No of Participants	Eminent Scientists/ Scholar Participated
			<ul style="list-style-type: none"> <li>• Dr. Vidyanand Chavan</li> <li>• Dr. Yogesh Apte</li> </ul>
3	Maharashtra state critical care society conference- Mahacriticon-	100	<ul style="list-style-type: none"> <li>• Dr. Dilip Parajape</li> <li>• Dr. Sheila Myatra</li> <li>• Dr. Vidyanand Chavan</li> <li>• Dr. Yogesh Apte</li> </ul>
4	National Conference on “Recent Advances in Clinical Embryology” organised by Department of Anatomy 18-19 January, 2014	125	<ul style="list-style-type: none"> <li>• Dr. Deepti Shastri</li> <li>• Dr. Satish Patki</li> <li>• Dr. Varsha Samson Roy</li> <li>• Dr. Sachin Kulkarni</li> </ul>
5	National Conference on “Electrophysiology & Neurology Trends in Electro Diagnosis & Research” (ENTER-2014) organised by Department of Physiology 31 <sup>st</sup> January-01 <sup>st</sup> February, 2014	190	<ul style="list-style-type: none"> <li>• Dr. S.P. Walsangkar ,</li> <li>• Dr. Balkrishnan,</li> <li>• Dr. A.G. Joshi,</li> <li>• Dr. Bindu Kutti,</li> <li>• Dr. Anil D. Purohit</li> <li>• Dr. Kalavathi Lakshmapathi,</li> <li>• Dr. Mrs. A.A. Dharwadkar,</li> <li>• Dr. S.V. Brid.</li> </ul>
6	National Conference on “Recent Advances in RNTCP & Approach to Multi-Drug Resistant Tuberculosis 2014” organised by Department of Community Medicine and Microbiology 14-15 February, 2014	264	<ul style="list-style-type: none"> <li>• Dr. H.H. Chavan, Director state TB, training &amp; Demonstration Pune.</li> <li>• Dr. N. N. Ramraje, Head Department of pulmonary medicine Grant Medical college. Dr K A Masali, BMPC, Bijapur.</li> <li>• Dr. Balasangameshwar Vellepore Ex Project manager, FIND India</li> </ul>
7	National Seminar on Recent Advances in Clinical Forensic Practice (NSRACFP-2014) 22 <sup>nd</sup> March, 2014	350	<ul style="list-style-type: none"> <li>• Dr K Reddemma</li> <li>• Dr Datta Pawale</li> <li>• Dr Mansingh Pawar</li> <li>• Dr Prabh Sharan Singh</li> </ul>
8	CAD conference by Cardiovascular society of India in association with European society of Cardiology. August 24 <sup>th</sup> 2014	100	<ul style="list-style-type: none"> <li>• Dr. MS Hiremath, Dr. Ashok Bhupali,</li> <li>• Dr. C. V. Patil,</li> <li>• Dr. Prabhu Halkatti, Cardiologists</li> </ul>
9	National Conference on Nanopharmacology (NCNP2014) by dept of Pharmacology 19 <sup>th</sup> to 20 <sup>th</sup> December 2014	100	<ul style="list-style-type: none"> <li>• Dr Nilima Kshirsagar, National Chair in Clinical Pharmacology, ICMR, Dean, ESI-PGIMS Govt. of India, MGM Hospital,</li> <li>• Dr. S. S. Rao Road, Parel, Mumbai</li> <li>• Dr. B. Dinesh Kumar President-Indian Pharmacological Society</li> <li>• Dr Mahesh Dattatray Burande President, Association of Pharmaceutical Teachers of India, Pune</li> <li>• Dr Sameer Malhotra, Prof and HOD Department of pharmacology, PGi Chandigarh</li> </ul>



Sr. No.	Title	No of Participants	Eminent Scientists/ Scholar Participated
10	“Convergence of Stem cells and Medical Nanotechnology” Dept of Centre for Interdisciplinary Research 2nd & 3rd September, 2015)	150	<ul style="list-style-type: none"> <li>• Dr Ramesh Bonde, Manipal University</li> <li>• Dr V A Bapat, Shivaji University</li> <li>• Dr P S Patil, Coordinator Nanoscience and technology</li> <li>• Dr Anup Kale COEP, Pune</li> <li>• Dr Satish Patki, IVF</li> <li>• Dr Amit Jaiswal</li> <li>• Dr Jayesh Bhelare IIT Mumabi</li> </ul>
11	National Seminar on Recent Advances in Andrology 20/3/2016	100	<ul style="list-style-type: none"> <li>• Dr Satish Patki</li> <li>• Dr. Suraj Pawar, eminent onco-surgeon</li> <li>• Dr. Rajan Vaidya, Andrologist, Mumbai</li> <li>• Dr. Kishor Nadkarni a famous Andrologist from Gujrat</li> <li>• Dr. Pramod Bajaj, Semenologist &amp; Director of Sperm 360 labs, India</li> </ul>
12	3 <sup>rd</sup> State Conference of Regional Chapter of anatomy-Scopotomy 16-Endoscopic Anatomy” 22 and 23-09-2016	100	<ul style="list-style-type: none"> <li>• Dr. Santosh Prabhu</li> <li>• Mr. Anand Pote</li> <li>• Dr. Gaurishankar Ganga</li> <li>• Dr. Aneesh Amte</li> <li>• Dr. Vikas Kulkarni</li> </ul>
13	Maharashtra state annual ENT conference Mentcon-2016	100	<ul style="list-style-type: none"> <li>• Dr. Vijayndra</li> <li>• Dr. Janakiram</li> <li>• Dr. Prepageran</li> </ul>
14	Diabetes Mellitus- Update on Management December 18 <sup>th</sup> 2016	100	<ul style="list-style-type: none"> <li>• Dr M Patwardhan, Endocrinologist.</li> <li>• Dr V Kripalani, Endocrinologist</li> <li>• Dr V Wagh, Professor, Medicine</li> <li>• Dr Amit Asalkar, Endocrinologist</li> </ul>

### 3.1.13 Mention the initiatives of the institution to facilitate a research culture in the below mentioned areas:

- \* Training in research methodology, research ethics and biostatistics
- \* Development of scientific temperament.
- \* Presence of Medical / Bio Ethics Committee
- \* Research linkages with other institutions, universities and centers of excellence. (National and international).
- \* Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology, Health Economics, etc
- \* Promotional avenues for multi-disciplinary, inter-disciplinary research.
- \* Promotional avenues for translational research
- \* Instilling a culture of research among undergraduate students
- \* Publication-based promotion/incentives
- \* Providing travel grant for attending national/ international conference and workshops.

#### ➤ Training in research methodology, research ethics and biostatistics

**For undergraduate students:** Two-day research methodology workshop for 3<sup>rd</sup> year, MBBS students, Training in community survey and statistics during posting with department of Community Medicine, organization of Second MBBS Alliance for Research and Training (SMART) activity



**For post-graduate Students:** Lectures and training program in Research Methodology, Annual Research Methodology workshops, encouraging students to attend Conferences/ Workshops/ CMEs, Library facilities / digital library.

**For faculty:** Structured training programs in research methodology and scientific writing for capacity building, deputation of faculty to other organizations for attending workshops and trainings.

➤ **Development of scientific temperament:**

The habit of scientific enquiry is encouraged in the class rooms through interactive teaching and questioning methodology, use of evidence based practices and elucidation of new scientific discoveries and inventions.

Under-graduate students undertake short research projects to translate research training and develop skills of scientific enquiry. In the last four years, 107 student projects were undertaken from which 10 interventions were done benefiting around 4000 persons in the community and college.

The university organizes workshops on research methodology and encourages students to participate actively in organising conferences and seminars. It also organizes events such as SMART, AMAR and COURT in which students present their posters and papers. The University celebrates National Science day on 28<sup>th</sup> February every year in which events like lectures, poster competitions on the topic of chosen theme etc are organized.

The University also encourages UG/PG/Ph.D. students to apply for fellowships to the funding agencies like ICMR/DST/DBT/CSIR/UGC/STS.

➤ **Presence of Medical / Bio Ethics Committee.**

The University has registered Institutional Ethics Committee and Institutional Animal Ethics Committee. Staff and students are required to take ethical clearance from these committees before undertaking research activities related to human beings and animals.

➤ **Research linkages with other institutions, universities and centers of excellence. (national and international).**

The University has active research linkages with 10 International and 12 national institutes. The details of which are as below:

**Research Collaborations**

No.	Collaboration	Number	Initiatives
1.	International	10	Joint publications, research projects facilitated by MOUs, travel grant, research funding, official leave, faculty visits, etc.

2.	National	12	Training, publications, project work facilitated by MOUs, travel grants, research funding, faculty visits, leave, etc
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➤ **Research programs in Basic Sciences, Clinical, Operational Research, Epidemiology and Health Economics:**

**Basic Sciences:** The University has post-graduate and doctoral research programs in the departments of Anatomy, Physiology and Clinical Biochemistry, Pharmacology, Microbiology, Pediatrics, Medicine and Pathology and M.Sc. & Ph.D. in Medical Physics. In addition, the research is also conducted in the following subjects: Nanoscience, Biotechnology, Biochemistry, Stem cells and Regenerative Medicines, Medical Physics and Pharmaceutical science.

**Clinical:** Post Graduate degrees conducted in clinical disciplines have a mandatory component of research. Doctoral research program is carried out in Faculty of Medicine in Clinical Sciences.

**Operational research and Epidemiology:**

Department of Community Medicine in collaboration with other departments/ institutes has done studies in following areas:

- Revised National TB Control Program – Development of innovative PPP model (Communicable Disease Research)
- Readiness of Community Health Centre for providing Emergency Obstetrics Care (Health system Research)
- Assessment of transfer of learning among persons who attend the training program for HIV/AIDS at Regional Training Institute and State Training and Resource Centre.
- Translational research on delivery of ethics education module.

➤ **Promotional avenues for multi-disciplinary, inter-disciplinary research:**

The University encourages interdisciplinary/multidisciplinary research. The university offers **Ph.D. programs in** innovative areas such as Engineering for medical and healthcare, Engineering for radiation safety, Bio-sensors for early detection of cancer, Bacterial and Viruses, Biomaterials for Biomedical applications, Applied AC magnetic field for cancer therapy.

Besides, **M.Sc. and Diploma programs are also offered in** interdisciplinary subjects in Stem cells and Regenerative Medicines and Medical Physics for clinicians, practitioners, and radiation officers.

**Workshops/ Conferences:** The University is providing financial, administrative and infrastructure supports for organising various workshops/ conferences on interdisciplinary/ multidisciplinary research.

➤ **Promotional avenues for translational research:**

- The departments undertake research activities and avidly collect data and same is analyzed and outcome is translated into application for next academic sessions to the maximum possible extent.
- Translational research is done in the fields of community medicine, clinical medicine, bioethics and medical education.
- The researchers in Basic Sciences are encouraged and supported to acquire patents for their research outcome.
- Research and Innovation for Comprehensive Health (RICH) cell works with the prime objective to promote the bench to bedside research.

➤ **Instilling a culture of research among undergraduate students:**

The habit of scientific enquiry is encouraged in the classrooms through interactive teaching and questioning methodology, use of evidence based practices and elucidation of new scientific discoveries and inventions.

Short research projects are conducted by under-graduate students guided by the faculty.

The University conducts the Second MBBS Alliance Research and Training (SMART) activity, celebrates different events like Science day and involves them in conferences and workshops.

Awareness program to apply for short term fellowship for research (STS) and assistance in preparation of the research projects is given.

➤ **Publication-based promotion/incentives:**

The University has a structured provision for monetary incentives to faculty for publications keeping in mind the research work and the publication journal.

MCI guidelines are followed for consideration of faculty for promotions with regard to publications.

➤ **Providing travel grant for attending national/ international conference and workshops:**

The University encourages faculty to attend national/ international conferences by providing registration fees, duty leaves, and travel support.

**3.1.14 Does the institution facilitate**

- \* *R&D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national / international market*
- \* *Development of entrepreneur skills in health care*
- \* *Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, Medical Informatics, Genomics, Proteomics, Cellular and Molecular Biology, Nanoscience, etc.*

Yes, the University facilitates R&D for capacity building and analytical skills in product development, entrepreneur skills in health care and it also takes a leadership role for Stem Cells research, Biotechnology, Medical Informatics, Cellular and Molecular Biology and Nanoscience.

**3.1.15 Are students encouraged to conduct any experimental research in Yoga and / or Naturopathy?**

Yes, Yoga lab is available in the department of Physiology for research activities.

**3.2 Resource Mobilization for Research**

**3.2.1. How many departments of the institution have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.**

The departments of Centre for Interdisciplinary Research, Medicine, Community Medicine, Microbiology, Pharmacology, Anatomy, and Physiology have been recognized for their research activities by national agencies such as ICMR, DST, DBT, BRNS, UGC, WHO, UNESCO and CSIR. The total funds received from these funding agencies are Rs. 200 Lakhs. Two most significant outcomes are filing of 10 Indian patents and more than 125 research papers in high impact journals.

**3.2.2. Provide the following details of ongoing research projects of faculty:**

Total amount of ongoing research projects is Rs **735.60 Lakhs**.

a) University has approved funding for **24** research projects amounting to Rs **145.8 Lakhs**.

b) Externally funded 32 projects amounting to Rs **586.88 Lakhs** have been sanctioned.

During last four years 32 projects worth of Rs 586.88 lakhs have been funded by external agencies.

The details of the projects are as below:

**University funded Projects: (24 )**

Sr. No.	Project Title	Principal Investigator	Outlay (Rs. in Lakhs)
1.	"In vitro Biocompatibility Study of Gold Nanoparticle Colloid Solution based Nanomedicine in Treatment of Breast Carcinoma Cell Lines" (2012)	Dr. Mrs.M.A.Burande (Pharmacology)	4.5
2.	Comparative Study of In Vivo and Invitro Methods for Diagnosis of Latent Tuberculosis" (2012)	Dr.S.J.Ghosh (Microbiology)	4.75
3.	"Retinopathy of Prematurity (ROP) Screening at D.Y.Patil Hospital & Medical Research Institute, Kolhapur" (2012)	Dr.M.M.Sabnis (Ophthalmology)	4.82
4.	"A Study of Peripheral Neuropathy in Type-2 Diabetes" (2012)	Dr.R.J.Khyalappa (Medicine)	4.99
5.	"An anatomical study of Upper and lower spinal cord blood supply: The continuity of the anterior spinal artery and the origin of the arteria radiocularis magna" (2012)	Dr.Mrs.V.R.Nikam (Anatomy)	4.5
6.	"Comparative Study of Puva and Narrow Band UVB (NBUVB) in Palmoplantar Psoriasis" (2012)	Dr. Yoganand Phulari (Skin & VD)	4.55
7.	"Studies on Development and Performance of Slica Nanocomposite Based Cholesterol Nanobiosensor" (2012)	Dr. B. M. Tiwale (Biochemistry)	4.4
8.	"Evaluation of Fetal Nuchal Translucency in Diagnosis of Trisomy" (2012)	Dr. Ajit N. Patil (Obg. & Gyn.)	2.4
9.	"Prediction of oesophageal varices in patients of chronic liver disease using clinical, ultrasound and color Doppler parameters." (2012)	Dr. Nitin Wadhwani, (Radiology)	12.3
10.	"To study deaf-mutism and various method of rehabilitation in children in Kolhapur District." (2012)	Dr. Mrs. R.S.Mane, (ENT)	13.1
11.	"Assessing the foot at risk and reducing the incidence of amputation in diabetic patients." (2012)	Dr.Mrs.V.V.Gaikwad, (Surgery)	25.24
12.	"An Interventional study of implementing Advocacy- communication and social mobilization (ACSM) activities for TB control in powerloom workers of Ichalkaranji to assess improvement in TB-related knowledge, attitudes, stigma and health seeking practices." (2015)	<b>PI</b> -Dr. Snehdeep S. Patil <b>Co-PI</b> -Dr. Anjali Wagh, Dr. T.A. More	2.75
13.	"To assess the effectiveness of innovative Special Nutrition Mix given to the children attending Anganwadis in Kasaba Bawada." (2015)	<b>PI</b> -Dr. Anjali V. Wagh <b>CO-PI</b> -Dr. Jagirdar P.B. Dr. Yadav J. U.	6.0
14.	"Baseline survey of a village under Sansad Adarsh_Gram Yojana (SAGY)" (2015)	<b>PI</b> -Dr.Vijayakumar S. Patil, <b>CO PI</b> -Dr. Snehdeep Patil, Dr. More Tulsidas A.	6.5

Sr. No.	Project Title	Principal Investigator	Outlay (Rs. in Lakhs)
15.	“Microarray profiling of human endometrium biopsies: identifying stem cells/angiogenic regime in dysfunctional uterine bleeding”. (2015)	<b>PI</b> -Dr. Indumathi Somasundaram	2.2
16.	“To study the antibiotic resistance in the organisms isolated from the clinical samples” (2015)	<b>PI</b> -Dr. Vatkar Vishwashanti S. <b>Co PI</b> -Dr. Ms. S. J. Ghosh, Dr. Penkar R. S.	3.25
17.	“Study of human Microbiology and their role in malignancy and other disease.” (2015)	<b>PI</b> -Dr. Ms. S. J. Ghosh <b>Co PI</b> -Dr. Mrs. V .S. Vatkar, Dr. Shilpa Singh	1.5
18.	“Development and charactererization of polymeric nanoparticle based budesonide dry powder for bronchial asthma” (2015)	<b>PI</b> -Dr. Kulkarni Suhas	3.9
19.	To study efficacy of Q-switched lasers in tattoo-removal & other pigments skin conditions” (2015)	<b>PI</b> -Dr. Shashikant B. Dhumale	5.0
20.	“ Haptoglobin levels and Phenotype in Type 2 Diabetes and Association of Haptoglobin levels with diabetic Cardiovascular Complications” (2016)	P.I.-Dr. Mrs. Shimpa Sharma, Professor, Dept of Medicine	5.0
21.	“Wound Healing Efficacy of Bone Marrow-derived Mesenchymal Stem Cells and Platelet Rich plasma in Diabetic Rats” (2016)	P. I. –Dr. Mrs. Meeta A. Burande, Prof. & Head, Dept. of Pharmacology	6.6
22.	“Anti-angiogenic ability of itraconazole and similar drugs and their reversal using endometrial stem cells using chick embryo as a model system: its applications in treating vascular diseases” (2016)	P. I. -Dr. R. K. Sharma, Research Director	5.7
23.	“Study the surface engineered lipid Nanoparticles for site specific delivery to overcome cancer drug resistance mechanism” (2016)	Dr. Arvind Gulbake, Asst. Professor, R. & D.	6.95
24.	“Multimodal Superparamagnetic Cobalt Zinc Ferrite Nanoparticles for Magnetic Hyperthermia Based Theranostic for Cancer” (2016)	Dr. R. A. Bohara, Asst. Professor, RICH Cell	4.9
	<b>Total Amount</b>	<b>145.8 Lakhs</b>	

**A) Other agencies National and International: (20)**

Sr. No.	Research Project Title	Funding Agency	Principal Investigator/Co-Investigator	Outlay (Rs in lakhs)
1	“Medical Exposure to the population around proposed Nuclear Power Plant Site at Jaitapur, due to diagnostic applications”	BRNS, Mumbai dt. 23.03.2009	Dr.R.J. Khyalappa <i>M.D. (Medicine)</i> Dr.Mrs. M.A.Burande <i>M.D. (Pharmacology)</i>	27.13

Sr. No.	Research Project Title	Funding Agency	Principal Investigator/Co-Investigator	Outlay (Rs in lakhs)
2	“Studies on Establishment of Baseline Levels of Radiation & Radioactivity and Assessment of Radiation Doses Due to Natural and Fallout Radioactivity Around JNPP up to A Distance Of 30 Km From Site”	BRNS, Mumbai dt. 23.03.2009	Prof.Dr.S.H.Pawar <i>M.Sc. Ph.D., FICC, FMASc</i> Dr.Mrs. P.N.Pawaskar <i>M.Sc., Ph.D.</i>	46.55
3	“Baseline Survey on Epidemiological Aspects In Jaitapur Region”	BRNS, Mumbai dt. 23.03.2009	Dr.V.S.Patil <i>M.D. (PSM),DPH</i> Dr. V. R. Patkar <i>MBBS</i>	26.39
4	“Fabrication and performance studies of co-planar single chamber SmSrCoO <sub>3</sub> /BiCuVO <sub>x</sub> /Ni-SDC SOFC unit cell”	DRDO, New Delhi dt. 15.09.2011	Prof.Dr.S.H.Pawar <i>M.Sc. Ph.D., FICC, FMASc</i>	4.81
5	“Studies on Synthesis of CoFe <sub>2</sub> O <sub>4</sub> magnetic nanoparticles using magnetotactic bacteria for biomedical applications”	DST, New Delhi dt. 16.11.2010	Prof.Dr.S.H.Pawar <i>M.Sc. Ph.D., FICC, FMASc</i> Dr. Smt. S. J. Ghosh <i>M.Sc. Ph.D.</i>	20.78
6	“Development of an electrochemical immunosensor using functionalized magnetic nanoparticles for detection of tumor markers”	DST, New Delhi dt. 10.10.2011	Prof. Dr. S. H. Pawar <i>M.Sc. Ph.D., FICC, FMASc</i> Dr. S. A. Murchite <i>M.S. (Surgery)</i>	89.30
7	Major Histocompatibility class I chain antigen A and B Biomarker study for cancer	DST, New Delhi Dt. 2015	Dr M.G.Joshi	37.00
8	MicroRNA profiling of human endometrium at tissue and cellular level: Identifying the microRNA regime regulating stem cell proliferation and differentiation in endometrial hyperplasia conditions	DST, New Delhi Dt. 2016	Dr Indumati Somusundaram	20.25
9	Investigating avenues of working together in the field of PG medical education	Anglia Ruskin University, England	Prof. S.H. Pawar	6.00
10	Supercapacitor with rare earth metal sulfides/graphene hybrid thin films: fabrication and performance evaluation	DST, New Delhi 2017	Prof C D Lokande	36.00
11	Solid lipid encapsulated magnetic nanoparticle based hyperthermia and dual drug therapy for colon cancer	DST, New Delhi 2017	Dr Arvind Gulbake	32.84



Sr. No.	Research Project Title	Funding Agency	Principal Investigator/Co-Investigator	Outlay (Rs in lakhs)
12	Scaling early childhood development through AWC in India	Grand challenges Canada gates foundation	PI Dr Abhay Gaidhane ,CO PI Dr S Z Quazi and Dr P B Behere	12.45
13	Tribal health and research	Wild land conservation Trust, Mumbai	PI Dr. S Z Quazi ,CO PI Dr Abhay Gaidhane and Dr P B Behere	49.39
14	SPHERES	Harvard University	PI Dr Abhay Gaidhane , Co-PI Dr S Z Quazi and Dr P B Behere	19.15
15	Rapid Diagnosis Neonated and Gynaec	USAID through Harvard university	PI Dr S Z Quazi Co-PI Dr Arpita Jaiswal Dr Sachin Dhamke Dr P B Behere	26.96
16	Role of metal sulphides Thin film in super capacitor	DST Inspire Faculty Fellow	Dr. U.M. Patil	86.00
17	Biological synthesis of selenium nanoparticles and evaluation of their antimicrobial activity (2013-2018)	UGC –NET-JRF UGC, New Delhi	Mr. Nayeem Mulla	18.942
18	“Study of PU/PVDF Nanoscaffolds Loaded with Anti-Microbial Agents for Wound Dressing Application” (2012-present)	UGC, New Delhi. 06.06.2012	Ms. Jagruti Meshram (RGNF)	10.44
19	“Studies on Synthesis of Mg-Mn Ferrite Nanoparticles by Chemical Route for Hyperthermia therapy applications” (2012-2013)	CSIR-SRF, New Delhi 16.04.2012	Mr. Vishwajeet Khot	8.37
20	Effect Of Allopurinol And Febuxstat On Diabetic Nephropathy In Laboratory Animal Model	C V Raman Fellowship for Visiting Professor Dr M. Abdel, Egypt	Dr M. Abdel, Egypt Host: Dr. Mrs. M.A. Burande	1.8
<b>Total</b>			<b>Rs 580.552 Lakhs</b>	



**Student ICMR-STS Projects: (10)**

Four UG students have been sanctioned ICMR-STS projects amounting to Rs 180000/-

Sr. No	Year	Student	Teacher
1)	2016	Miss.Ahilya Vijaykumar Kanase	Dr. Mrs. A.G.Dhavalshankh
2)	2015	Miss Apurva Patel	Dr. Mrs. A V Wagh
3)	2016	Miss Rachhna Pawaskar	Dr. Snehdeep Patil
4)	2014	Mr. Aryan Rahul Gune	Dr. Meeta Amit Burande
5)	2014	Mr. Akshaya Suresh Gadekar	Dr. S. S. Patil
6)	2014	Ms. Bharti Arora	Dr. R. S. Khane
7)	2014	Ms. Josephine Sebastin	Dr. Meghnad Joshi
8)	2014	Ms. Suchandra Supriya Kundu	Dr. R. S. Khane
9)	2012	Mr. Anil Jain	Dr. Mrs. M.A. Burande
10)	2012	Ms.Priti Balasaheb Shahapure	Dr. R. J. Khyalappa

**International Travel Grant/support: (07)**

Sr. No	Year	Name of Student	Funding Agency	Amount Sanctioned/Received (Rs. in Lakhs)
1	2012	Mr. N.D. Thorat	SERB, New Delhi	0.65
2	2013	Mr. Hemraj Yadav	SERB, New Delhi	0.59
3	2014	Mr. Sachin Otari	SERB, New Delhi	0.64
4	2015	Mr. Raghvendra Bohara	SERB, New Delhi	0.62
5	2015	Prof. S.H. Pawar	SERB, New Delhi	1.23
6	2016	Mr. Valmiki Koli	SERB, New Delhi, INSA, New Delhi	0.66
7	2017	Ms. Jagruti Meshram	SERB, New Delhi	0.80
<b>Total</b>				<b>5.91 Lakhs</b>

**3.2.3. Does the institution have an Intellectual Property Rights (IPR) Cell?**

Yes, the university has Intellectual Property Rights (IPR) Cell. The composition of the IPR Cell is as below

- |       |   |                  |
|-------|---|------------------|
| i)    | Dr. P B Behere Vice-chancellor:                   | Chairman         |
| ii)   | Dr. R K Sharma, Dean                              | Member           |
| iii)  | Prof. C D Lokhande, Research Director             | Member-secretary |
| iv)   | Dr. R M Kulkurni, Dean ( R& D)                    | Member           |
| v)    | Dr. Mrs V R Nikam, Head, Dept. of Anatomy         | Member           |
| vi)   | Dr Mrs M A Burande Head, Dept. of Pharmacology    | Member           |
| vii)  | Dr. A B Kuranee , Head, Dept. of Pediatrics       | Member           |
| viii) | Dr. M M Sabnis, Head , Dept. of Ophthalmology,    | Member           |
| ix)   | Dr. Mrs K R Kulkurni , Head, Dept. of Anesthesia, | Member           |
| x)    | Dr. Mrs. Shimpa Sharma, Prof.,Dept. of Medicine   | Member           |

**3.2.4. Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?**

Yes, the University has taken special initiatives to encourage its faculty to file the Indian patents. In the last four years, two Korean Patents have been granted and ten Indian patents have been filed. The details of which are as below:

1. Gas sensor and method for manufacturing the same, J H Kim, A C Lokhande, J H Moon, I Y, C D Lokhande, J Y Lee, Korean Patent granted 0131112016056997579 (14/06/2016)
2. Antibacterial nanoparticles and method for synthesizing for same, J H Kim, A C Lokhande, D S Lee, I Y Kim, C D Lokhande, M R Sanadam, Korean Patent granted 0131112017011069975 (02/02/2017)
3. Synthesis of Biocompatible Nanofluids based on  $\text{Ni}_{0.5}\text{Zn}_{0.5}\text{Fe}_2\text{O}_4$  Nanoparticles for Cancer Hyperthermia therapy, M.R. Phadtare and Shivaji H. Pawar, Patent number- 2251/MUM/2014.
4. Preparation of Nanofluid based on core shell ferromagnetic nanoparticles -V. M.Khot and Shivaji H Pawar. Patent number 2252/MUM/2014.
5. Preparation of nano-polymer for the treatment of non-healing and diabetic wounds and tissue engineering application. Dr. Meghnad Joshi, Ms Yogita Velankar and Mr Allaaddin Mujawar. Patent number: 2253/MUM/2014.
6. Scaffolds of Umbilical cord for tissue engineering and preparation method thereof. Sneha Khumbar and Shivaji H Pawar. Patent number- 3247/MUM/2015.
7. Extraction Method of nucleic acids using salicylic acid magnetic nanoparticles. Arpita Tiwari and Shivaji H Pawar. Patent number- 4579/MUM/2015
8. A functionalized nanoparticle for detection and separation of microbes, Raghvendra A Bohara and Shivaji H Pawar. Patent number 201621009050
9. A method of treatment of fluids with the functionalized cobalt ferrite magnetized nanoparticles. Raghvendra A Bohara and Shivaji H Pawar. Patent number is 201621009051
10. A light sensitive anti-microbial nanocomposite composed of chitosan and doped metal oxide nanoparticles, S. H. Pawar and A. V. Raut, Patent number is 201621015192
11. Unique Composition of Mesenchymal Stem Cells (MSCS) and Platelet Rich Plasma (PRP) for the Treatment of Osteoarthritis (OA). Dr. M. G. Joshi and Chaitanya Purandare. Patent number: 2054/MUM/2012 A.

12. Advance Process for Avascular Necrosis Treatment Using Autologous Bone Marrow Derived Mesenchymal Stem Cells (BMMSCs) and Platelet Rich Plasma (PRP) Combination. Dr. M. G. Joshi and Chaitanya Purandare. Patent number: 3727/MUM/2012.

**3.2.5. Does the institution have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.**

Yes, the University has three projects sponsored by the industry. The details are mentioned below

- Set up of Cadaver Lab at Dept of Anatomy funded by Everest Medical Technology Pvt Ltd., Mumbai. The lab is set up for academic teaching and training purposes.
- Study Title: Efficacy and safety of fixed dose combination of atorvastatin and hydroxychloroquine: a randomized, double-blind comparison with atorvastatin alone among Indian patients with Dyslipidemia.

Investigator: Dr. Rajesh Khyalappa

Funding was provided by IPCA Laboratories Ltd, Mumbai 142 AB Kandivali West, Mumbai to the expenses for clinical/pathological investigations and patients travel

- Study Title: Antibiotic prescribing practices and prevalence of antibiotic resistance in various intensive care units across multiple centres in India.

Investigator: Dr Rajesh Khyalappa.

**3.2.6. List details of**

**a. Research projects completed and grants received during the last four years (funded by National/International agencies).**

**b. Inter-institutional collaborative projects and grants received**

**i) National collaborations**

**ii) International collaborations**

**a. Research projects completed and grants received during the last four years (funded by National/International agencies).**

During the last four years, the faculty has completed six major research projects. The details of which are as below:

Sr. No.	Research Project Title	Funding Agency	Principal Investigator/Co-Investigator	Outlay (Rs in lakhs)
1	"Medical Exposure to the population around proposed Nuclear Power Plant Site at Jaitapur, due to diagnostic applications"	BRNS, Mumbai 23.03.2009	Dr.R.J. Khyalappa M.D. and Dr.Mrs. M.A.Burande M.D	27.13
2	"Studies on Establishment of Baseline Levels of Radiation & Radioactivity and Assessment of Radiation Doses Due to Natural	BRNS, Mumbai 23.03.2009	Prof. Dr.S.H. Pawar and Dr.Mrs. P.N.Pawaskar	46.55

Sr. No.	Research Project Title	Funding Agency	Principal Investigator/Co-Investigator	Outlay (Rs in lakhs)
	and Fallout Radioactivity Around JNPP up to A Distance Of 30 Km From Site”			
3	“Baseline Survey on Epidemiological Aspects In Jaitapur Region”	BRNS, Mumbai 23.03.2009	Dr.V.S.Patil <i>M.D. (PSM),DPH</i> and Dr. V. R. Patkar	26.39
4	“Fabrication and performance studies of co-planar single chamber SmSrCoO <sub>3</sub> /BiCuVO <sub>x</sub> /Ni-SDC SOFC unit cell”	DRDO, New Delhi 15.09.2011	Prof.Dr.S.H. Pawar	4.81
5	“Studies on Synthesis of CoFe <sub>2</sub> O <sub>4</sub> magnetic nanoparticles using magnetotactic bacteria for biomedical applications”	DST, New Delhi 16.11.2010	Prof. Dr. S. H. Pawar <i>and</i> Dr. Smt. S. J. Ghosh	20.78
6	“Development of an electrochemical immunosensor using functionalized magnetic nanoparticles for detection of tumor markers”	DST, New Delhi 10.10.2011	Prof. Dr. S. H. Pawar <i>and,</i> Dr. S. A. Murchite <i>M.S. (Surgery)</i>	89.30

### b. Inter-institutional collaborative projects and grants received

#### i) National collaborations

#### ii) International collaborations

The University has one International collaborative project:

Investigating avenues of working together in the field of PG medical education	Anglia Ruskin University, England (2014)	Prof. S.H. Pawar	6.00 lakhs
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### 3.2.7. What are the financial provisions made in the institution budget for supporting students' research projects?

The University has allocated Rs.63.25 Lakhs for the year 2016-17 for supporting students in research projects.

## 3.3 Research Facilities

### 3.3.1. What efforts have been made by the institution to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

The University is continuously upgrading the existing infrastructural facilities for research and also creating new research facilities. During the post accreditation period, the University has spent Rs. 500 Lakhs to provide researchers with state-of-the-art research laboratories, departmental libraries, sophisticated instruments and equipments, uninterrupted power supply, advanced ICT tools, e-learning resources and mentoring support. In order to facilitate quality research in emerging

areas, the University has established prominent research centers such as:

**a) Center for Interdisciplinary Research:** The center is fully equipped with hi-tech instrumentation facility to carry frontier level research in medical sciences. To achieve this, centre is subdivided in following laboratories:

- Nanosynthesis lab: To synthesis of different organic, inorganic, polymeric, lipidic etc. nanoparticles.
- Biosensor lab: Early detection of tumor markers.
- Nanobiotech lab: Application of nanotechnology in biotechnology.
- Drug delivery lab: To develop micro and nanoparticles for drug delivery and drug targeting applications.

**b) Facility provided at RICH cell:** In order to carry translational and interdisciplinary research the University has established Central Research laboratory (RICH Cell) in the premises of Hospital and Research Center. The cell is actively involved in bench to bedside clinical research. To achieve this, the centre is subdivided in following laboratories:

- RT-PCR Lab: RT-PCR facility for early diagnosis and detection.
- Diabetic care centre: For complete management of diabetes.

**c) Advanced Research facility** has been created in the Centre for Interdisciplinary Research and provided with latest sophisticated equipments for advanced research.

**d) Yoga Lab** has been setup in the department of Physiology for relevant research.

### Strategies

As part of the Comprehensive Research Promotion Practices offered by IQAC, various strategies to meet the need of researchers in emerging areas have been adopted.

**a) Ensuring experienced and eminent personalities to guide research:** In order to carry frontier level research in emerging field of medical science the University has appointed Professor Dr. C. D. Lokhande as a Research Director and Professor Dr. S.H. Pawar as Distinguished Professor.

**b) Providing experienced and dedicated faculty for promoting and assisting research scholars:** Dr. Arvind Gulbake, Coordinator-Research & Development, Dr. Raghvendra Bohara, In-charge RICH cell and other devoted staff to facilitate the research.

**c) The efforts of specially appointed faculty alongwith other staff and students has major thrust in the following areas:**

- This research team is continuously engaged to

- Conduct: guide and develop the infrastructure for research in thrust areas.
  - Attract funds from different national and international agencies, and
  - Organizing workshops and conferences on emerging research areas.
- The University is continuously encouraging research friendly environment by providing research incentives for publications and support to attend National and International conferences based on emerging areas.

**3.3.2. Does the institution have an Advanced Central Research facility? If yes, have the facilities been made available to research scholars? What is the funding allocated to the facility?**

Yes, the University has an Advanced Research facility in Centre for Interdisciplinary Research (CIR) and these facilities have been made available to research scholars. The funding allocated to these facilities is Rs.500 Lakhs.

The central research laboratory and centre for interdisciplinary research are equipped with Advanced Central Research facility of Retsch Planetary Ball Mill, Muffle Furnace (Temp upto 1400<sup>0</sup>C), Autoclave, Laminar Air Flow, TLD Reader, Survey with Accessories, X-Ray Diffractometer (Miniflex 600), Refrigerated Water Recirculator, Particle Size / Zeta Potential Analyzer (Nicom 380ZLS), CH Instrument, Induction Heating Equipment, Water Chiller & Induction Heating Coils, Impedance Analyzer 32MHz, U V Trans illuminator, UV- Visible Spectrophotometer, Cooling Centrifuge (REMI), Invitrogen western blotting assembly, Elisa Reader & Washer, NIKON Fluorescence microscope, Real Time – PCR StepOnePlus, Autoclave, CO<sub>2</sub> Incubator, Laminar Airflow, Deep Freezer (-80<sup>0</sup>), Inverted Microscope (Olympus).

**3.3.3. Does the institution have a Drug Information Centre to cater to the needs of researchers? If yes, provide details of the facility.**

Yes, the university has Drug Information Centre in hospital. The centre is equipped with computer terminals with internet connection, journals including periodicals, volumes and reference text. The centre has access to PubMed, ProQuest, Scopus, Medline and various other online drug information databases.

The centre serves as training site for clinicians and Para-medical staffs

The centre is involved in following activities:

- Staff answers questions on drug related safety matters and toxicology.
- Patient counseling related to prescription.
- Accessible for UG and PG students working on similar projects.

**3.3.4. Does the institution provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?**

Yes, the University provides residential facilities with computer and internet facilities for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists from national and international institute.

**3.3.5. Does the institution have centres of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.**

Yes, the university has centres of national and international recognition/repute. Centre for Interdisciplinary Research (CIR) has national and international recognition. The instrumentation and characterization facilities at the centre are made available to the researchers from the other laboratories. The University provides facility for international visiting fellows to conduct their research work. The students from other institutes/colleges/ universities are completing their M.Sc. /P.G. /Ph.D. project work. The CIR faculties are also engaged in consultancy and guidance to design and develop research projects.

**3.3.6. Clinical trials and research**

\* **Are all the clinical trials registered with CTRI (Clinical Trials Research of India)?**

\* **List a few major clinical trials conducted with their outcomes.**

Yes, the Clinical trials are registered with CTRI. Three clinical trials were conducted in the hospital and the details of which are as below:

1. **Study Title:** Efficacy and safety of fixed dose combination of atorvastatin and hydroxychloroquine: a randomized, double-blind comparison with atorvastatin alone among Indian patients with Dyslipidemia **Investigator:** Dr. Rajesh Khyalappa  
**Outcome:** Publication in international journal with high impact and paper presentation in international conference.
2. **Study Title:** Antibiotic prescribing practices and prevalence of antibiotic resistance in various intensive care units across multiple centres in India.  
**Investigator:** Dr Rajesh Khyalappa  
**Outcome:** Publication in international journal with high impact and paper presentation in international conference.
3. **Study title:** A phase III randomized double blind multicentric comparative prospective clinical trial to evaluate the efficacy and safety of Bepotastibe tablet v/v fexotenadine tablet in patient with allergic rhinitis. **Investigator:** Dr R. N .Kadam,  
**Outcome:** Publication in international journal with high impact and paper presentation in international conference.



### 3.4 Research Publications and Awards

#### 3.4.1 Does the institution publish any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.

Yes, the University publishes two in-house journals for the benefit of faculty and students.

One is its own bi-annual research journal. The title of the journal is “Medical Journal of D. Y. Patil University” with ISSN 0974-2743 and is listed in PROQUEST.

The editor-in-chief is Dr. Rajesh Khyalappa (Professor & Head Department of Medicine).

The composition of Editorial Board of the journal is as follows:

- Prof. Dr. P. B. Behere, Vice-Chancellor
- Dr. R.K. Sharma, Dean
- Dr. B.C. Patil, Professor ENT
- Dr. R.M. Kulkarni, Dean (Research & Development),
- Dr. Mrs. A.D. Patil, Professor, Dept. of Anatomy
- Dr. A.B. Kurane, HOD, Dept. of Paediatrics
- Dr. M.M. Sabnis, HOD, Dept. of Ophthalmology
- Dr. Mrs.V.R. Nikam, HOD, Dept. of Anatomy
- Dr. Arvind Gulbake, Research Co-ordinator
- Dr. Mrs. Shimpa Sharma, Professor, Medicine
- Dr. Raghvendra Bohara, Asst. Prof.
- Dr. Mrs. M.A. Burande, Professor & Head, Pharmacology

The second journal is the Annual Journal of University Research. The Editor-in-Chief is Dr. B. C. Patil, Professor of ENT and Medical Superintendent.

The composition of Editorial Board is as follows:

- Prof. Dr. P.B.Behere, Vice-Chancellor
- Dr. B.C. Patil, Professor ENT
- Dr. R.K. Sharma, Dean, D. Y. Patil Medical College
- Dr. C. D. Lokhande, Research Director
- Dr. R.M. Kulkarni, Dean (Research & Development)
- Dr. Mrs. A.D. Patil, Vice-Dean, D. Y. Patil Medical College
- Dr. A.B. Kurane, HOD, Dept. of Paediatrics
- Dr. M.M. Sabnis, HOD, Dept. of Ophthalmology
- Dr. Mrs.V.R. Nikam, HOD, Dept. of Anatomy
- Dr. Arvind Gulbake, Research Co-ordinator

The policies for publication guidelines for both journals are mentioned in their SOPs. In brief the editorial policies are:

Manuscripts for publication will be considered on their individual merits. All accepted papers are subject to editorial changes.



All manuscripts will follow the under mentioned course:

- a. Editorial review
- b. Peer Review
- c. Revision by Author if required
- d. Provisional acceptance on successful revision
- e. Final Acceptance
- f. Publication
- g. Ethics: The journal will not consider any paper which is ethically unacceptable. A statement on ethics committee permission and ethical practices must be included in all research articles under the 'Materials and Methods' section.
- h. Conflict of Interest

### 3.4.2 Give details of publications by the faculty and students:

- \* Number of papers published in peer reviewed journals (national / international)
- \* Monographs
- \* Chapters in Books
- \* Books edited
- \* Books with ISBN with details of publishers
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google scholar, etc.)
- \* Citation Index – range / average
- \* Impact Factor – range / average
- \* Source Normalized Impact per Paper (SNIP)
- \* SCImago Journal Rank (SJR)
- \* h-index

#### ➤ Number of papers published in peer reviewed journals (national / international)

In the interim period, the faculty has published **825** research papers in national and international journals of which **199** in international journals, **50** in national journals and **576** in the state level journals.

#### ➤ Chapters in Books and Books edited :

During last four years, faculty has contributed **18** book chapters and authored nine books.

#### ➤ Chapters in Books

- Gulbake A, Kumar P, Khare P, Jain N.K.(2016) Colon Specific Drug Delivery Systems in “Oral Modified Release Drug Delivery Systems” Editors: Piush Khare, Mohini Chaurasia, Sarvesh K. Paliwal. Pharmamed Press, Hyderabad. ISBN No. 9789352301010.
- Jain A, Sahu A, Jain A, Gulbake A. (2016) Prodrugs and Bioconjugate Hydrogels: A Valuable Strategy for the Prolonged-Delivery of Drugs in “Functional Hydrogels in drug delivery: Key features and future prospective” Science Publisher in cooperation with CRC press. (2016).
- Nanasaheb D. Thorat, Raghvendra Bohara, Hemraj M. Yadav, Shivaji H. Pawar, and Raghmani S. Ningthoujam, (2016)

- “Multifunctional magnetic nanostructures for cancer hyperthermia therapy” in Book Title: “Nanoarchitectonics for Smart Delivery and Drug Targeting”, published by Elsevier. doi.org/10.1016/B978-0-323-47347-7.00021-5.
- Behere and PB Behere PB (2016). Schizophrenia. In Text Book of Family Medicine Ed A P Jain. pp 426.2, Paras Publication, Hyderabad, 2016.
  - Behere PB and Behere PB (2016). Mood (Affective Disorders) Disorders. In Text Book of Family Medicine Ed A P Jain. pp 434.3, Paras Publication, Hyderabad, 2016.
  - Behere PB and Behere PB (2016). Anxiety Disorders. In Text Book of Family Medicine Ed A P Jain. pp440 4, Paras Publication, Hyderabad, 2016.
  - Behere PB and Behere PB (2016). Substance Misuse Disorders. In Text Book of Family Medicine Ed A P Jain. pp 447.5, Paras Publication, Hyderabad, 2016.
  - Behere PB and Behere PB (2016). Smoking Cessation. In Text Book of Family Medicine Ed A P Jain. pp 457, Paras Publication, Hyderabad, 2016.
  - M. Behere and Behere PB, Anweshak Das,(2016) Anthropology and
  - Psychiatry, Text Book of Postgraduate Psychiatry, by JN Vyas, Shree Ram Ghimire, 3rd edition, Vol:2, Pub: Jaypee Brother Medical Publishers , New Delhi.
  - Behere PB, M. Behere, Anweshak Das,(2016) Culture and Psychiatry, Text Book of Postgraduate Psychiatry, by JN Vyas, Shree Ram Ghimire, 3<sup>rd</sup> edition, Vol:2, Pub: Jaypee Brother Medical Publishers , New Delhi.
  - Behere PB, Anweshak Das, AP Behere (2016) Psychotropic Drugs in Children and Adolescents, Text Book of Postgraduate Psychiatry, by JN Vyas, Shree Ram Ghimire, 3rd edition, Vol:2, Pub: Jaypee Brother Medical Publishers , New Delhi.
  - Behere PB, Anweshak Das, AP Behere(2016) Autism Spectrum Disorder, Text Book of Postgraduate Psychiatry, by JN Vyas, Shree Ram Ghimire, 3<sup>rd</sup> edition, Vol:2, Pub: Jaypee Brother Medical Publishers , New Delhi.
  - Behere PB, AkshataMulmule, AP Behere(2016) Child Sexual Abuse: Current Scenario India, Text Book of Postgraduate Psychiatry, by JN Vyas, Shree Ram Ghimire, 3rd edition, Vol:2, Pub: Jaypee Brother Medical Publishers ,New Delhi.
  - Behere PB, A.N. Mulmule, A.P. Behere, R.Yadav, A.A. Sinha, (2016) Child Sexual Abuse Awareness, Sensitization and Therapeutic intervention for school children : Indian Scenario, Sexual Abuse Intervention Coping Strategies and Psychological Impact, Pub : Nova Science Publisher, Inc. New York.

- Behere PB, Vishal Shah, Anweshak Das, AnaghaAbhoy Sinha, Vimal Sharma, (2016) Need for Mental Health Training for health professional : Clinical Implications of Global Mental Health Assessment Tool (GMHAT), Different Strokes, 2nd Edition Pub : Indian Psychiatric Society, 2016
- Behere PB, Pranad D Joshi AnaghaAbhoy Sinha, Child Sexual Abuse : The Socio-Legal aspect, Child Sexual Abuse : Indian Scenario, by Prakash B Behere, GautamSaha&AnaghaAbhoy Sinha, 1st Edition Pub : Indian Psychiatry Society, 2016
- Behere PB, Anagha Sinha, HimanshuManasharmani, Child Sexual Abuse : Sensitization of children in school, Child Sexual Abuse : Indian Scenario, by Prakash B Behere, GautamSaha&AnaghaAbhoy Sinha, 1st Edition Pub : Indian Psychiatry Society, 2016.
- Methodology of Dermatological diseases' Edited by Dr. Yogesh Shah. Dept of Medicine
- **Books with ISBN with details of publishers**
  - Indumathi Somasundaram, Title: Stem Cell Therapy for Organ Failure January 2, 2015, Springer. ISBN:9788132221104
  - Indumathi Somasundaram, Title: Endometrial Stem Cells and Its Potential Applications, 2016, Springer, ISBN: 9788132227465
  - Prof. Dr. P. B. Behere, Title: Mental Health Training for Health Professionals: Global Mental Health Assessment Tool (GMHAT) Published by Publication committee Indian Psychiatry Society 2017. ISBN 978-1-68419-385-1.
  - Prof. Dr. P. B. Behere, Title: "Textbook of Child and Adolescent Psychiatry" Published by Paras Medical Publisher. ISBN:978-81-8191-472-9.
  - D. P. Dubal and C. D. Lokhande, Title: "Supercapacitors: electrochemical energy storage device", , LAP LAMBER academic publishing. (2012)
  - R. J. Deokate, K.Y. Rajpure and C. D. Lokhande, Title: "Metal oxide thin films gas sensor- spray deposited cadmium indium oxide thin film for LPG gas sensing" Scholars Press, Germany (2014),
  - G.S. Gund and C. D. Lokhande, Title: "Economical and Ecological synthesis of nanohybrid energy storage" LAP LAMBER academic publishing. (2014)
  - R.N. Bulakhe and C. D. Lokhande, Title: " Heterojunction based thin film gas sensor", LAP LAMBER academic publishing. (2015)
  - J.L. Gunjekar and C.D. Lokhande, Title: "Chemically synthesised ferrite thin films" LAP LAMBER academic publishing. (2014).
- **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google scholar, etc.):**

Out of **825** research papers **119** are listed in SCOPUS and **334** are

listed Google Scholar.

➤ **Citation Index** – range / average :

The range of the Citation Index of the authors is from 1 to 18000 and average citation index is **122**

➤ **Impact Factor** – range / average :

The range of Impact Factor of the journals in which research papers published is from **0.1 to 7.2** and average impact factor of the journals is **2.986**

➤ **Source Normalized Impact per Paper (SNIP) :**

The SNIP per paper is **54**.

➤ **SCImago Journal Rank (SJR) :**

The SCImago Journal Rank is **54**.

➤ **h-index :**

The h-index of the faculty is **24**.

**3.4.3 Does the institution publish any reports/compilations/clinical round-ups as a part of clinical research to enrich knowledge, skills and attitudes?**

Yes, the University publishes case reports/compilations/clinical round-ups as a part of clinical research to enrich knowledge, skills and attitudes in the university journal.

**3.4.4 Give details of**

\* faculty serving on the editorial boards of national and international journals

\* faculty serving as members of steering committees of national and international conferences recognized by reputed organizations / societies

➤ **faculty serving on the editorial boards of national and international journals**

In all, the faculty of the University has served on **25** Editorial Boards of national and international journals. The faculty working on Editorial Boards of reputed journals is as below:

Sr. No.	Faculty Member	Editorial Board of Journals
1.	Prof. P.B. Behere, Vice-Chancellor	<ul style="list-style-type: none"> <li>➤ National Advisor archives of Psychiatry</li> <li>➤ Editorial Member National Advisory Board of Kerala Journal of Psychiatry.</li> <li>➤ Editorial Advisory Board, Health Agenda</li> <li>➤ Editorial Advisory Board, the International Journal TANG (Humanitas Traditional Medicine)</li> <li>➤ Editorial Advisory Board, Journal of Indian System of Medicine.</li> <li>➤ Editorial Advisory Board, Journal of Rural Nursing</li> </ul>

Sr. No.	Faculty Member	Editorial Board of Journals
		<ul style="list-style-type: none"> <li>➤ Editorial Advisory Board, The Journal of Datta Meghe Institute of Medical Sciences.</li> <li>➤ Member Editorial Board-Indian Journal of Forensic Medicine and Pathology</li> <li>➤ Member Editorial Board-Indian Journal of Psychiatry</li> <li>➤ Member Editorial Board-International Journal of Medical Today</li> <li>➤ Member Editorial Board-SEVAMED</li> <li>➤ Past editor of official Journal of Indian Psychiatric Society (C.Z.)</li> <li>➤ Member Editorial Board MIND HEALER</li> </ul>
2.	Prof. C.D. Lokhande, Research Director	<ul style="list-style-type: none"> <li>➤ Member, Editorial board of J of Electrochemical energy technology, Germany.</li> <li>➤ Member, Editorial board of Journal of science and technology, Shivaji University</li> </ul>
3.	Prof. R.K. Sharma, Dean	Associate Editor, Bioinfo Obstetrics and Gynecology, Bioinfo Publication Journals.
4.	Dr. B.M. Tiwale, Prof. & Head, Dept. of Biochemistry	<ul style="list-style-type: none"> <li>➤ Member of Editorial Board of MJDYPU</li> <li>➤ Member, Board of Studies, Pravara Institute of Medical Sciences, Loni.</li> </ul>
5.	Dr. R. J. Khyalappa, Prof. & Head, Dept. of Medicine	<ul style="list-style-type: none"> <li>➤ Editor of the Medical Journal of the D. Y. Patil University (MJDYPU)</li> <li>➤ Member of Editorial Board of Journal of General Medicine.</li> </ul>
6.	Dr. V. R. Wagh, Prof., Dept. of Medicine	Member of Editorial Board, MJDYPU
7.	Dr. Shimpa Sharma, Prof., Dept. of Medicine	<ul style="list-style-type: none"> <li>➤ Member of Editorial Board, MJDYPU</li> <li>➤ Member of Editorial Board of Journal of General Medicine.</li> </ul>
8.	Dr. J.U. Yadav, Prof., Dept. of PSM	Member, Board of Studies, KIMS, Karad
9.	Dr. Raghvendra Bohara, Asst Professor & In charge RICH Cell	<ul style="list-style-type: none"> <li>➤ Associate Editor, MJDYPU.</li> <li>➤ Editor Board Member and Associate Editor Biochemistry and Biophysics Reports (BB Reports) Elsevier</li> </ul>

Sr. No.	Faculty Member	Editorial Board of Journals
10.	Dr. Arvind Gulbake, Asst Professor, Coordinator, R & D	Member Editorial Board, MJDYPU
11.	Dr. Vaishali Gaikwad, Prof., Dept. of Surgery	Editor Board Member for Journal of Medical Thesis, Published by Indian Orthopedic Research Group
12.	Dr.Mrs. V. R. Nikam, Prof. & Head, Dept. of Anatomy	➤ Associate Editor, Annals of Health and Health Science ➤ Member Editorial Board, MJDYPU

➤ **Faculty serving as members of steering committees of national and international conferences recognized by reputed organizations / societies**

The seven faculty has worked on steering committees of seven international and national conferences. The faculty worked in steering committees of national and international conferences is as below:

**Prof Dr C.D. Lokhande:**

International conference on materials and materials based devices, 16-18 January 2012	Shivaji University	Co-chairman
International conference on materials and materials based devices, January 11-13, 2014	Shivaji University	Convener
National conference on materials and materials based devices, 19-20 Dec 2014	Shivaji University	Director
International conference on functional materials, 9-11 March 2015	KBP College, Pandharpur	Advisory member
International conference on advanced and applied materials, 15-16 January 2014	GKG College Kolhapur	Advisory member
International conference on electronics and computing, 9-10 April 2015	DKTI College, Ichalkaranji	Advisory member

**Prof. R.K Sharma,**

International Conference on Medical Education, 2013	Chairman Local Committee
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**3.4.5 Provide details for the last four years**

\* **research awards received by the faculty and students**

\* **national and international recognition received by the faculty from reputed professional bodies and agencies**

➤ **research awards received by the faculty and students**

In all, the faculty and students have received **17 and 36 awards**, respectively. The details of the awardees are provided in the departmental evaluation reports of respective constituent units at Point

Number 29. The details of some of the faculty and students awardees are given below.

**Faculty**

- **Prof. (Dr.) P.B.Behere, Vice-Chancellor**
  - Dr. B C Roy National Award Given by By President of India for Socio Medical Relief by Medical Council of India
  - Dr V N Bagadia Life Time Achievement award
  - Dr. DLN Murthy Rao Oration Award
  - Dr. L.P. Shah oration Award, Manasa Hospital Oration Award , Fellowship National Academy of Medical Sciences
  - Indian Psychiatric Society, Andhra Pradesh State Branch's Manasa Hospital Rajamundry Oration Award
- **Prof. (Dr.) S. H. Pawar**
  - Vasantdada Kale Pratishthan Puraskar for Excellence in Education Achievements on 08<sup>th</sup> February, 2013
  - distinguished Vice-Chancellors who were past students of Shivaji University, Kolhapur, were decorated with scroll of Honour during 50<sup>th</sup> year celebrations of the Shivaji University, Kolhapur on 21<sup>st</sup> January, 2013
  - The title of 'Best Manager of the year' in science and education sphere by the Europe Business Assembly-The Club of Rectors of Europe during 16<sup>th</sup> to 19<sup>th</sup> December 2013 at Oxford (UK).
  - "100 Most Influential Vice-Chancellors" Global Ranking Awarded by World Education Congress at Mumbai on 23<sup>rd</sup> June 2016
- **Dr. B. C. Patil, Associate Professor Department of ENT**
  - Dr. A.R. Bhide Best Paper Award in Maharashtra State ENT Conference, during Nanded during 2-4 November, 2012.
  - a second prize for 'Best Surgical Video Presentation' under Jalgaon MENTCON Award session in Maharashtra State ENT Conference, held at Pune during 13-15 December 2013.
  - Gold medal for best paper presentation in ISOCON 2014.
- **Dr. Sushma K Jotkar, Professor, Department of Medicine**
  - 1<sup>st</sup> Prize during APICON-2012 12-15 January, 2012, Kolkata as Platform (Oral) Presentation a Scientific Research Paper entitled "Cardiac Autonomic Neuropathy in Diabetes Mellitus : Prevalence Risk Factors and the Predictive Value of Corrected QT Interval in the ECG for its Diagnosis"
  - 1<sup>st</sup> prize in a Quiz Competition in 2016 at the ECHO-Summit
- Dr. Ajit N. Patil, Dept. of Obst. & Gynecology has been awarded by First Best Paper Prize in 9<sup>th</sup> National Conference in Laparoscopy, 3-4 November, 2012, Mumbai.
- Dr. Devavrat Harshe, Bombay Psychiatric Society Silver Jubilee Best Paper Award, 66<sup>th</sup> Annual Conference of Indian Psychiatric Society, Pune, January 2014



- Dr. Sachin Kadam has been awarded with distinguished Scientist Award by Society for Bioinformatics and Biological Sciences, India for year 2015.

#### **Students**

- Mr. Vishwajeet Khot, awarded with CSIR-SRF for year 2012-14.
- Ms. Manisha Phadatare awarded with Malhotra Weikfield Foundation-Fellowship for Ph.D. Course in Nano-Physics.
- Jalgaon mentcon pg award for best paper presentation in MENTCON 2012 -Dr.Priyanka Misal
- Mr. N.D. Thorat, awarded International Travel Support for Young Scientist by DST New Delhi to attend International Conference Material Research Society, Singapore -2013.
- Dr. Nisha Patil (Karanje) Received IInd Prize for Oral Presentation in IAMM state conference at A.F.M.C. Pune.2013.
- Mr. Hemraj Yadav awarded International Travel Support for Young Scientist by DST New Delhi to attend International Conference Nano Korea -2014.
- Dr. Raghvendra Bohara awarded with Best oral presentation in National Conference on “Recent Trends in Interdisciplinary Research in Material Science 2014” at Annasaheb Dange College of Engineering & Technology, Ashta, Sangli, Maharashtra, India
- Dr. Raghvendra Bohara awarded International Travel Support for Young Scientist by DST New Delhi to attend International Conference Nano Korea - 2015.
- Dr. Raghvendra Bohara awarded ICMR- Postdoctoral Award for the year 2016- 2017
- Mr. Deepak Sawant, awarded with 3rd prize for poster presentation in International Conference on 3rd and 4th January 2015, at D.Y.Patil University, Kolhapur.
- Ms. Jagruthi Meshram, awarded with Rajiv Gandhi Research Fellowship- UGC, for PhD since 2012.
- Dr Rajendra Pavaiya, Award for best platform presentation for National Workshop on “Electro Physiology & Neurology Trends in Electro diagnosis & Research” – ENTER – 2014.
- Mr. Nayeem Mulla, awarded with UGC-JRF, New Delhi for Ph.D. since 2013.
- Mr. Abhinandan Patil, AIU conducted this Research Convention ‘Anveshan’ at zonal level at five zones. stood first at west zone level conducted at Maharaja Gangasing University, Bikaner, Rajasthan.
- Dr. Priyanka Misal , Best paper presentation in court 2014
- Dr. Satpinder, Best poster presentation in COURT 2015
- Dr. Ramyashree, Best paper presentation in court 2015 -
- Dr. Priyanka Misal, Best poster presentation in National conference on Electrophysiology and Neurology trends, 2014



- Mr. Shivaji B. Kashte awarded with UGC-SRF, New Delhi for Ph.D. since 2016.
- Dr. Sombit Best paper award 2nd prize in MENTCON 2016. AIU National
- Mr. Valmiki Koli was selected to participate in AIU ANVESHAN 2016, UGC (Research Convention) at zonal level at Maharaja Gangasing University, Bikaner, Rajasthan.
- Mr. Abhinandan Patil was selected to participate in AIU ANVESHAN 2016, UGC (Research Convention) at zonal level at Maharaja Gangasing University, Bikaner, Rajasthan.
- Mr. Abhinav Raut was selected to participate in AIU ANVESHAN 2016, UGC (Research Convention) at zonal level at Maharaja Gangasing University, Bikaner, Rajasthan.
- Apurva Kodolikor, Best Poster Award for the Poster presented on “Inherent Angiogenic ability of endometrial stem cells: Their Implications in treating vascular diseases” at “International conference on Stem cells and cancer (ICSCC-2016)
- Mr. Hemraj Yadav, Ph.D. Scholer has been secured First Rank in ‘Avishkar’ 2013-14 organized by Shivaji University, Kolhapur on 23rd December 2013.
- Dr. Priyanka Misale, Dept. of ENT has been awarded by Jalgaon MENTCON Best P.G. Paper Award in Maharashtra State ENT Conference, Nanded 2-4 November, 2012.
- Dr. Yashodhan Deka, Dept. Obst. & Gynecology has been awarded 2nd Prize Junior for the Best Paper at 27th AMOGS Conference held in Kolhapur during 28-30 December, 2012.
- Dr. Kanistha Parashar, Dept. Obst. & Gynecology has been awarded 1st Prize Junior for the Best Paper at 27th AMOGS Conference held in Kolhapur during 28-30 December, 2012.
- Dr. Mansi Vaish, Dept. Obst. & Gynecology has been awarded 1st Prize Junior for the Best Paper at 27th AMOGS Conference held in Kolhapur during 28-30 December, 2012.
- Dr. Shweta Patki, Dept. Obst. & Gynecology has been awarded 3rd Prize Junior for the Best Paper at 27th AMOGS Conference held in Kolhapur during 28-30 December, 2012.
- Dr. Abhijit Mane, Dept. of Orthopedics has been awarded by Second Best Paper Award at MOA Regional Conference at Solapur on 19th January, 2013.
- Mr. Saddam Pathan, Best Poster Award at National Conference on Convergence of Stem Cell and Nanotechnology (CSCN 2015) conducted by Center for Interdisciplinary Research, D. Y. Patil University, Kolhapur.

- Mr. Saurabh Pise was selected to participate in AIU ANVESHAN 2016, UGC (Research Convention) at zonal level at Maharaja Gangasingh University, Bikaner, Rajasthan.
- 1st Prize in platform presentation at State level conference by Dr. Nikita Magdum, PG Guide –Dr.Kurane.2015.
- Chavan Digvijay, Best paper presentation – 2nd Prizes in National Conference on Recent advances on RNTCP & MDR –TB. 14 & 15 Feb.,2014
- Pavaskar Rachanna, Best paper presentation – 1st Prize in MEDICON 2016 International UG Conf. Resource persons / Funding at Lucknow

➤ **national and international recognition received by the faculty from reputed professional bodies and agencies**

In all, 66 recognitions have been achieved by the faculty from nationally and internationally reputed professional bodies and agencies, some of which are mentioned below.

- **Prof. P.B. Behere,**
  - Chief Guest for Deccan Psychiatric Society conference in Ratnagiri in November-2016.
  - Chief Guest for West Psychiatric Society Annual Conference held at Baroda in 2016.
  - Chairperson of Symposium in world Association of Social Psychiatrists held in Delhi, Dec-2016
  - Prof. C.D. Lokhande, Member: Advisory committee solar Asia (2012-2015)
- Dr. B.M. Tiwale is Ex – Joint Secretary of ‘Society of Biological Scientists of India, H.O. Muzaffarnagar, U.P.
- Dr. Nikhil Chougule: Current Secretary of Deccan Psychiatric Association.
- Dr. Suhas Kulkarni-selected Internationally as Neonatal vocational training team leader to Valley children hospital California, USA, through Rotary International.
- Dr R J Khyalappa served as Vice-Chairman (2015-2016) and Chairman (2016-2017) of the local chapter of the Association of Physicians of India, Kolhapur.
- Dr R R Mane 10.served as Secretary (2014-2016) of the Society of Critical Care,
- Chairperson of the Society of Critical Care, 2017-18 Kolhapur; Executive Body Member (2016-2017) of the local chapter of the Association of Physicians of India, Kolhapur.
- Dr Rajesh Patil served as Vice-Chairman (2012-13), Chairman (2013-2014) and member of Advisory Board (2014-2017) of the local chapter of the Association of Physicians of India, Kolhapur.

- **Dr Abhijeet Koranne**
  - 11 served as Vice Chairman (2016-17) of the local chapter of the Association of Physicians of India, Kolhapur; and
  - Hon. Secretary (2016-17) of the Society of Critical Care, Kolhapur
  - Chairman, of the Association of the Physicians of India -2017-18
  - Executive member (2016-2017) of the Kolhapur Nephrology Association
- Dr Abhay Arage serves as Executive Body Member (2016-2017) of the local chapter of the Association of Physicians of India, Kolhapur
- Dr Kaustubh Aurangabadkar Executive Body Member (2016-2017) of the local chapter of the Association of Physicians of India, Kolhapur
- Dr Ajit Joshi served as Chairman (2016-2017) of the Kolhapur Nephrology Association
- **Dr Pravin Ghule**
  - Executive member (2016-2017) of the Kolhapur Nephrology Association
  - Member of Board of Studies at KIMS Karad Maharashtra. Member of protocol Scrutiny committee for PG graduate courses as a subject expert at KIMS Karad.
  - Guest lecture on Pulmonary function test for physicians conducted by state conference at MIRAJ organized by MAPICON 2013
  - Guest lecture on Arterial blood Gas Analysis for Intensivists conducted by Goa Chapter of SCCM.
  - Guest lecture on BRONCOLOGY conducted by IMA Kankavali 2015
  - Delivers speeches on local languages and importance of exercise, diet and Yoga on health to different NGOS and group of peoples.
  - Guest lecture on common pitfalls in the management of MDR-TB at conference conducted by RNTCP and PSM department of D.Y. Patil Medical college Kolhapur 2013.
- **Dr. Mohan Potdar**
  - Member of European Respiratory society (ERS).
  - Member of American Thoracic society (ATS).
- Dr. Shelake B.G. Life Member of Association of Physicians of India
- **Dr. Nitin Wadhwani,**
  - expert on the interview board to assist the commission in selecting suitable candidates for the post of Assistant professors for Govt. Medical College, Goa.
  - Executive member of Deccan Maharashtra radiological imaging association (DMRIA)
- Dr. Niranjana Patil, Executive member of (DMRIA)
- Dr. Pradip Patil, Executive member of (DMRIA)
- Dr. Jeetendra Patil, Executive member of (DMRIA)

- Dr. Dilip shah, Executive member of (DMRIA)
- Dr. Prithvirajjadhav, Secretary of (DMRIA) 2016-17
- Dr. Sachinbabanagar, Executive member of (DMRIA)
- **Prof. S. H. Pawar**
  - Honored by “Swami Vivekananda National Award-2015” organized by Yuva Samuha Wardha for contribution in higher education system.
  - Sanctioned Financial Assistance for participating in Mini-Micro-Nano- Dosimetry and Innovation Technologies in Radiation Oncology in Hobart, Tasmania.
  - Awarded the title of ‘Best Manager of the year’ in science and education sphere by the Europe Business Assembly-The Club of Rectors of Europe during 16th to 19th December 2013 at Oxford (UK).
  - Invited Talk at “International Conference on Cancer Prevention, Diagnosis & Treatment”, held on January 21-22, 2012 organised by University of Rajasthan, Jaipur
  - Chief Guest for Inaugural Function of National Workshop on “Fundamentals of Nanotechnology”, held on February 10-11, 2012 organised by Lokmangal Biotechnology College, Wadala, Solapur
  - Invited Talk in “National Workshop on Global Trends in Medical Education Technology”( GLOBMET – 2012 ) 26- 27 March, 2012 Pune
  - Awarded Vasantdada Kale Pratishthan Purskar for Excellence in Education Achievements on 08th February, 2013
  - Key Note address in “Indo-Bhutan International Conference on Advances in Environmental Sciences” at Sherubtse College, Royal University of Bhutan, Kanglung, Bhutan on 12th May, 2012
  - Delivered Invited Talk in National Workshop on “Radiological Imaging & Advances”, 25-26 August, 2012
  - Chief Guest and Invited Speaker at National CME on SAFE Anesthesia, 14<sup>th</sup> July, 2012
  - Invited Talk in a National Conference on Recent Trends in Physics NC RTP- 2012 organised by Dept. of Physics, Mungasaji Maharaj Mahavidyalaya Darwha, Yavatmal during 26-27 October, 2012
  - Invited Talk in a UGC Sponsored National Conference on “Physics of Nanomaterials and Applications” organised by a college in Solapur University, Solapur on 15th November, 2012.
  - Invited Talk in a UGC Sponsored National Conference on “Physics of Nanomaterials and Applications” organised by a college in Solapur University, Solapur on 15th November, 2012.
  - Vice-Chancellor was decorated with scroll of honour as distinguished Vice- Chancellors who were past students of Shivaji University, Kolhapur, during

- 50<sup>th</sup> year celebrations of the Shivaji University, Kolhapur on 21st January, 2013
- Chaired MRSI- 24 AGM Session at IGCAR, Kalpakkam on 12th February, 2013
- Invited talk at DST, INSPIRE Programme at Dr. Babasaheb Ambedkar Marathwada University, Aurangabad on 14th February, 2013
- **Dr. Sachin Kadam**  
Awarded with distinguished Scientist Award by Society for Bioinformatics and Biological Sciences, India for year 2015.
- **Prof. C.D. Lokhande**
  - Invited talk at International conference Yonsei University, South Korea (2015).
  - Invited talk at 1st National conference on Emerging trends in Chemistry and Materials science Belgaum, Karnataka (2014).
  - Invited talk at Ewha Woman's University, South Korea (2015).
  - Invited talk at Yeungnam University, South Korea (2015).
  - Invited talk at Chonnam National University, South Korea (2015).
  - Invited talk at Vyas Institute of Engineering and Technology, Jodhpur (2015).
  - Invited talk at Hanyang University, South Korea (2015).
  - Invited talk at 3rd International Workshop on Renewable Energy for Sustainable development in Africa, Enugu, Nigeria (2014).
  - Award by Society for Bioinformatics and Biological Sciences, India for year 2015.
- **Dr Shimpa Sharma**
  - Head of the UNESCO Chair of Bioethics of the Kolhapur-India Unit
  - Invited Talk at the Association of Physicians of India, Himachal Pradesh Chapter, 2016.
  - Chairperson at the 12th World Conference on Bioethics by UNESCO on the session for ethics education.
  - Member of the Executive Board of the Association of Physicians of India, Kolhapur Chapter 2017-18
  - Member Secretary of Society of Critical Care, 2017-18
- Dr R. Khyalappa is member of the Foundation Steering Committee of the UNESCO Chair of Bioethics of the Kolhapur-India Unit

**3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.**

The average number of post-graduate students guided by qualified faculty during the last four years is **1.5** and the average number of doctoral scholars guided by recognized faculty during the last four years is **0.2**.

**3.4.7 What is the official policy of the institution to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.**

The manuscripts of Ph.D. theses and post-graduate dissertations are subjected to similarity index check by using different anti-plagiarism softwares such as TURNITIN, PlagScan and PaperRater. The theses and dissertations are evaluated carefully to check percentage of similarity index. During the last four years, no malpractice or plagiarism cases are reported.

Some of the silent features of the official policy are as follow:

- The University has constituted an Institutional Research Committee and Ethics Committee for the subjects in medical sciences.
- The University also takes the undertaking about copyright declaration /academic integrity from the Ph.D. Scholars/Research supervisors.
- The manuscript is subjected for similarity index check by using different software (PlagScan and PaperRater). The reports are carefully evaluated to check % similarity index (less than 10% for original articles and 15% for review articles).
- Strictly use own intellectual and resources to create a literary work. If the use of other work is necessary then give proper credit and correct reference.
- Permission from the authors and/or publishers if the rights are assigned to publisher is a good practice especially if the work is likely to generate revenue.

**3.4.8 Does the institution promote multi/interdisciplinary research ? If yes, how many such research projects have been undertaken and mention the number of departments involved in such endeavors?**

Yes, the University promotes multi/interdisciplinary research by involving all the departments. Presently, in all 15 externally funded and 32 internally funded projects have been undertaken by involving nine departments (Stem Cell & Regenerative Medicine, Medical Physics, Anatomy, Physiology, Pathology, Biochemistry, Obstetrics & Gynaecology, Pharmacology, and Microbiology)

**3.4.9 Has the university instituted any research awards? If yes, list the awards.**

Yes, the university has instituted ten research awards which are as follows:

- Excellence in Research
- Best poster presentation award (03) in SMART
- Best paper presentation awards (03) in COURT
- Best poster presentation awards second year (03) in COURT

### 3.4.10 What are the incentives given to the faculty and students for receiving state, national and international recognition for research contributions?

The faculty and students who receive state, national and international recognitions are suitably rewarded by giving cash prize and letter of appreciations.

The University is also providing travel money, conference registration fee, misc. expenses to the chairing sessions in reputed conferences.

The University recognizes research contribution of the faculty by way of giving letter of appreciation. The achievements in research by the faculty are also considered for their Career Advancement Scheme (CAS).

### 3.4.11 Give details of the postgraduate and research guides of the institution during the last four years.

During last four years, the University has recognized 45 faculty as a research guides and the details of which are given in respective departmental inputs and during the same period, 76 faculty is recognized to supervise the work of post-graduate students.

**List of research guides:** The University has recognized **45** guides to Ph.D.

Sr. No.	Name of Guide	Sr. No.	Name of Guide
1.	Prof. Dr. P. B. Behere, Vice-Chancellor	2.	Dr. Ms. Manisha Phadatare, Medical Physics
3.	Prof. Dr. S. H. Pawar, Medical Physics	4.	Dr. Arvind Gulbake, Pharmaceutical science
5.	Prof. Dr. B. M. Tiwale, Biochemistry	6.	Dr. Raghvendra A. Bohara, Biochemistry
7.	Dr. S. J. Ghosh, Microbiology	8.	Dr. Shimpa Sharma, Medicine
9.	Dr. Mrs. P. N. Pawaskar, Medical Physics	10.	Dr. Sachin Kadam, Stem Cell & Regenerative Medicine
11.	Dr. M. G. Joshi, Stem Cell & Regenerative Medicine	12.	Dr. S.D. Delekar, Biochemistry
13.	Dr. Mrs. R. S. Mane, ENT	14.	Dr. S.G. Nanaware, Zoology
15.	Dr. M. N. Ghatge, Surgery	16.	Dr. Disuza, Pharmaceutical Sciences
17.	Dr. A. B. Kurane, Pediatric	18.	Dr. R.S. Patil, Physics
19.	Dr. R. J. Khyalappa, Medicine	20.	Dr. Satish Pawaskar,
21.	Dr. Mrs. A. A. Joshi, Physiology	22.	Dr. A. Kadam, Physics
23.	Dr. R. M. Kulkarni, Surgery	24.	Dr. R.N. Kadam, Medicine
25.	Dr. V. R. Wagh, Medicine	26.	Dr. Satish Patki, Stem cell
27.	Dr. N. T. Venugopal, Assoc. Professor, Dept of Biochemistry	28.	Dr. P.B. Jagirdar,
29.	Dr. Mrs. V. S. Patil, Assoc. Professor, Dept of Biochemistry	30.	Dr. Girish Kulkarni, Engineering
31.	Dr. S. L. Hoti, Microbiology/Microbial Genetics	32.	Dr. Mohan Patil, Chemical Engineering
33.	Dr. Subarna Roy, Microbial Genetics	34.	Dr. T.G. Nagaraja, Botany



Sr. No.	Name of Guide	Sr. No.	Name of Guide
35.	Dr. Banappa S. Unger, Pharmacology	36.	Dr. Shrikant Watave, Physics
37.	Dr. Harsha Hegde, Environmental Science/Medicinal Plant Systematics, Ethnomedicine.	38.	Dr. S.S. Kolekar, Chemistry
39.	Dr. Rajesh K. Joshi, Chemistry/ Natural Product Chemistry	40.	Dr. S.P. Govindwar, Biochemistry
41.	Dr. R. K. Sharma, Dean, Obst & Gyn	42.	Dr. C. D. Lokhande, CIR
43.	Dr. Mrs. V. R. Nikam, Anatomy	44.	Dr. Mrs. Indumathi S., Stem Cell & Regenerative Medicine
45.	Dr. Mrs. A. D. Patil, Anatomy		

**List of post graduate guides:** The University has recognised **76** post graduate guides

Sr. No.	Name	Subject	Sr. No.	Name	Subject
1.	Dr. Mrs. A. D. Patil <i>Professor</i>	Anatomy	2.	Dr. Sonal A. Walawalkar <i>Asso. Professor</i>	Obst&Gyn
3.	Dr. Mrs. V. R. Nikam <i>Professor</i>	Anatomy	4.	Dr. Mrs. Sangeeta Desai <i>Asso. Professor</i>	Obst&Gyn
5.	Dr. Mrs. K. R. Kulkarni <i>Professor</i>	Anesthesia	6.	Dr. R. K. Sharma <i>Professor</i>	Obst. & Gyn.
7.	Dr. Mrs. S. S. Patil <i>Assitt. Professor</i>	Anesthesia	8.	Dr. M.M. Sabnis <i>Prof. &amp; Head</i>	Ophthalmology
9.	Dr. Rashmi Chavan <i>Asso. Professor</i>	Anesthesia	10.	Dr. Pradeep Dindore <i>Asso. Professor</i>	Ophthalmology
11.	Dr. Sandeep Kadam <i>Assitt. Professor</i>	Anesthesia	12.	Dr. Salim Lad <i>Prof. &amp; Head</i>	Orthopedics
13.	Dr. Amanagi Shankar Guruling <i>Assitt. Professor</i>	Anesthesia	14.	Dr. N. D. Bhosale <i>Professor</i>	Orthopedics
15.	Dr. Mrs. Anupama D. Sahastrabudhe <i>Asso. Professor</i>	Anesthesia	16.	Dr. P. G. Kulkarni <i>Asso. Professor</i>	Orthopedics
17.	Dr. B. M. Tiwale <i>Professor</i>	Biochemistry	18.	Dr. Abhay R. Shirke <i>Asso. Professor</i>	Orthopedics
19.	Dr. V. S. Patil <i>Professor</i>	Community Medicine	20.	Dr. Pradeep Patil <i>Asso. Professor</i>	Orthopedics
21.	Dr. Mrs. A. V. Wagh <i>Professor</i>	Community Medicine	22.	Dr. R. M. Shinde <i>Asso. Professor</i>	Pathology
23.	Dr. R. Venkatesh <i>Professor</i>	Community Medicine	24.	Dr. R. S. Patil <i>Asso. Professor</i>	Pathology
25.	Dr. Mrs. R. S. Mane <i>Prof. &amp; Head</i>	ENT	26.	Dr. Mrs. S. S. More <i>Professor</i>	Pathology
27.	Dr. B. C. Patil <i>Asso. Professor</i>	ENT	28.	Dr. Pramod Shinde <i>Asso. Professor</i>	Pathology



Sr. No.	Name	Subject	Sr. No.	Name	Subject
29.	Dr. R. M. Kulkarni Prof. & Head	General Surgery	30.	Dr. Meghana Chougale Assoc. Professor	Pathology
31.	Dr. Abhay Chougale Professor	General Surgery	32.	Dr. V. D. Dafle Asst. Professor	Pathology
33.	Dr. M. N. Ghatage Professor	General Surgery	34.	Dr. A. B. Kurane Professor	Pediatrics
35.	Dr. Mrs. V. V. Gaikwad Asso. Professor	General Surgery	36.	Dr. Mrs. Nivedita Patil Asso. Professor	Pediatrics
37.	Dr. Arvind Kulkarni Professor	General Surgery	38.	Dr. Mrs. P. M. Khare Assitt. Professor	Pediatrics
39.	Dr. Mrs. R.R. Khyalappa Asso. Professor	General Surgery	40.	Dr. R. M. Nigade Asso. Professor	Pediatrics
41.	Dr. Uddhav Patil Asso. Professor	General Surgery	42.	Dr. Mohan Patil Professor	Pediatrics
43.	Dr. Rajeev B. Kulkarni Asso. Professor	General Surgery	44.	Dr. Suhas P. Kulkarni Assitt. Professor	Pediatrics
45.	Dr. Sheetal Murchite Asso. Professor	General Surgery	46.	Dr. Mrs. M. A. Burande Professor	Pharmacology
47.	Dr. Mrs. S. S. Desai Asso. Professor	IHBT	48.	Dr. V. A. Rajadnya Asso. Professor	Pharmacology
49.	Dr. Mahadeo Mane Professor	IHBT	50.	Dr. Mrs. Archana G. Dhavalshankh Asso. Professor	Pharmacology
51.	Dr. V. R. Wagh Prof. & Head	Medicine	52.	Dr. Mrs. A. A. Joshi Professor	Physiology
53.	Dr. R. N. Kadam Prof. & Dean	Medicine	54.	Dr. Mrs. Padmaja Desai Professor	Physiology
55.	Dr. Rajesh Khyalappa Professor	Medicine	56.	Dr. Mrs. Sunita Tiwale Associate Professor	Physiology
57.	Dr. Smt. S. K. Jotkar Professor	Medicine	58.	Dr. G. R. Harshe Prof. & Head	Psychiatry
59.	Dr. Mrs. G. G. Harshe Professor	Medicine	60.	Dr. Yogesh Kulkarni Asso. Professor	Psychiatry
61.	Dr. Rajendra Mane Asso. Professor	Medicine	62.	Dr. Pradeep S. Patil Professor	Radiology
63.	Dr. Mrs. Shimpa Sharma Professor	Medicine	64.	Dr. N.D. Wadhawani Asso. Professor	Radiology
65.	Dr. P. G. Shadija Asso. Professor	Microbiology	66.	Dr. N. B. Patil Asso. Professor	Radiology
67.	Dr. S. J. Ghosh Asso. Professor	Microbiology	68.	Dr. Jitendra K. Patil Asso. Professor	Radiology

Sr. No.	Name	Subject	Sr. No.	Name	Subject
69.	Dr. Bankar Seema <i>Asso. Professor</i>	<i>Microbiology</i>	70.	Dr. S. B. Dhumale <i>Asso. Professor</i>	<i>Skin &amp; V.D.</i>
71.	Dr. Roma A. Chougale <i>Assoc. Professor</i>	<i>Microbiology</i>	72.	Dr. S. A. Tippanawar <i>Asso. Professor</i>	<i>Skin &amp; V.D.</i>
73.	Dr. Shashikant Kulkarni <i>Prof. &amp; Head</i>	<i>Obst &amp; Gyn</i>	74.	Dr. V. D. Chavan <i>Asso. Professor</i>	<i>T.B. &amp; Chest</i>
75.	Dr. A. N. Patil <i>Professor</i>	<i>Obst &amp; Gyn</i>	76.	Dr. Mrs. Vasudha Sawant <i>Asso. Professor</i>	<i>Obst &amp; Gyn</i>

### 3.5 Consultancy

#### 3.5.1 What are the official policy/rules of the institution for structured consultancy? List a few important consultancies undertaken by the institution during the last four years.

The official consultancy policy is mentioned in Schedule 1-A of IPR cell ordinances governing intellectual property policy of the University.

The faculty from the departments offers non remunerative consultancies to the Government and the NGOs. Some of them are as follows:

- Consultancy on prevention of water-borne diseases in garden premises of National Association of Socially, Economically and Orthopedically Handicapped (NASEOH), Chembur- a consultancy given to Garden Unit, NASEOH, Chembur India.
- Mental Health, Communicable diseases, especially research tuberculosis and HIV/AIDS
- Capacity building of health professionals / health profession education
- Scientific journal and peer review members of journals
- Academic programs of other universities for development of curriculum,
- Provide their expertise to various academic and research institutions in the country in areas of research planning
- Consultancy on formulation development for Solisto Pharma Pvt. Ltd. Sagar, M.P.
- Consultancy on safety measures and regular health check-up to employees of Tara Industries Gokul Shirgaon MIDC, Kolhapur.
- Consultancy on safety measures and periodic health check-up for Marvels Umarkatti Foundary Kagal five star MIDC, Kolhapur.
- Detection of Parasitic infection in school children Rajaram High School & Ganesh Vidya. Kasaba Bavada Kolhapur.
- Consultancy with Chetna & Sawli (School for mentally retarded & Old Age Homes) for regular ophthalmic checkups of admissions to avoid their blindness & help Care takers to do their job with ease.
- Consultancy to Orphanage Balkalyan sankul and Hemophilia Kolhapur chapter in Kolhapur .

- Consultancy to Genetic health clinic through Rotary club of Kolhapur Mid-town.
- Consultancy on Health Education, Diet & Nutrition and Sex education to the school children.(Shantiniketan, Rajaram School)
- Consultancy to the Post Menopausal women in the health camp arranged in Kadegaon, Sangli.
- Consultancy to Cotton Mill workers at Sagareshwar Mill near Kadegaon Sangli.
- Consultancy on balanced Diet & Prevention of Obesity to School going children done by Dr. Indira Kurane.

Dr. S. S. Patil, Department of Pharmacology- worked with the project on oral iron preparation associated with Health advances, LAC Research, 9, Riverside Rd. Weston, MA. U.S.

**3.5.2 Does the university have an industry institution partnership cell? If yes, what is its scope and range of activities?**

Yes, the university has 'university-industry partnership cell'. The scope and range of activities of the Cell are :

- Joint research related to Stem cell & Regenerative medicine, Medical Physics and Formulation development.
- Joint publication with Industry
- Sharing of data and information with industry
- First-aid training to workers
- Industrial Safety awareness
- Pre placement and regular health check-up of workforce

**3.5.3 What is the mode of publicizing the expertise of the institution for consultancy services? Which are the departments from whom consultancy has been sought?**

The University publicizes availability of consultancy services and expertise on its website. Reports about the work completed and ongoing have published in the media. Frequent visits of industry professionals to the campuses and visit of faculty to the industry are additional means of publicizing expertise of the faculty for consultancy services. In addition, the University brings out a brochure giving information about the expertise, areas in which consultancy assignments have been completed and ongoing.

The faculty from Anatomy, Physiology, Pathology, Pharmacology, OBG, PSM, Medicine, Paediatrics, ENT, Radiology, Dermatology etc. offers non-remunerative consultancies.

Centre for Interdisciplinary Research offers consultancies in different areas on payment base.

**3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy services?**

The University has a list of faculty and their expertise. Depending upon

the nature of the consultancy, experts are involved in the consultancy services. The expertise used in undertaking socially relevant projects from government and private sector.

**3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical / dental practitioners.**

The University has **710** bedded multi-specialty hospital which provides primary to tertiary level health care facilities to the poor patients at free of cost and others at affordable cost. The hospital provides consultancy for development of training modules at various levels of health professionals at primary and secondary care level, like ASHA, NGOs working in HIV/AIDS. The faculty has been members of program evaluation teams for evaluation of national health programs as well as programs implemented by various agencies. Participation in activities of NHP e.g. Pulse polio program.

The faculty assists the district health authorities in planning and implementation of national health programs and during epidemics of communicable diseases such Tuberculosis control in rural areas. The University is implementing the health related welfare schemes of the State and Central Governments such as National Rural Health Mission, Rajiv Gandhi Jeevan Dayee Yojana.

The University hospital, as a part of Institutional Social Responsibilities (ISR) activities organizes health check-up camps for school children, elderly people, screening of various communicable diseases, blood donation camps, etc.

**3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years.**

The University has constituted an Advisory Committee for consultancy services headed by Research Director. The University provides paid and free consultancies.

Paid consultancy is offered by the IRC by analyzing data, testing for anticancer activity of drug and plant extracts, Stem cells characterization etc. Total funds received during last four year is Rs. 1,05,400.

The revenue generated through consultancy is as follows:

Sr. No.	Area of Consultancy	Income Generated (in Rs.)
1	Departmental Instrumentation Facilities	14,400
2	Testing for anticancer activity of drug (Kolhapur Institute of Technology, Kolhapur)	40,000
3	Testing for anticancer activity of plant extract (Yashwantrao Chavan College of Science)	10,000
4	Stem cells characterization	20,000
5	Department of Pharmacology, preparation of oral iron with U.S. company	\$300
	<b>Total</b>	<b>105,400</b>

### **3.6 Extension Activities and Institutional Social Responsibility (ISR)**

#### **3.6.1 How does the institution sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students' campus experience during the last four years.**

Sensitization towards Institutional Social Responsibilities is done through camps, lectures, interventions, awareness programs and other extension activities. The University organizes various Extension Service Programs to provide quality health and allied services to individuals and populations to improve the quality of life in the region and the Country.

The University has established, a “Community Health & Extension Unit” through Department of Community Medicine, to conceive, develop, ensure implementation, monitor, supervise and evaluate all activities relevant to societal needs. It runs various innovative outreach programs for the rural masses such as health care through a network of two Peripheral Community Health Centers, adoption of 10000 populations covered under four primary health centres.

The Community Medicine Department organizes health check-up camps, sensitizes the people about the AIDS, blood donation, anti-tobacco, etc. by organizing rallies, street plays and role plays. It also celebrates important health days such as Doctors Day, Diabetics Day, etc. Community interventions are also done based on findings of short student research studies which sensitize and educate students on social issues.

All the “Outreach programs” are integrated in the academic curricula with intention to “Help, Serve, Reflect and Learn” within the prescribed curriculum of the University and the Apical Councils through field demonstration visits, hands on training, Participative learning sessions etc.

Develop network with other organizations (Government and Non-government) in areas of common interest. The University has ventured into “Public Private Partnership (PPP)” with Govt. of Maharashtra by adopting Four Primary Health Centres and one Urban Health Centre with KMC for quality and timely health care.

Elements of social responsibilities among the students are mainly inculcated through NSS, clubs and associations. The University has one NSS units with 100 volunteers. NSS unit through its activities organizes Blood donation camps, health check-up camps for under privileged people like blind school, ashrams and in slums.

#### **3.6.2 How does the institution promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?**

The University promotes university-neighborhood network and student

engagement in sustained community development through the network of four primary health centres, rural health training centre and one urban health centre that covers geographical clusters around 20 villages and slum area of Kolhapur city. The Department of Community Medicine with the help of other departments provides 24x7 health care facilities to these villages.

During such activities, local leaders, social workers, governmental officials and villagers are involved. The people having credible standings are invited from neighborhoods villages as members of various institutional committees related to extension activities. Their active involvement is ensured through giving them responsibilities at their community level and they represent the vital link between the community and the hospital. The Departments and their faculty networks with the local practitioners, schools, colleges, district administration, district health workers, people's representatives and NGOs for effective implementation of the various health related social, extension and outreach activities.

The University has issued 'Family Insurance Health Cards'. This provides affordable health care to all members of the registered families

In addition, the University also involves its faculty, students and the communities for community development in community needs assessments surveys, strategic planning, decision-making, evaluation, vision/values/mission development, community forums/dialogues and skill training and development.

The Community Medicine Department has adopted 1500 families around neighborhood of University for health promotion and awareness activity. Students and faculty regularly visit these families to form strong social bond in neighborhood. It has also adopted 20,000 population surrounding University for promotive, preventive and curative health care facilities through Urban Health Training Center.

### **3.6.3 How does the institution promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International programs?**

The students and faculty actively participates in extension activities through NSS, clubs and associations. The Community Medicine Department has signed MoU with District Health Authorities to adopt four Primary Health Centres (PHC) covering 20 villages. The faculty and students provide community based health care services to the people residing in these villages.

In the last four years, interns, post-graduate students and faculty have actively participated in 245 health camps conducted in the community benefitting over 74495 patients as per rotational system. The University provides the logistic support and faculty accompanying supervise the learning experience.

The students through NSS have launched various programs on women and child welfare, health and hygiene, sanitation. The Community Medicine Department and NSS units work in tandem with local NGOs and village panchayat to implement various camps and NRHM activities.

The NSS unit is also carrying out promotional activities like street plays, Beti Bachao and Beti Padhav campaign, Domestic violence campaign, organ donation drive, etc.

The Community Medicine department takes active participation in National programs like Revised National Tuberculosis Control Program (RNTCP), Integrated Counseling and Testing Centre (ICTC), Universal Immunization program, Pulse Polio Program and National Health Mission.

**3.6.4 Give details of social surveys, research or extension work, if any, undertaken by the institution to ensure social justice and empower the underprivileged and the most vulnerable sections of society?**

- Department of Community Medicine conducts house to house family health surveys in slum areas. Health education programs follow the family health surveys and organizing rallies in these areas to create awareness about health related issues. Some of the key areas of health education are Dengue, HIV, TB, water sanitation, personal hygiene, addiction etc.
- The department also carries out social surveys on health and hygiene of schoolchildren, women, elderly people and outcomes are forwarded to the respective district authorities.
- Health education and health problems survey in adolescent girls to empower them by providing them preventive measures.
- Survey in power loom workers to assess their health problems.

**3.6.5 Does the institution have a mechanism to track the students' involvement in various social movements / activities that promote citizenship roles?**

Yes, the University has a mechanism to track the students' involvement in various social movements and/ activities to promote citizenship role in the society. The constituent unit maintains the records of the students participating in various social activities that help in promoting citizenship roles. The staff in charge of the extension activities provides regular feedback about the student's participation to the Dean. Additionally, informal feedback about the regularity, sincerity, and the quality of participation of the students during extension work is also taken from the community leaders and villagers.



**3.6.6 How does the institution ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the institution that have encouraged community participation in its activities.**

The University has taken initiatives to develop partnership and networking with various industries, Non-Government Organizations (International level, National level and state level within and outside state), Government organizations and Local community based organizations to provide health care at their doorsteps. These bilateral partnerships have better harmonization, accountability for quality health care delivery to the community through extension and outreach activities.

The University organizes various activities which are aimed to resolve the burning problems of society which includes eradication of superstition, literacy movements, awareness against pollution and global warming, deforestation and its detrimental effects, health problems like HIV infection / AIDS, etc. To address these issues, the hospital organizes lecture, street plays, winter camps, blood donation camps, etc. During such activities, local leaders, social workers, governmental officials and villagers are involved. With the cooperation of society and participation of community, the prevailing problems are either resolved or their intensity is minimized by cumulative efforts of community, faculty and students.

Body and organ donation for medical research and needy patients respectively is also an example of community involvement.

**3.6.7 Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years.**

The University received award from Kolhapur Municipal Corporation for organizing organ donation camp award, 2016.

**3.6.8 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?**

For the students coming from rural or tribal background and in need of help, the institute gives academic support in the form of issuing books from the library, subsidizing the fee, giving interest free installments for payment, and extends help for academic betterment. Their overall development is ensured through various initiatives of the university.

For slow learners amongst them, slow capsulated teaching is organized for their psychological problems. A medical psychological laboratory (Student Guidance) is available with the service of a clinical psychologist. Financial assistance is provided to needy students like-wise in case of any language problem; linguistic classes for the same are arranged.



### 3.6.9 What initiatives have been taken by the institution to promote social-justice and good citizenship amongst its students and staff? How have such initiatives reached out to the community?

The students during orientation and induction programs are sensitized about the fostering friendship, brother hood, communal harmony and secularism. They are also provided with handouts mentioning and highlighting the responsibilities of good citizenship.

The University caters to all students and the hospital caters to all patients with no discrimination sending a strong message to staff and students. Use of merit for all appointments underlines the gender neutral approach. The constitution of Women Development Cell and its activities contribute towards women empowerment and awareness of equal gender rights.

Fundamental rights and secularism is valued and emphasis is given on all these aspects in value education sessions. Extension and outreach activities in urban and rural areas are undertaken to imbibe on their minds the importance of good behavior and social justice in order to be a responsible citizen.

### 3.6.10 How does the institution align itself with the annual themes/programs of WHO/ICMR?

The University has constituted a committee to carry out the extension and outreach activities. Department of Preventive & Social Medicine regularly organized WHO/ICMR programs.

The details of align activities with WHO/ICMR are given below.

Date	Activities	Place
24 <sup>th</sup> March 2012	World TB day Celebration a) Health Education to people, regarding DOTS b) Street Play	D. Y. Patil Hospital, Kadamwadi Kolhapur
7 <sup>th</sup> April 2012	WHO Day Celebration: Theme- 'Ageing & Health-Good health adds life to years' a) Poster exhibition b) Health check up of Geriatric people	D Y Patil Hospital, Kadamwadi, Kolhapur UHTC-Kasaba Bawda & RHTC-Ghotawade
1-7 August 2012	Breast Feeding Week Celebration: Counseling of ANC & PNC women	D Y Patil Hospital, Kadamwadi Kolhapur & UHTC-Kasaba Bawda
1 <sup>st</sup> December 2012	World AIDS Day Celebration: a) Seminar presentation on 'AIDS & Current status' b) Poster competition c) Street Play	D Y Patil Hospital, Kadamwadi Kolhapur & UHTC-Kasaba Bawda
24 <sup>th</sup> March 2013	World TB day Celebration a) Presentations on 'TB & RNTCP'. b) Health education	D Y Patil Hospital, Kadamwadi Kolhapur & RHTC-Ghotawade
7-13 April 2013	WHO Day Celebration: Theme- 'Hypertension- Healthy heart beat- Healthy Blood pressure'	D Y Patil Hospital campus, Kadamwadi Kolhapur

Date	Activities	Place
	a)Poster Competition b)Street Play c)Blood Pressure check up & health education camp d)Screening of Hypertension for factory workers	UHTC-Kasaba Bawda & RHTC-Ghotawade Bhogawati Sugar Factory, Kolhapur
1-7 August 2013	Breast Feeding Week Celebration: Seminar on Breast feeding for UG students	D Y Patil Medical College, Kolhapur
14-15 September 2013	Health camp & Hb Estimation for adolescent girls	UHTC-Kasaba Bawda
1 <sup>st</sup> December 2013	World AIDS Day Celebration: Poster competition	D Y Patil Hospital campus, Kadamwadi Kolhapur
21 <sup>st</sup> December 2013	Health talk on “Adolescent Health Problem” for College Students	D Y Patil Medical College, Kolhapur
January 2014	Participation in Pulse Polio Immunization	Kolhapur City
14-15 February 2014	Organization of National Conference on “Recent advances in RNTCP & approach to MDR-TB 2014”	D Y Patil Medical College, Kolhapur
24 <sup>th</sup> March 2014	World TB day Celebration: Poster presentation	D Y Patil Hospital campus, Kadamwadi Kolhapur
7– 10 April 2014	WHO Day Celebration: Theme-‘Vector Borne Diseases-small bite, big threat’ a)Health education on Malaria-Dengue b)Poster exhibition on Vector Borne Diseases	UHTC-Kasaba Bawda & RHTC-Ghotawade D Y Patil Hospital campus, Kadamwadi Kolhapur
5 <sup>th</sup> June 2014	World Environmental Day: Tree Plantation activity	D Y Patil Hospital campus, Kadamwadi Kolhapur
6 <sup>th</sup> August 2014	Health Talk on ‘Adolescent Health’ for students	D Y Patil Medical College, Kolhapur
1 <sup>st</sup> December 2014	World AIDS Day Celebration: Health education	RHTC-Ghotawade
January 2015	Participation in Pulse Polio Immunization	Kolhapur City
3-9March 2015	International Women’s Day Celebration: a)Mahila Arogya Abhiyaan- ANC check up, TT Immunization & FSFA tablets distribution, b)Health education on JSY & Family planning, c)Seminar on ‘Save Girl Child’	UHTC – Kasaba Bawda, Kolhapur
24 <sup>th</sup> March 2015	World TB day Celebration: Seminar presentation	D Y Patil Medical College, Kolhapur
27 <sup>th</sup> March 2015	Health camp for mothers & children Under NUHM	UHTC – Kasaba Bawda, Kolhapur
7 <sup>th</sup> April, 2015	World Health Day Celebration: Theme-‘From Farm to plate, Make Food Safe’ a)Posters competition b)Presentation of Seminar on WHO Day	D Y Patil Hospital campus, Kadamwadi Kolhapur UHTC – Kasaba Bawda,

Date	Activities	Place
	theme c) Nutrition education on “ Food Safety” d)Nutritional assessment of children	Kolhapur In Anganwadi -Kasaba Bawda, Kolhapur
5 <sup>th</sup> June 2015	World Environmental Day celebration: Health Talk on Environmental Sanitation	UHTC – Kasaba Bawda
6 <sup>th</sup> July 2015	World Zoonosis day Celebration: Seminar on “ Zoonosis – Rabies”	D Y Patil Medical College, Kolhapur
11 <sup>th</sup> July 2015	World Population Day celebration: Students seminar on population Explosion	D Y Patil Medical College, Kolhapur
1-7 September 2015	Nutrition Week Celebration: a)Nutritional assessment of Anganwadi children, b)Nutrition Education c)Distribution of supplementary food	Various Anganwadis, Kasaba Bawda, Kolhapur
15 <sup>th</sup> September 2015	Health check up Camp for Visually impaired children	Dyan prabodhini’s Blind School, Kolhapur
6-8 October 2015	Street play-“Save Baby girls- Beti Bachav Beti Padhav Campaign	D Y Patil Hospital campus, Kadamwadi Kolhapur Various places in Kolhapur city
1 <sup>st</sup> December 2015	World AIDS Day Celebration: Integrated Seminar on HIV-AIDS for UG students	D Y Patil Medical College, Kolhapur
January 2016	Participation in Pulse Polio Immunization	Kolhapur City
29 <sup>th</sup> February 2016	Maha Arogya abhiyan 2016 a)Mother & Child Health checkup camp b)Health education on safe Mother hood, Janani Suraksha Yojana, Family Planning & Prevention of communicable diseases	RHTC-Ghotawade
24 <sup>th</sup> March 2016	World TB Day Celebration: a)Health talk for OPD patients b)Poster competition	D Y Patil Hospital campus, Kadamwadi Kolhapur
7 <sup>th</sup> April 2016	World Health Day Celebration: Theme- Beat Diabetes a)Screening for Diabetes b)poster competition c)Health Talk d)Seminar On Diabetes	UHTC-Kasaba Bawda, Kolhapur D Y Patil Medical College, Kolhapur
6 August 2016	Health Camp under NRHM	Kasaba Walave, Radhanagari
30 August-1 September 2016	Organ Donation Awareness Campaign: a)Walkathon b)Street Play c)Poster , Rangoli & Essay Competition	Dasara Chowk, Kolhapur D Y Patil Hospital campus, Kadamwadi Kolhapur D Y Patil Medical College, Kolhapur
1 <sup>st</sup> December 2016	World AIDS Day Celebration: Theme-Hands Up for HIV prevention a)Poster competition b)Health talk on epidemiology, recent updates & future strategies	UHTC-Kasaba Bawda, Kolhapur

Date	Activities	Place
3 <sup>rd</sup> March, 2017	Health Camp for intellectually disabled persons with 92 beneficiaries.	Jidnyasa Vikas Mandir, Shivaji Udyamnagar, Kolhapur
25th February 2017	School children health camp	Kasturba Gandhi Vidyalaya, Gaganbavada

### 3.6.11 What is the role of the institution in the following extension activities?

- \* Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.
- \* Awareness creation regarding potable water supply, sanitation and nutrition
- \* Awareness creation regarding water-borne and air-borne communicable diseases
- \* Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.
- \* 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.
- \* Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular.
- \* Complementary and alternative medicine
- \* Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc
- \* Adoption of population in the geographical area for total health care.

The University plays important role in carrying out the extension and outreach activities, the details are as below:

➤ **Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.**

In order to provide Screening, Diagnosis and Management of diseases by cost effective interventions the University organizes “Health Camps”.

Weekly screening clinics (diabetes, hypertension, cancer, refractive error, dental caries, malocclusion and cleft lip/palate under-nutrition in schools) are organized free of cost.

➤ **Awareness creation regarding potable water supply, sanitation and nutrition.**

Students and interns posted/working at the primary health centres educate the local populations on these issues. Awareness regarding Sanitation, potable water and nutrition done through regular extension activities like Health Awareness Programs and Health Exhibitions.

Apart from these, various Government Schemes related to water and sanitation, like water harvesting, construction of sanitary latrines is encouraged by the University in different villages from time to time. Breast feeding & Nutrition week and growth monitoring awareness

programs are periodically organized to propagate the healthy eating practices to reduce Low birth weight and Malnutrition.\

➤ **Awareness creation regarding water-borne and air-borne communicable diseases.**

The above-mentioned efforts also contribute positively towards creating awareness regarding water borne and air-borne communicable diseases. Information boards increasing awareness on these conditions are displayed in the hospital.

➤ **Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.**

Health education programs for emerging non-communicable diseases like Metabolic syndrome, cancer, mental health, accident and trauma are given due emphasis to adopt healthy life style.

Awareness also created regarding non-communicable diseases by observing international and national days like world health day, international cancer awareness day, international diabetes day, national mental health day, etc.

➤ **Awareness creation regarding the role of healthy life styles and physical exercise for promotion of health and prevention of diseases.**

During school health education and exhibition program, special sessions are conducted on promotion of physical exercises and how to maintain healthy and balanced diet. Invited talks are organized on social, economic & physical ill effects of addictions.

Display boards are put up in specific areas regarding healthy diet and life style measures.

➤ **Awareness creation regarding AYUSH Systems of medicines in general and / or any system of medicine in particular.**

Guest lectures are arranged for creating awareness amongst the students and villagers. Department of Physiology is continuously engaging students in yoga practice and also planning to introduce a Diploma course in Yoga from July, 2017.

➤ **Complementary and alternative medicine.**

Awareness program arranged on Complementary and alternative medicine by the university during the year 2015.

➤ **Participation in national programs like Family Welfare, Mother and Child Welfare, Population Control, Immunization, HIVAIDS, Blindness control, Malaria, Tuberculosis, School Health, anti tobacco campaigns, oral health care, etc.**

Institute actively takes part in various National health programs like Pulse Polio, Family Health Awareness Campaign, Reproductive & Child Health Program, National AIDS Control Program, and Revised National Tuberculosis Control Program. For this, Institute also

coordinates with local public health authorities and other implementing agencies.

The University is recognized as regional training center for HIV/AIDS, ASHA training and modular training of Medical Officers in RNTCP & TB /HIV and DOT Center.

Institute coordinates with Public Health Authorities, Public Health Lab, and Civic Authorities to investigate the epidemic and take appropriate measures.

School Health services are also carried out by University.

Regular screening for oral health.

➤ **Adoption of population in the geographical area for total health care.**

Department of Community Medicine has adopted population of 10000 from four villages around Rural Health Training Centre, Ghotawade. Through this following activities carried out:

- Preventive services
- ANC clinic
- Under 5 clinic
- Immunization service
- Curative services
- Free drugs

Various research activities are carried out by institution to reach out to underprivileged sections in particular women and children

- Utilization of Reproductive Health services
- Practices of breastfeeding in rural area
- Baseline Community Need Assessment

**3.6.12 Do the faculty members participate in community health awareness programs? If yes, give details.**

Yes, the faculty participates in community health awareness programs.

The details are as below:

- Health talk at blind school.
- Organ donation rally at Kolhapur city
- Awareness talks and demonstration of school bag carriages in various school.
- Mother and child health check-up camp under Mahaaarogya abhiyaan.
- Health awareness Talk under Mahaaarogya abhiyaan.
- Health awareness talk on Hypertension at Sugar Factory, Bhogawati.
- Health & Sex Education in adolescents from V. S. Khandekar Prashala.
- Breast feeding awareness during breast feeding week every year at UHTC.
- Community meetings for TB relatives.
- Health education on Vector borne disease to community at UHTC.
- Health talks during various Health days.

**3.6.13 How does the institution align itself and participate in National program for prevention and control of diseases?**

As a part of extension activities, awareness is created about national programs for specific diseases and priority areas like family welfare, mother and child welfare, population control, immunization. The institute participates actively by Vaccination at UHTC & RHTC regularly under UIP program, MCH care services including ANC, delivery & PNC services, referral for specialists care from five clinics conducted at the UHTCs (4) & RHTC. Drug distribution centre for patients of TB under RNTCP and ICTC Centre for HIV/AIDS patients are available in hospital.

**3.7 Collaborations**

**3.7.1 How has the institution's collaboration with other agencies impacted the visibility, identity and diversity of campus activities? To what extent has the institution benefitted academically and financially because of collaborations?**

This University has national and international collaborations spread over wide range of activities covering information, academic, student and faculty exchange programs and joint training and research activities. This diversity of activities has improved the quality of curriculum development, teaching-learning process, research, extension and outreach activities in the university, which has given identity and visibility to it. The University is now, well known at national and international levels. The University is collaborating with institutions of ICMR like RMRC, NCCS. The University is placed on the world map due to its International collaboration with other research institutions and universities.

Organization of workshops/ conferences with moving academy supported by ICMR, DBT, DST, BRNS was undertaken at the University from time to time for undergraduate students, post graduate students and regional conference for presentation of papers based on work done during ICMR short term studentship (STS) program. This benefited in giving impetus to research and changing the mindset of undergraduate and post-graduate students.

Collaboration with DIAT, Pune gave opportunity for working with the use of Polysulfone based composite hollow fibre membranes as immunoisolation device for bioartificial pancreas in animals. Collaboration with other national agencies has improved the opportunity for research on diversified topics



### 3.7.2 Mention specific examples of how these linkages promote

- \* Curriculum development
- \* Internship
- \* On-the-job training
- \* Faculty exchange and development
- \* Research
- \* Publication
- \* Consultancy
- \* Extension

The collaborations with the research institutes and universities within and outside India have helped in following manner:

#### ➤ Curriculum development

The University periodically updates its curriculum relevant to local needs, while drawing from the global knowledge through collaboration. A guest lecture conducted by experienced faculty from the Shivaji University for our faculty helped in designing and enhancing the Choice Based Credit System modules in our curriculum. A Unit of the UNESCO chair for Bioethics has been established in our University and the 3-T syllabus designed by them is being incorporated.

#### ➤ Internship

The interns are permitted to complete their rotatory internship at other medical institutions within and outside the country in terms of the prescribed procedure by the university and subject to fulfillment of conditions therein. Interns of the University get opportunity to participate in the research, extension and other institutional activities.

#### ➤ On-the-job training

The students are benefitted in terms of capacity building of their faculty in advance training and skill building through various collaborative partners. Collaboration also provides exposure to variable clinical material and learning.

#### ➤ Faculty exchange and development

National and International Collaboration provides opportunities to faculty and student for joint learning and collaborative research. A researcher from Egypt is working in our University on a CV Raman fellowship in the Department of Pharmacology.

#### ➤ Research & Publication

The collaborative research projects aid in widening the horizons and extents of basic as well applied research. Collaborations of the University exists with ten international and eight national institutions of repute. This has resulted in joint collaborations, publications, training projects to M.Sc. students, joint organizations of international

conference, filing of Patents through international collaborations and exchange programs or visiting fellowships.

➤ **Consultancy**

Through collaborative activities, the faculties from the University get an opportunity to enhance their skills and knowledge by interdependent learning, from isolated to harmonized education, from stand alone to institutional alliance and consortia.

➤ **Extension**

The Community collaboration provides an opportunity to students and faculty to learn, serve and improve quality medical, dental and nursing education through feedback. Linkages with local schools namely Shantiniketan and Rajaram high school allow faculty and students to provide consultancy and activity based education on health, diet, nutrition and sex education.

**3.7.3 Has the institution signed MoUs or filed patents with institutions of national/international importance/other universities/ industries /corporate houses etc.? If yes, how have they enhanced the research and development activities of the institution?**

Yes, the University has active research MoUs with 10 International and 12 national institutes. The details are as below:

**International:**

Sr. No.	Name of Institute	Period	Activities/ Outcome
1.	Quantum Photonic Science Research Centre, Hanyang University, Seoul, Korea	17 <sup>th</sup> January, 2014 (5 years)	➤ Joint Publications ➤ Student Exchange for Research
2.	Anglia Ruskin University, UK	26 <sup>th</sup> June, 2014-(5 years)	Round Table Discussion meetings
3.	Wollongong University, Australia	2 <sup>nd</sup> February 2016 -(5 years)	Conferences, Academic Visit and Research paper exchange
4.	Ioffe-Physico-Technical Institute, St.Petersburg, Russia	05 <sup>th</sup> May, 2014 (5 years)	Jointly written project to Indo Russia Research Scheme
5	Quantum Photonic Science Research Centre, Hanyang University, Seoul, Korea	15 <sup>th</sup> April, 2009 (5 years)	➤ Joint Publications ➤ Student Exchange for Research
6	School of Life Sciences, Shanghai University, Shanghai, P. R. China	4 <sup>th</sup> November, 2009 (5 years)	➤ Joint Publications ➤ Student Exchange for Research
7	School of Life Sciences, Shanghai University, Shanghai, P. R. China	3Feb. 2010 (5 years)	➤ Student & faculty exchange ➤ visiting fellowships ➤ Joint publications ➤ Joint organization of international conferences

Sr. No.	Name of Institute	Period	Activities/ Outcome
8	Cambridge University, Cambridge UK	24 <sup>th</sup> February 2016 (5 years)	<ul style="list-style-type: none"> <li>➤ Student &amp; faculty exchange</li> <li>➤ visiting fellowships</li> <li>➤ Joint publications</li> <li>➤ Joint organization of international conferences</li> </ul>
9	Chester, U.K.	Dec.2016 (5 years)	<ul style="list-style-type: none"> <li>➤ Student &amp; faculty exchange</li> <li>➤ visiting fellowships</li> <li>➤ Joint publications</li> <li>➤ Joint organization of international conferences</li> </ul>
10	Chonnam National University South Korea	Jan 2017 (5 years)	<ul style="list-style-type: none"> <li>➤ Student &amp; faculty exchange</li> <li>➤ visiting fellowships</li> <li>➤ Joint publications</li> <li>➤ Joint organization of international conferences</li> </ul>

**National:**

Sr. No.	Name of Institute	Period	Activities
1	The Assam Kaziranga University, Jorhat, Assam,	02 <sup>nd</sup> January, 2013 (5 years)	<ul style="list-style-type: none"> <li>➤ Student &amp; faculty exchange</li> <li>➤ visiting fellowships</li> <li>➤ Joint publications</li> <li>➤ Joint organization of international conferences</li> </ul>
2	Shri Siddhivinayak Ganapati Cancer Hospital, Miraj	16 <sup>th</sup> February 2016 (5 years)	Training to M.Sc. Medical Physics Student, Experimental work done/projects work done
3	Kolhapur Cancer Centre	24 <sup>th</sup> April, 2013 (5 years)	Training/projects to M.Sc. Medical Physics Student, Experimental work done/projects work done
4	Regional Medical Research Centre (RMRC) Indian council of Medical Research centre (ICMR), Belgavi	29 <sup>th</sup> April 2016 (5 years)	<ul style="list-style-type: none"> <li>➤ Student &amp; faculty exchange</li> <li>➤ visiting fellowships</li> <li>➤ Joint publications</li> <li>➤ Joint organization of international conferences</li> </ul>
5	Patki Research Foundation & Hospital, Kolhapur	12 <sup>th</sup> October, 2012 (5 years)	Training/Experimental work/projects to M.Sc. Stem Cell and Regenerative Medicine students
6	School of Biotechnology, International Institute of Information Technology, Pune	18 <sup>th</sup> June, 2011 (5 years)	Training/Experimental work/projects to M.Sc. Stem Cell and Regenerative Medicine students
7	Mahatma Gandhi Antarrashtriya Hindi Vishwavidyalaya, Wardha	12 <sup>th</sup> September 2016 (5 years)	<ul style="list-style-type: none"> <li>➤ Joint Collaboration</li> <li>➤ Joint Publications</li> <li>➤ Collaborating Human &amp; Social Science</li> <li>➤ Collaborating Human Studies Centre</li> <li>➤ Collaborating in translation Department</li> <li>➤ Any other Department which are needed for mutual research</li> </ul>

Sr. No.	Name of Institute	Period	Activities
8	Datta Meghe Institute of Medical Sciences, Wardha,(M.S)	2017 (5 years)	<ul style="list-style-type: none"> <li>➤ Joint Collaboration</li> <li>➤ Joint Publications</li> <li>➤ Collaborating Human &amp; Social Science</li> <li>➤ Collaborating Human Studies Centre</li> <li>➤ Collaborating in translation Department</li> </ul>
9	International youth Fellowship (IYF)	4 <sup>th</sup> February 2014 (5 years)	<ul style="list-style-type: none"> <li>➤ To promote exchange short term exchange program for students</li> </ul>
10	Suraj Eye Intitution Nagpur	8 <sup>th</sup> February 2016 (5 years)	<ul style="list-style-type: none"> <li>➤ Joint Collaboration</li> <li>➤ Joint Publications</li> <li>➤ Development on learning and teaching quality and enhancement</li> </ul>
11	Datta Meghe Institute of Engineering Technology and Research Wardha,(M.S)	2017 (5 years)	<ul style="list-style-type: none"> <li>➤ Joint Collaboration</li> <li>➤ Joint Publications</li> <li>➤ Development on learning and teaching quality and enhancement</li> </ul>
12	Apple Sarawati Hospital Kolhapur	2017 (5 years)	<ul style="list-style-type: none"> <li>➤ Joint Collaboration</li> <li>➤ Joint Publications</li> <li>➤ Development on learning and teaching quality and enhancement</li> </ul>

### 3.7.4 Have the institution-industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?

Yes, the university -industry interactions resulted in the establishment of:

- Cadaver Laboratory setup at Department of Anatomy funded by Everest Medical Technology Pvt. Ltd.
- The development of Stem Cells Laboratory in Centre for Interdisciplinary Research.

### 3.7.5 Give details of the collaborative activities of the institution with the following:

- \* Local bodies/ community
- \* State government / Central government /NGOs
- \* National Bodies
- \* International agencies
- \* Health Care Industry-Biomedical, Pharmaceutical, Herbal, Clinical Research Organization (CRO)
- \* Service sector
- \* Any other (specify)
- **Local bodies:** The following are the activities with local bodies
  - Health camps – Multi-Disciplinary and Inter Disciplinary
  - Sanitation drive,
  - Tree plantations,

- School health
- Medical, Dental and Nursing care
- Capacity building of Medical Officers, ASHA, Private Health Care Providers for conducting extension activities.
- **State government /NGOs:** The following activities are carried out with local authorities
  - Service NGO project for RCH activities
  - HIV/AIDS Awareness through State AIDS Control Society and NACO.
  - Promotion of TB suspects referral through private providers. This activity is supported by Maharashtra Anti TB Association.
- **International agencies:** Corrective surgeries for cleft lip and cleft palate through Smile train project
- **Service sector :** Linkages with Kolhapur cancer centre, Kolhapur and Shri. Siddhivinayak cancer centre Miraj
- **Agriculture sector:** Counseling services to D. Y. Patil College of Agricultural, Talsande and D. Y. Patil Sugar factory, Gaganbawda. Any other (specify)

### 3.7.6 Give details of the activities of the institution under public-private partnership.

The following are the activities under public-private partnership:

Four Primary Health Centers (PHC) and one RHTC are attached to D. Y. Patil Medical College, Kolhapur

- PHC Kale,
- PHC Rashiwade
- PHC Ispurli
- PHC Shirol
- RHTC Ghotawade

Interns are regularly posted to these PHCs and they actively participate in following Services provided by above PHCs:

- Daily OPD/IPD services
- Antenatal services – ANC check up, Immunization for TT, distribution of Iron & folic acid tablets
- Post natal care – Janani Surksha Yojana (JSY)
- Under 5 children services – Routine Immunization, Vit A supplementation, Growth monitoring
- Family Planning services- IUD insertion, distribution of condom & OC Pills, Tubectomy
- Basic laboratory services
- School Health Services
- Health check up of Anganwadi children
- Health Education
- Environmental sanitation – tests for potable water quality
- Post exposure prophylaxis- Animal bites & Snake bites

- National Health Programs –
  - RNTCP-DOTS,
  - NVBDCP- Malaria,
  - NLEP-Leprosy,
  - Cataract,
  - Pulse Polio Immunization,
  - AFP surveillance,
  - NACP-AIDS
  - Reproductive & Child Health
  - Survey for communicable Diseases- Cholera, Gastro
  - Urban Health Training Centre (UHTC), Kasaba Bawda of D Y Patil Medical College has MOU with Kolhapur Municipal Corporation (KMC).
- Following services are provided by UHTC:
  - Curative services:
    - Daily OPD services with free medicine distribution
    - First Aid
    - Basic Laboratory Tests
  - Supportive services:
    - Referral services
  - Preventive services:
    - Routine Immunization (Vit A Supplementation)
    - Antenatal Care services – ANC check up, Immunization for TT, distribution of Iron & folic acid tablets
    - Under 5 children services – Routine Immunization, Vit A supplementation, Growth monitoring
    - Family Planning services- distribution of condom & OC Pills,
  - Outreach services:
    - Family survey,
    - Health Education,
    - Identification of suspected cases of TB, Leprosy, Malaria
    - Information & motivation for family planning.



## Criterion-IV

### INFRASTRUCTURE AND LEARNING RESOURCES



**CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES****4.1 Physical Facilities****4.1.1 How does the institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?**

The University plans and ensures the adequacy and availability of physical infrastructure depending on the programs offered and statutory requirement of the council and ensures its optimum utilization.

The University is located on the sprawling campus measuring 27 acres and it is located across the heart of Kolhapur city.

The campus accommodate university administrative block, medical college building, Hospital and Research Centre, library block, hostel for men and women, sports complex, laboratories and classrooms for Department of Interdisciplinary Sciences, Shree Gajanan Maharaj Temple, parking lot, generator backup, water purification plant, water recycling plant, utility store, recreation hall, cafeterias, ATM and other buildings for ancillary services .

The details of the infrastructural facilities available and their areas are as below:

<b>Name of the Building</b>	<b>Area (Sq. mt.) 2012</b>	<b>Area (Sq.mt) 2017</b>
University building	1736.34	1736.34
Medical College	10605	11394
Teaching Hospital	18590	26334
Hostels for UG, interns, PG and residents	5609	8532
Medical Record Department	200	450
Centre for Clinical Skill and Simulations	-	700
Centre for Interdisciplinary Research	695	695
Rural Health Training Centre	1	1
Auditorium, playground, indoor sports complex, canteen and other ancillary services	675	1743
Play Ground	1	1
Library	1460	2450

**4.1.2 Does the institution have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.**

Yes, the University has a policy for the creation and augmentation of infrastructural facilities to promote good teaching-learning environment.

During last four years, the University has spent Rs. 2881.14 Lakhs on creation and augmentation of the infrastructural facilities such as establishment of Research and Innovations in Comprehensive Health (RICH) Cell, clinical skill laboratory, Wi-Fi campus, expansion of Library, expansion of OPD complex at hospital, establishment of department of Nephrology, Immuno Hematology and Blood Transfusion Department.

During the same period, the University has spent Rs.1389.0 Lakhs on purchase of new major equipments such as RT-PCR, DSA machine, fully automated cell counter 7 part Horiba Pentra XL-80, EMG-NCV machine, UV-visible spectroscopy, CO<sub>2</sub> Incubator, Cooling centrifuge, Fluorescent Microscope, Elisa reader and washer, Western Blot unit, Qswitched Nd Yag Laser, LCD displays for dissection and Polycom for videoconferencing. Services of aesthetic dermatology were enhanced with increase in the floor space of department of Dermatology,

Details of addition in infrastructure, equipment and other facilities during last four years are as below:

Sr. No	Particular	2012-13	2013-14	2014-15	2015-16	Total
1	Infrastructure	712.08	1152.19	1000.81	15.34	2881.14
2	Equipments	140.13	279.58	318.74	327.79	1066.24
3	Computers & Furniture	60.98	85.98	68.10	107.72	322.78
4	TOTAL	913.19	1517.75	1387.65	450.85	4270.16

**4.1.3 Has the institution provided all its departments with facilities like office room, common room and separate rest rooms for women students and staff?**

Yes, the University has provided the separate offices, common rooms, rest rooms for women, students and staff for all the departments.

**4.1.4 How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently-abled persons?**

The University has provided barrier free environment on the campus, which includes ramps, multiple lifts, washrooms, wheel chairs, and personal assistance is provided for differently-abled persons. Marked parking spaces are also available for them.

**4.1.5 What special Facilities are available on campus to promote students' interest in sports and cultural events/activities?**

The University has provided sports facilities for indoor games like Badminton, Table Tennis, Carom, Chess and outdoor games such as Cricket, Volley ball, Foot ball, 200 meters athlete running track, swimming pool, well equipped gym for girls and boys. There is air condition auditorium for the cultural activities. The students are encouraged to participate in sports and cultural activities.

**4.1.6 What measures does the institution take to ensure campus safety and security?**

The University has taken extensive measures to ensure campus safety and security such as 24x7 security staff, CCTV surveillance, ID cards to the students, faculty and support staff, Anti-ragging Committee, Grievance Redressal Committee, 24x7 uninterrupted power supply, availability of potable water, periodical canteen inspections, health checkup of canteen personnel, fire extinguishers and elevators. The hospital is equipped with fire safety system as per the norms of the Government.

**4.1.7 Facility of Animal House**

- \* **Is animal house maintained as per CPCSEA guidelines?**
- \* **Whether records of animal house are maintained for learning and research activities?**
- \* **Does the animal house have approval for breeding and selling experimental animals as per CPCSEA guidelines?**

Yes, the University maintains animal house as per the CPCSEA guidelines and university has constituted 'Institutional Animal Ethics Committee' with Registration number – 1800 / PO / ERe/ S/15/ CPCSEA, validity till 4/2/2018.

The University has well maintained record of animal house for teaching-learning and research activities. The university has employed well-trained personnel for maintenance of animal house and it is maintained at appropriate temperature. The veterinary doctor regularly checks all animals and appropriate waste disposal facility is available.

The animals are used only for teaching-learning process and research activities and standard protective measures are in place for the safety of the staff working in animal house.

**4.1.8 Provide the following details on the use of laboratories / museums as learning resources:**

- \* **Number**
- \* **Maintenance and up-gradation**
- \* **Descriptive catalogues in museums**
- \* **Usage of the above by the UG/PG students**

The University has in all 37 laboratories and six museums the details of which are as below:

Department	Laboratories	Museum
Anatomy	6	1
Physiology	6	-
Biochemistry	2	-
Pathology	5	1
Microbiology	2	1
Pharmacology	2	1
Forensic Medicine	1	1
Community Medicine	2	1
Interdisciplinary	6	-
Central Research Lab	1	-
Blood Bank	1	-
Computer Lab	1	-
Yoga Lab	1	-
Skill Lab	1	-
Total	37	6

All these laboratories are well equipped with required sophisticated instruments & equipments, computers, furniture and well ventilated as per the norms of the Medical Council of India. All the laboratories & museums are properly maintained and upgraded as per the needs of the revised curriculum.

All museums have descriptive catalogues. The catalogues give all the details about use of specimens.

Laboratories and museums are extensively used by the under-graduate and post-graduate students and they serve as one of the best learning resource to the students and is a place of reflection of lessons, which help them to acquire knowledge.

All the laboratories are utilized by the students for practicals, hands-on and clinical experience. The clinical skills and simulation laboratory is established which provides hand-on-training with simulators.

SOPs for all equipments are available in the laboratory. OSCE and OSPE laboratories are periodically updated as per the requirement of the curriculum.

#### 4.1.9 Dentistry

- \* Dental chairs in clinic – specialty wise
- \* Total dental chairs
- \* Schedule of chair side teaching in clinics – specialty wise
- \* Number of procedures in clinics per month and year
- \* Mobile dental care unit
- \* Facilities for dental and maxillofacial procedures
- \* Dental laboratories

The University has a standalone Medical College and it has dental unit equipped with the basic equipments such as dental chairs, ultrasonic cleaning appliances, an aerator and micro motor. The under-graduate

students are posted to Department of Dentistry for 15 days during II MBBS and at the beginning 6 months of every year as their minor clinical posting.

#### **4.1.10 Pharmacy**

- \* Pharmaceutical Science Laboratories
- \* Museum for drug formulations
- \* Machine room
- \* Herbarium / crude drug museum
- \* Balance room
- \* Chemical store
- \* Instrumentation facilities
- \* Pilot plant
- \* Computer aided laboratory

The University has a standalone Medical College hence not applicable.

#### **4.1.11 Yoga and Naturopathy**

- \* Demonstration hall with teaching facility to cater to the needs of the students.
- \* Diet Service Management Department
- \* Yoga cum multipurpose hall for meditation and prayer
- \* Solarium compatible for multimedia presentation
- \* Mud Storage Unit
- \* Outdoor Facilities-Walking track with reflexology segment.
- \* Swimming Pool
- \* Naturopathy blocks

The University has a standalone Medical College hence not applicable.

#### **4.1.12 Homoeopathy**

- \* Museum and demonstration room (Homoeopathic Pharmacy Laboratory, Pathology Laboratory, Community Medicine, Homoeopathic Materia Medica, Organon of Medicine including History of Medicine)
- \* Repertory with Computer Laboratory and Demonstration Room

The University has a standalone Medical College hence not applicable.

#### **4.1.13 Nursing**

- \* Nursing Foundation Laboratory
- \* Medical Surgical Laboratory
- \* Community Health Nursing Laboratory
- \* Maternal and Child Health Laboratory
- \* Nutrition Laboratory
- \* Pre clinical Laboratories
- \* Specimens, Models and Mannequins

The University has a standalone Medical College hence not applicable.

#### **4.1.14 Ayurveda**

- \* Herbal Gardens
- \* Museum Herbarium
- \* Panchakarma Facility
- \* Eye Exercises Clinic
- \* Kshara Sutra and Agni Karma Setup
- \* Ayurveda Pharmacy

The University has a standalone Medical College hence not applicable.

**4.1.15 Does the institution have the following facilities? If so, indicate its special features, if any.**

- \* **Meditation Hall**
- \* **Naturopathy blocks**

Yes, the University has Yoga Lab/Meditation hall and is being used by students but does not have naturopathy block.

**4.1.16 Provide details of sophisticated equipments procured during the last four years.**

During the last four years, the University has spent Rs.1066.24 Lakhs on purchasing sophisticated equipments for teaching-learning process & research and includes RT-PCR, digital subtraction angiography machine, fully automated cell counter 7 part Horiba Pentra XL-80, EMG-NCV machine, UV-visible spectroscopy, CO<sub>2</sub> Incubator, Cooling centrifuge, Fluorescent Microscope, Elisa reader and washer, Western Blot unit, Impedance analyzer, Zeta potential particle sizer, Electrochemical work station, X-ray diffract meter, Planetary Ball mill and TLD reader.

**4.2 Clinical Learning Resources**

**4.2.1 Teaching Hospital**

- \* **Year of establishment :** 2003
- \* **Hospital institution distance :** 2km
- \* **Whether owned by the college or affiliated to any other institution?**

The hospital is managed and maintained by the University.

- \* **Are the teaching hospitals and laboratories accredited by NABH, NABL or any other national or international accrediting agency?**

Hospital accreditation by ISO 9001-2015 is in process and expected to be completed shortly.

- \* **Number of beds:** 710
- \* **Number of specialty services :** 13
- \* **Number of super-specialty services :** 15
- \* **Number of beds in ICU / ICCU / PICU / NICU, etc.**

ICU-26.

CCU- 5.

PICU-8.

NICU-10.

Casualty ICU - 10.

- \* **Number of operation theatres**

The hospital has 13 fully equipped operation theaters.

- \* **Number of Diagnostic Service Departments**

The University has four Diagnostic Service Department namely Radiology, Biochemistry, Pathology and Microbiology.

- \* **Clinical Laboratories**

The University has one clinical laboratory located in the hospital.

\* **Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant, Manifold Rooms, pharmacy services**

The hospital has service areas such as laundry, kitchen, CSSD, power backup, AC plant, manifold rooms and pharmacy services.

\* **Blood Bank services**

The hospital has full-fledged Blood Bank equipped with sophisticated equipments and has designated and well trained / experienced personnel. It has valid license No: PD/33, valid up to 5<sup>th</sup> January, 2019 from Drug Controller General of India & Central Drug Standards Control Organization (DCGI & CDSCO).

The Blood Bank has facilities for blood components separation viz., preparation of Packed Cells, Platelets, Fresh Frozen Plasma and Cryoprecipitate. It also has adequate blood storage facilities to the tune of 1000 units and all units are tested as per guidelines of the apex body. The Blood Bank attained the status of Regional Blood Transfusion Center from State Blood Transfusion Council of Maharashtra (S.B.T.C.) in 2004.

Blood Bank provides blood free of cost to patients of Thalassemia and Haemophilia and organizes donor awareness campaign, blood donation camps and awareness and counseling for sero positive patients

\* **Ambulance services**

The hospital has four ambulances that are available for 24x7 of which one is fully equipped with ECG, Oxygen cylinder, Ambu Bag, Emergency drugs trolley, Monitor with Ventilator and Defibrillator.

\* **Hospital Pharmacy services**

The hospital has 24x7 pharmacy located in OPD area.

\* **Drug poison information service**

The hospital has Drug Poison Information Service Centre guided by pharmacologist from 9am to 5pm. Web-based sources required for drug poison information services are available.

\* **Pharmacovigilance**

A committee is established and functional in the hospital chaired by the Dean. Adverse drug reporting is carried out regularly.

\* **Mortuary, cold storage facility**

The Cold storage facility is available for eleven cadavers, of which three bodies storage facility in hospital, six in Department of Anatomy and two mobile units.

\* **Does the teaching hospital display the services provided free of cost?**

Yes, the digital boards displayed in strategic places and free services are also informed to the patients and relatives by a team of PROs.



**\* What is the mechanism for effective redressal of complaints made by patients?**

- Suggestion boxes are provided at the reception and outside the ICU/Operation Theatres/wards of the hospital for providing suggestions by the patients/relatives/attendants.
- Patients or their attendants can contact Public Relation Officer posted /officer in-charge in person.
- Feedback forms are available at the help desk of the hospital. The feedback received is analyzed by Hospital Quality Assurance Cell (HQAC) and discussed with the concerned departments. Based on the discussions, remedial measures are taken by the Department and corrective measures are informed to HQAC.

**\* Give four years statistics of inpatient and outpatient services provided.**

The information related to inpatient and outpatient service for the last four years is as below:

Year/Category	2013	2014	2015	2016
Total OPD	526905	528148	528278	533839
Total IPD	218841	259426	216212	216413
Bed Occupancy	89%	83%	83%	83%

The department-wise information is given in departmental inputs.

**\* Does the hospital display charges levied for the paid services?**

Yes, the hospital displays the charges levied for the paid services to the patients.

**\* Are the names of the faculty and their field of specialization displayed prominently in the hospital?**

Yes, the names of the doctors and their discipline are displayed in the relevant areas of the hospital and are also available on the website.

**\* Is pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients?**

Yes, the pictorial maps are displayed at the strategic places in the hospital.

**\* Is there a prominent display of ante-natal, mother and child health care facilities?**

Yes, the facilities are displayed at strategic places in the OPD, admission area and maternity ward.

**\* How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants?**

Yes, health care costs are displayed at the reception of the hospital and the PROs discuss the said information with the patient and attendants as and when required. The patient's rights, responsibilities in English and Marathi are displayed at strategic areas of hospital.

**\* How does the hospital ensure that proper informed consent is obtained?**

Prior to any procedure informed written consent is taken from the patient in Marathi/English language. Informed written consent includes information regarding the procedure, risks, benefits, alternatives, who will perform the requisite procedure in a language they understand, and his/her signature is taken on consent form. Consent form for clinical research activities prepared by the Institutional Ethics Committee is also available.

When the patient is incapable of independent decision-making, the institution takes into consideration statutory norms to decide the next of kin and in case of unconscious / unaccompanied patients, the two treating doctors together take the decision in life saving situations.

The informed written consent process adheres to statutory norms such as patient counseling and taking consent before procedure, taking a fresh consent (for a new procedure) and taking consent every time (for lifelong procedure).

At least one independent witness signs the consent form. The consent form is verified and checked by the consultant.

**\* Does the hospital have well-defined policies for prevention of hospital-acquired infections?**

Yes, the hospital has a Hospital Infection Control Committee headed by Professor, Department of Microbiology and including representation from clinical departments. The committee has set Standard Operating Procedures (SOP) directed at prevention of infection as per the WHO and CDC guidelines.

**\* Does the hospital have good clinical practice guidelines and standard operating procedures?**

Yes, the hospital has good clinical practice guidelines with documented Standard Operating Procedures in respective departments. The Hospital Quality Assurance Committee (HQAC) prepares, reviews and facilitates use of policy guidelines within the hospital.

**\* Does the hospital have effective systems for disposal of bio-hazardous waste?**

Yes, the hospital has an effective system for disposal of bio-hazardous waste.

Bio-hazardous waste is collected in prescribed color-coded bags. They are collected at a particular area and are every day handed over to the common disposal facility firm "Nature in Need" approved by Kolhapur Municipal Corporation for the disposal.

**\* How does the hospital ensure the safety of the patients, students, doctors and other health care workers especially in emergency department, critical care unit and operation theatres? Are the safety measures displayed in the relevant areas?**

Yes, the hospital ensures the safety of the patients, students, doctors

and other health care workers especially in emergency department, critical care unit and operation theatres. The details are as below:

- The health care providers are oriented about the universal precautions to be adopted in the hospital while treating patients depending on the risk quantification. Logistic provisions needed to adopt these safety measures are provided in adequate numbers.
- Emergency department practice follows SOPs in treating critical patients.
- Operation theatres are fitted with air handling units.
- Infection control committee oversees the cross-infections and control of the infections.
- Radiation exposure to staff and patients is ensured through signage, display boards and training. The department is within the safety guidelines of regulatory authorities.
- The HQAC provides recommendations for additional safety measures such as display boards, staff training, fire safety measures, etc.

**\* How are the Casualty services/Accident and Emergency Services organized and effectively managed?**

The casualty services/accident and emergency services are organized and effectively managed by the hospital.

**Organization of casualty services:**

Casualty medical officers and support staff are posted by rotation in the casualty and during OPD hours senior faculty and residents are available for any emergency in the casualty department.

Residents of all specialties have emergency duties by rotation after OPD hours. Faculty also attends to emergencies. Qualified and trained nursing staff is posted by rotation 24x7.

Casualty is adequately equipped with all emergency as well as basic measures with 10 casualty ICU beds.

CCTV surveillance provides safety of all stakeholders in casualty.

**Management of casualty:**

Records of all patient treated in the casualty is maintained, this includes the final disposal of patients or referral and record of all inventories fixed & consumable is maintained.

All patients are provided with basic medical care in the casualty and are stabilized before discharge from casualty or admission to respective wards. The Casualty Medical Officer handles medico legal cases with proper documentation and maintains a register of the same. Information to relevant authorities is also given.

**\* Whether the hospital provides patient friendly help-desks at various places.**

Yes, the hospital provides patient friendly help desks like enquiry counter /counter providing information about government health schemes/ insurance schemes are available and looked after by receptionist and PROs. PRO operates information desk outside medical and surgical ICU. Nursing stations in the wards also help patients to solve their problems.

**\* Does the hospital have medical insurance help desk?**

Yes, the hospital has medical insurance help desk disseminating help for various Government health schemes/health insurance.

**\* What are the other measures taken to make the hospital patient friendly?**

Guided by the HQA policy statement for patient-centered and efficient care, the hospital takes all necessary measures to make the hospital patient friendly. Some of them are as below:

- Separate admission counters for men, women and senior citizens,
- Clean rest rooms, toilets, canteen and ATM facility,
- Signage and display boards at various places,
- Wheel chairs, ramps, lifts and even personal assistance availability to the patients,
- Polite and helpful paramedical staff,
- Pediatric ward has play zone for children,
- Prompt and efficient services at all places like reception counter, OPD, Laboratories, Pharmacy, X- ray/Ultrasound/ CT/ MRI,
- Help desks at various places,
- Beautiful land scaping garden and Gajanan Maharaj temple in hospital premises to elevate mood of patients and relatives,
- Neat lawns maintained to allow patients / relatives to relax,
- Adequate parking facility for staff and visitors,
- Security measures in the campus,
- Safe drinking water available at all places and
- Free ambulance service.

**\* How does the hospital achieve continuous quality improvement in patient care and safety?**

The hospital has Hospital Quality Assurance Committee chaired by the Dean and Medical Superintendent as co-ordinator. The Committee meets regularly and considers feedback from patients, relatives and staff. The decisions are taken for quality improvement in patient care and safety. Administrative staff and respective department implement these decisions.

**\* What are the measures available for collecting feedback information from patients and for remedial actions based on such information?**

- The patients at the time of discharge fill-up the standard feedback forms/ questionnaire and the feedback received is analyzed and outcome studied by HQAC.
- Verbal feedback is also taken into consideration.
- Suggestion boxes kept at various places helps to collect the feedback.
- Corrective measures are taken based on the analysis report.
- Major policy issues are handled as per institutional protocol.

**\* How does the institution ensure uniformity in treatment administered by the therapists?**

- SOPs are in place at all departments. They are followed by all medical and paramedical personnel.
- All regulations of appropriate council and clinical guidelines of respective societies are strictly followed.
- Evidence based medicine forms the core of all treatments.
- Work of the residents is supervised by the senior faculty.

**\* Does the institution conduct any orientation-training program for AYUSH-based para-medical staff?**

The University has a standalone medical college therefore not applicable.

**4.2.2 What specific features have been included for clinical learning in the out-patient, bedside, community and other clinical teaching sites?**

The specific features of clinical learning in various areas are as below:

- The hospital has a pre-planned clinical learning time-table prepared in advance and is displayed at the department.
- In the outpatient area, the students are given first-hand training through demonstrations.
- Outpatient examination rooms provides with consultation & examination cubicles. Separate demonstration rooms are available to teach students in communication and clinical methods.
- Bedside separate examination room for every ward is provided for demonstrating clinical skills.
- Students have the opportunity to carry out procedures in the minor OTs, procedure rooms and major OTs under the strict supervision of the faculty.
- In the community, clinical learning is through postings in the primary health centres, rural health training centres and urban health centres which provide an opportunity for students to involve in various diagnostic and treatment oriented camps. In addition on-site visits to relevant industries/facilities are also undertaken.

- Every department has seminar room with ICT facility for clinical teaching and learning.
- Clinical Skill Laboratory facility in the hospital enables to sharpen the clinical skills of students by training on the models, manikins & simulators.

### 4.3 Library as a Learning Resource

#### 4.3.1. Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student/user friendly?

Yes, the Library has an Advisory Committee to monitor its overall functioning and its composition is as below:

Sr. No.	Designation	Member
1	Vice-Chancellor	Chairman
2	Dean of the College	Member
3	Three Heads of the departments by seniority and rotation nominated by the Vice-Chancellor	Member
4	Registrar	Member
5	The Finance Officer	Member
6	Librarian	Member Secretary

During last four years, the Advisory Committee has made the following recommendations.

- Up-gradation of infrastructural facilities
- Automation of library facilities
- Expansion of computer lab & facilities for printing, scanning, downloading and photocopying.
- Provision of membership for local doctors
- Collecting feedback from the stakeholders on the library services.

#### 4.3.2. Provide details of the following:

- \* Total area of the library (in Sq. Mts.)
- \* Total seating capacity
- \* Working hours (on working days, on holidays, before examination, during examination, during vacation)
- \* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)
- \* Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection
- \* List of library staff with their qualifications

The university library serves diverse information needs and research skills to the students and faculty.

- Total area of the library (in Sq. Mts.) : 2450 sqmts.

- **Total seating capacity in the reading rooms : 310**
- **Working hours (on working days, on holidays, before examination, during examination, during vacation):**

The library services are available during :

**Working days : 08.00am to 06.00pm**

**Holidays and Vacations : 09.00am to 02.00pm**

**Before and during examinations : 6.00 am to midnight**

- **Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources) :**

Library is situated on ground floor in college campus and on 1st& 2nd floor in hospital campus, having total area of 2450sq. meter.

It consists of stack room, UG reading room, PG reading room, staff reading room, current journal display area, display of new arrivals, journal back volume area, department wise book racks, separate reference racks, computer lab/ IT section, news paper/ magazine display and printing area.

Sr. No	Name of the Library Place	Sq.Mtr.
1	Student's Reading Hall	318.35
2	Internet Section ( Digital Library)	55.76
3	Central Library Stack Room	151.52
4	PG Student's Reading Room	55.76
5	Journals Section & Teaching Staff Reading Room	55.76
6	Corridor Reading Hall	111.52
7	Central Library New Space	446.75
8	Basement Reading Hall-I	694.14
9	Basement Reading Hall-II	560.44
		<b>2450.00</b>

- **Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection:**

- Clear display of floor plan is in place.
- Adequate signboards are displayed in the library.
- Fire extinguisher – 04
- Ramps & personal assistance is provided to differently abled users. The library is designed to provide access and permit wheel chair use.
- Mode of access to collection – Open access



➤ **List of library staff with their qualifications:**

Sr. No.	Name of the Library Staff	Designation	Qualification
1	Mr. B. S. Patil	Librarian	M. A., M. Lib & I. Sci
2	Mrs. A. S. Shedge	Deputy Librarian	M. A., M. Lib & I. Sci
3	Miss. A. P. Bhopale	Documentalist	B. A., M. Lib & I. Sci
4	Miss. S. J. Patil	Cataloguer	B.Com., M. Lib & I. Sci
5	Miss. D. M. Koli	Library Assistant	B. A., M. Lib & I. Sci
6	Mr. V. S. Mehgane	Library Assistant	B. A., B. Lib. Science
7	Mr. Suraj B. Vankundre	Library Assistant	B. Com., Diploma in Information Technology
8	Mr. R. D. Bodake	Library Assistant	B.C.A., C.C.N.A.
9	Mr. Kiran N. More	Daftary	XII., Diploma in Lib. Science
10	Mr. N. D. Desai	Daftary	XII., Diploma in Lib. Science
11	Mr. U. S. Chavan	Peon	S.S.C.
12	Mr. Viraj Koli	Peon	S.S.C.

**4.3.3. Give details of the library holdings :**

- \* **Print (books, back volumes, theses, journals)**
- \* **Average number of books added during the last three years**
- \* **Non Print (Microfiche, AV)**
- \* **Electronic (e-books, e-journals)**
- \* **Special collections (e.g. text books, reference books, standards, patents)**
- \* **Book bank**
- \* **Question bank**

➤ **Print (books, back volumes, theses, journals) :**

Books:	15920
Back volumes:	762
Theses:	305
Journals:	130

- **Average number of books added during last three years:** 1050
- **Non Print (Microfiche, AV) :** Yes, Available
- **Electronic (e-books, e-journals)**  
E books – 11045  
E journal - 5576
- **Book bank :** Scheme for SC & ST students
- **Question bank :** Available

**4.3.4. To what extent is ICT deployed in the library? Give details with regard to**

- \* **Library automation**
- \* **Total number of computers for general**
- \* **Total numbers of printers for general access**
- \* **Internet band width speed** □ 2mbps □ 10 mbps □ 1 GB
- \* **Institutional Repository**
- \* **Content management system for e-learning**
- \* **Participation in resource sharing networks/consortia (like INFLIBNET)**
- **Library automation**  
Yes, all the library processes are computerized.

- **Total number of computers for general access**  
Library has 50 computers with internet facility.
- **Total numbers of printers for general access**  
Library has reprographic facilities which includes six printers, two scanners and fax machine
- **Internet band width speed** □ 2mbps □ 10 mbps □ 1 GB  
The library has internet facility with band width of 1 GB.
- **Institutional Repository:**  
The University has subscribed PROQUEST and MUHS e-resources, which provide access to large number of e-journals and e-books and Proquest Ebrary provides complete medical e-books collection.  
The University is a part of Shodhganga repository.
- **Content management system for e-learning:**  
The digital library computers are managed with Windows-2008, DNS and DHCP servers networked with 1 GB LAN and anti-virus system managed centrally.
- **Participation in resource sharing networks/consortia (like INFLIBNET)**  
In Proquest Health Research Premium E- Journals and E- Books.

**4.3.5. Give details of specialized services provided by the library with regard to**

- \* Manuscripts
- \* Reference
- \* Reprography / scanning
- \* Inter-library Loan Service
- \* Information Deployment and Notification
- \* OPACS
- \* Internet Access
- \* Downloads
- \* Printouts
- \* Reading list/ Bibliography compilation
- \* In-house/remote access to e-resources
- \* User Orientation
- \* Assistance in searching Databases
- \* INFLIBNET/HELINET

The University library is fully equipped with the equipments, software and allied reprographic services. The details are as below:

The reference section of the Library houses 4836 volumes of reference books that are meant to provide ready reference / quick information on any particular topic. It also has reprographic facilities with photocopying machines, printers and scanners.

The library has inter-library loan services. The books, which are not available in the library, are made available from the nearby library by using this facility.

The library is fully automated using Vidyasagar software (OPAC system) for library management. The software helps users to search a book by author/editor, title, keyword, subject, department, publisher etc. It also helps to find the location of a particular book, whether a book is issued or otherwise, the due date, details of the borrower and allows reservation of an issued book. Searching of the subscribed journals, details of journal issues received, back issues, details of non-print materials acquired by the library and list of latest additions to the library are possible through the OPAC. List of new arrivals are displayed on the notice board in the library

The library has internet access with Broad band with 1 GBPS band width through the BSNL leased line and same is used by the faculty, undergraduates, post-graduates and research students.

The library provides reprographic facility with the help of which users can download full text or full papers and get print outs of the same.

The library has in-house/remote access to e-resources through broadband internet facility of PROQUEST, PROQUEST Ebrary and MUHS e-resource. The library conducts user orientation programs for fresh students which helps them to use the library facility. The library has trained staff that assists the users in searching the databases.

#### **4.3.6. Provide details of the annual library budget and the amount spent for purchasing new books and journals.**

The details of the annual library budget and the amount spent on purchase of books, journals and e-resources during last four years are as below:

(Rs. In Lakhs)

Year	Library Budget	Books Expenditure Rs.	Journals Expenditure Rs.	E-Resources Expenditure Rs.	Total Expenditure Rs.
2012-13	61.85	8.80	0.81	4.04	13.65
2013-14	36.16	30.95	2.19	18.94	52.08
2014-15	315.50	4.45	7.94	44.26	56.65
2015-16	322.00	24.99	46.40	4.25	75.64

#### **4.3.7. What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?**

At the end of every academic year, the feedback in a structured format on library services is obtained from the users by IQAC and is analyzed. The outcome of the feedback is placed before the Library Advisory Committee for its consideration. Recommendations of the Library Advisory Committee are conveyed to the Library Committee which takes the appropriate actions to improve the quality of library services.

**4.3.8. List the efforts made towards the infrastructural development of the library in the last four years.**

The library is a knowledge resource centre and efforts are being made continuously to augment and update the infrastructural facilities to create good learning ambiance.

During last four years, the University has provided additional space for reading rooms, wi-fi facility, total automation of the library process and purchase of new computers and furniture.

**4.4 IT Infrastructure**

**4.4.1 Does the institution have a comprehensive IT policy with regard to:**

- \* IT Service Management
- \* Information Security
- \* Network Security
- \* Risk Management
- \* Software Asset Management
- \* Open Source Resources
- \* Green Computing

The University has well defined IT Policy and IT Department, which maintains the IT infrastructure on the campus and hospital. The University has well defined information security system and network security system as part of the Firewall installed.

Internet safety awareness is promoted in various ways that include prohibition of sharing password information with any other person, improper use of system resources (eg: unauthorized using pen drives, external gadgets, unauthorized downloads, etc) is prohibited, third party application installations & downloads are prohibited to the users.

All systems in the library have updated licensed copies of antivirus. All the systems, wi-fi devices and other network devices are secured with administrator password. Auto-scanning of removable devices are enabled in antivirus software and day-to-day updating of antivirus database.

The library has Open Education Resource (OER) such as Biomed Central, Omni medical search.com, directory open access journals.

The University has also adopted concept of green computing by replacing CRT screens with LED monitors. Reduction in generation of e-waste through strict inventory control and appropriate e-waste disposal are ensured.

**4.4.2 How does the institution maintain and update the following services?**

- \* Hospital Management Information System (HMIS)
- \* Electronic Medical Records System (EMR)
- \* Digital diagnostic and imaging systems including PACS

The University maintains and up-dates the hospital Management Information System, Electronic Medical Records System and digital

diagnostic and imaging systems including PACS through Annual Maintenance Contract (AMC).

**4.4.3 Give details of the institution's computing facilities i.e., hardware and software.**

- \* Number of systems with individual configurations
- \* Computer-student ratio
- \* Dedicated computing facilities
- \* LAN facility
- \* Wi-Fi facility
- \* Proprietary software
- \* Number of nodes/ computers with internet facility
- \* Any other (specify)

The University has 250 systems with latest configurations. The computer-student ratio is 1:3. Besides the university administration, each department and library have the dedicated computing facilities and printers.

All the computers in the library and administration are connected through LAN and have wi-fi facility through BSNL lease line. The campus is wi-fi enabled.

All the computers in the University have internet facility and university uses licensed copies of software & antivirus. All the lecture theaters, seminar halls, demonstration rooms, practical halls, auditoriums are equipped with LCD projectors and laptops.

**4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?**

The University has well defined plans and strategies for deploying and upgrading its IT infrastructure and other facilities. The University has IT department that maintains the IT infrastructure. The IT department monitors all sites and troubleshoots for any hardware/software issues. All hardware is in custody of individuals or departments. For upgrading and augmenting the present computer facilities, adequate budgetary provision is made.

**4.4.5 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching-learning and research.**

The library users have online access to the databases such as PROQUEST, PROQUEST Ebrary and MUHS e-resource through more than 50 nodes. The entire campus is wi-fi enabled and all 50 nodes are connected through LAN. All the library operations are computerized by using Vidyasagar software (OPAC System). The University is a part of Shodhganga project of INFLIBNET. High speed 1 GBPS leased line and firewall protection ensures quality of internet access.

**4.4.6 What are the new technologies deployed by the institution in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges ?**

The university has deployed new technologies in teaching-learning process evaluation of students to enhance their learning experience. Some of the initiatives taken by the university during four years are wi-fi enabled campus, digital library, dynamic website with online feedbacks, two way video-conferencing for live surgeries, extensive use of ICT and simulation laboratory for teaching-learning process, automation of library services and automation of evaluation division.

**4.4.7 What are the IT facilities available to individual teachers for effective teaching and quality research?**

The University has provided laptops to individual faculty and all teaching places are provided with LCD projectors. Internet facility is also made available to the faculty and students. Additional provisions of the PROQUEST database and SPSS software are made available.

**4.4.8 Give details of ICT-enabled classrooms/learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning?**

All the classrooms, Lecture theatres, Demonstration rooms, Dissection hall, laboratories, Auditorium, Seminar room, MEU hall, Conference halls, Operation theatres and Computer library are ICT enabled. They are extensively used for teaching – learning process, demonstration and experiential learning. The video conferencing / live streaming of surgeries have benefited large number of students. Departments of Physiology and Pharmacology use animal simulator software for animal experiments demonstration obviating the need for animal dissection.

**4.4.9 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the institution for such initiatives?**

The IT department assists the faculty in preparing the e- learning lessons. Internet connectivity by 1 GBPS leased line is provided to all the systems that the individual faculty can use. Projectors and smart boards are available in the classrooms.

**4.4.10 Does the institution have annual maintenance contract for the computers and its accessories?**

Yes, the university has an annual maintenance contract for the computers and its peripherals.

**4.4.11 Does the institution avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of?**

Yes, the university is part of NKN through NMEICT scheme and uses 1GBPS internet connectivity through NKN and Campus LAN is being

implemented through NMEICT scheme.

**4.4.12 Does the institution avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?**

Yes, the university avails the web resources such as Wikipedia and likes for teaching –learning process and research. The faculty and students are encouraged to access reliable sites and institution has provided access to MUHS digital library and PROQUEST Health Research Premium e-journals and PROQUEST Ebrary Medical Complete e- book collection.

**4.4.13 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.**

The provision for maintenance of computers is included in the infrastructural budget allocation. The staff is qualified to undertake in-house maintenance. During last four years, the University has made the following provisions for computer maintenance.

Sr. No.	Year	Rs. in Lakhs
1.	2012-13	2.80
2.	2013 -14	2.30
3.	2014 -15	7.00
4.	2015 -16	2.95

**4.4.14 What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment?**

The University has envisioned the plans to transfer teaching-learning from closed institution information network to open environment by using webinars, video conferencing, telemedicine, open source community software and Open Education Resources.

**4.5 Maintenance of Campus Facilities**

**4.5.1 Does the institution have an estate office / designated officer for overseeing the maintenance of buildings, classrooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.**

Yes, the University has full-fledged estate office headed by qualified engineer who looks after the maintenance of building, classrooms and laboratories.

Some of the campus specific initiatives undertaken are development of mini garden with variety of plants / trees, installation of LED street lights, installation of solar panels and solar heaters, expansion of parking area, display of various boards in campus and landscaping of hospital premises.



The University has made adequate budgetary provisions for the maintenance of the infrastructural facilities and allied services.

**4.5.2 How are the infrastructure facilities, services and equipments maintained? Give details.**

The minor maintenance of the buildings is carried out by the estate section and major work or constructions of new buildings are carried out by inviting the tenders. The equipment and electric installations are maintained through Annual Maintenance Contracts.

**4.5.3 Has the institution insured its equipments and buildings?**

Yes, the University has insured all its movable and immovable assets to save from disaster.



## Criterion-V

### STUDENT SUPPORT AND PROGRESSION

## CRITERION V: STUDENT SUPPORT AND PROGRESSION

### 5.1 Student Mentoring and Support

#### 5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features?

Yes, the University has a well-defined system for student support and mentoring. A faculty mentors group of ten students under the University Moral Guidance Scheme. The mentor monitors the academic and psycho social progress of the students under his control. Support services of Student Guidance Unit and Student Counseling Centre are available.

Student Guardian ship Program: Each 1<sup>st</sup> MBBS student is paired with a 2<sup>nd</sup> MBBS student who through regular interaction provides a support of the former. Feedback from the senior student to mentors plays an important role.

Student support is also given through Women's Development Cell, Anti-ragging Unit, Anti-Sexual Harassment Cell, Students Council, Student Counseling Centre, Students' Grievance Redressal Cell, Orientation Sessions, Career oriented classes, Campus Interviews, PG Club, Remedial classes, mentoring and psychological counseling of slow learners.

During last four years, 188 students are given tuition fee waiver.

#### 5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Apart from day-to-day classroom interactions, the students are mentored through the activities such as mentorship program in which group of students are placed under a faculty member (Mentor) for academic mentoring and personal counseling. Research mentoring for activities such as ICMR STS projects, students' projects, COURT, SMART, ANVESHAN and AMAR are also outside-classroom interactions. Faculty members help students in the preparation of research protocols, execution of projects and writing of papers for publication, training of student for presentations at national conferences, distribution of pre-figured audio/video tabs as teaching aids viz. 'SMARTEACH-UG Made' for all UG students free of cost to provide additional academic resource for in-depth study and better understanding of subject.

Parents are informed regarding attendance and academic performance of their wards. A professional Student Counselor attends the institution on fixed days and counsels the students.

#### 5.1.3 Does the institution have any personal enhancement and development schemes such as career counseling, soft skills development, career-path-identification, and orientation to well-being for its students? Give details of such schemes.

Yes, the university has a provision of career counseling, soft skill

development, career-path-identification and orientation to well-being for its students. Some of the initiatives undertaken by the University are as below:

- Lectures on communications skills and course of 'Marathi as a communication skill' are made available for the benefit of the non-Marathi speaking students.
- UMGS provides the mentors a platform to identify student strengths & their performance and suggests remedial measures. It also provides an opportunity to educate students on sensitive aspects of their all-round development.
- Lectures are arranged during their course on medical humanities covering medical ethics and social awareness.
- Participation of students in the activities of COURT, SMART, AMAR and ANVESHAN are encouraged.
- Visits to industry sites and orphanages and posting in rural areas help students to identify possible career paths.

**5.1.4 Does the institution have facilities for psycho social counseling for students?**

Yes, the University has appointed a trained Psychologist who provides the psycho-social counseling to the students.

**5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?**

Yes, the University provides assistance to the students for getting educational loans from the financial institutions.

**5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes, what are the main issues/activities/information included / provided to students through these documents? Is there a provision for online access?**

Yes, before commencement of the academic year, the University publishes its updated prospectus and handbook.

The updated information regarding campus facilities available, admission procedure, course structure, fees structure and syllabi for entrance examinations is given to the aspiring students through prospectus. The softcopy of the prospectus is uploaded on the university website [www.dypatilunikop.org](http://www.dypatilunikop.org).

The course curriculum is provided through syllabus handbook.

**5.1.7 Specify the type and number of institution scholarships / freeships given to the students during the last four years. Was financial aid given to them on time? Give details. (in a tabular form)**

During last four years, the university has provided freeships/tuition fee waiver to 188 students involving Rs.366.20 Lakhs.

The details are as below:

S. No.	Year	Number of freeships	Amount (Lakhs)
1.	2012-13	38	56.04
2.	2013-14	51	96.94
3.	2014-15	42	78.61
4.	2015-16	57	134.61

**5.1.8 What percentage of students receive financial assistance from state government, central government and other national agencies?**

On an average 5% of the students receives financial assistance from the State.

**5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs?**

Yes, the University has international student cell to attract foreign students and cater to their needs. Presently, there are three overseas students studying in the University.

**5.1.10 What types of support services are available for**

- \* overseas students
- \* physically challenged / differently-abled students
- \* SC/ST, OBC and economically weaker sections
- \* students participating in various competitions/conferences in India and abroad
- \* health centre, health insurance etc.
- \* skill development (spoken English, computer literacy, etc.)
- \* performance enhancement for slow learners.
- \* exposure of students to other institutions of higher learning/ corporates/business houses, etc.
- \* publication of student magazines, newsletters.

The variety of support services are available to the students.

➤ **overseas students**

The University through the International Student Cell supports for smooth induction by providing hostel facility, medical facility and required documents and support for immigration and support for comfortable stay.

➤ **physically challenged / differently-abled students**

The University has provided barrier free environment to the physically challenged/differently-abled students such as wheel chair availability and personal assistance is provided.

➤ **SC/ST, OBC and economically weaker sections**

The University provides book bank facility and concession in tuition fee/fee waiver to these students.

➤ **students participating in various competitions/ conferences in India and abroad**

The University provides financial supports such as registration fees, travel expenses, etc. to the students who are participating in various

competitions, conference within and outside India, attendance of student during the period of conference/competition is considered.

➤ **health centre, health insurance, etc.**

All the students of the University have health insurance through Bajaj Allianz Insurance Company and additional medical facilities are provided to them the university hospital.

➤ **skill development (spoken English, computer literacy, etc.)**

The students who are weak in spoken and writing in English are given remedial coaching and for non-Marathi speaking students, a course on 'Marathi as Communication Skill' is provided.

The student guardianship program is a via media to improve language skills of students.

➤ **performance enhancement for slow learners.**

- Faculty conducting tutorials are encouraged to make them interactive and to use the time to assist students in their understanding. Questions from students are welcomed and addressed.
- Self-guided group discussions and targeted learning methodologies are used during tutorials to improve student understanding. Student led objective tutorials are also conducted.
- Increasing use of interactive teaching is seen to help slow learners.
- Innovative teaching methods are used such as clinical skill lab, group discussion, computer assisted learning and experiential learning in an effort to increase student interest and curiosity.
- Further, student guidance unit offers counseling to such individuals exhorting, assisting and guiding them towards remedial reinforcements.
- Remedial teaching programs are provided at the end of each semester and academic year creating additional opportunity for slow learners
- Special note of their attendance and attention to any psychosocial problems is also made and addressed.
- Need based evening clinics are conducted to strengthen their skills by senior post-graduate students and faculty.
- The parents of the students are also communicated about their performance and positive reinforcement of the parental support is sought.
- Confidence building measures are taken by encouragement of other skills and extra-curricular activities and involving them in faculty studies.

➤ **exposure of students to other institutions of higher learning/ corporates/business houses, etc.**

Under-graduate students are taken for visits to institutions that contribute to their learning such as old age home, orphanage, rural

health centres, vaccination centres, waste management plants, etc. Post-graduate students get exposure to higher learning institutions for collaborative research and learning such as Bhabha Atomic Research Center Mumbai, NCCS Pune, RMRC, Belagavi and Siddhivinayak Ganapati Cancer Hospital.

The University provides transportation and other facilities as per need.

➤ **publication of student magazines, newsletters.**

Students are encouraged to publish the students' magazine. Faculty is appointed to guide the students. The logistics of publishing the magazine are the responsibility of the University.

Medical Journal of the D. Y. Patil University (MJDYPU) is published by the University, twice a year. Students are encouraged to contribute to the journal, with editing and the faculty if needed gives formatting services.

Annual Journal of University Research (AJUR) is published annually for in house research activities.

Departments of Pharmacology and Microbiology publish monthly newsletters.

**5.1.11 Does the institution provide guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the outcome?**

Yes, the University provides guidance and learning resources for students appearing for competitive examinations.

During last four years, more than 50 students have passed USMLE, PLAB, AERB, MPSC and RSO competitive examinations.

**5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities through strategies / schemes such as**

- \* additional academic support and academic flexibility in examinations
- \* special dietary requirements, sports uniform and materials
- \* any other (specify)

The University has well defined policy for enhancing student participation in sports, cultural activities and extra-curricular activities. Students are encouraged to participate in inter-university tournaments and cultural festivals. Leave of absence, extra classes, flexibility in formative examinations, financial support for diet, sports uniform, costumes and travel & accommodation are some of the measures provided by the university.

**5.1.13 Does the institution have an institutionalized mechanism for student Placement? What are the services provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?**

The University offers programs in health sciences as such more than



95% graduates opt for self-employment by way of private practice and those from inter-disciplinary areas are absorbed in the industries. Faculty mentoring in selection of job opportunities, prepare themselves for interview by conducting mock interviews and campus selection help the students.

**5.1.14 How does the institution provide an enriched academic ambience for advanced learners?**

The advanced learners are provided an enriched academic ambience such as:

- They are provided with learning resources to satisfy their thirst for knowledge.
- The Reading Room in the college is kept open till midnight to facilitate their studies.
- Faculty identifies advanced learners and provides them any assistance needed.
- They are encouraged to lead T-L interactive sessions.
- Research funding opportunities from ICMR, STS, DBT, DST, CSIR, DRDO, BRNS, and participation in SMART, COURT, AMAR and ANVESHAN are given to them and they are encouraged to excel.
- Involvement in faculty projects like research related field work, data collection, artistic contributions and literature search
- Participation in conferences and workshops
- They are also encouraged to participate in online conferences and discussions and web based value added modules.
- Students are informed about competitions and career opportunities etc that would suit their particular abilities.

**5.1.15 What percentage of students drop-out annually? Has any study been conducted to ascertain the reasons and take remedial measures?**

The drop-out rate of programs under health science is less than one percent and to that of Ph.D. programs is around 10%. The main reason for dropout on enquiry was found to be personal or family problems, remedial measures were taken by personal counseling.

**5.1.16 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).**

The University offers programs in health sciences has higher degree self-employability, however, the students from post-graduate programs in allied health sciences are selected through campus recruitment.

The details are as below:

On campus			Off campus
No. of Organizations visited	No. of Students participated	No. of students placed	No. of students placed
02	20	06	06

**5.1.17 Does the institution have a registered Alumni Association? If yes, what are its activities and contributions to the development of the institution?**

Yes, the University has a registered Alumni Association with Registration No.MAHA/26500/Kop dated 31.12.2009. The Alumni Association organizes activities such as batch wise meets, grand meeting, felicitation of the distinguished alumni on the University foundation day, guest lectures and interaction with students and contribution in terms of suggestions and feedback.

**5.1.18 List a few prominent alumni of the institution.**

The list of the prominent alumni of the institution are as below:

- Dr. Rashmi Bhadbhade, Specialist Registrar, Royal College of Ophthalmology, London.
- Dr. Rahul Patil, Specialist Registrar, Royal Liverpool University Hospital, London.
- Dr. Sanjay Sharma, Specialist, Ministry of Health, Oman
- Dr. Raghavendra Anvekar, Radiologist, Jubilee Mission Hospital, Tressur, Kerala
- Dr. Prashant Tanna, Jeevandeep Hospital & Polyclinic, Jamnagar, Gujarat
- Dr. Jignesh Gandhi, General and Hepatobiliary Surgeon, Mumbai
- Dr. Neelesh D. Rajadhyaksha, Deputy Medical Superintendent, Bombay Hospital, Mumbai
- Dr. Arvind Ganpule, Laparoscopic and Robotic Urologist, Mumbai
- Dr. Neeraj Kamat, Cardiothoracic Surgeon, Mumbai
- Dr. Revati Kishor Bhingare, Laparoscopic Surgeon, Pune
- Dr. Arjun Adnaik, D.M. Cardiologist, Kolhapur.
- Dr. Anish Amate, D.M. Gastro Entrology, Kolhapur

**5.1.19 In what ways does the institution respond to alumni requirements?**

The University has provided space for office and special link to alumni association on the website. Online membership forms are available. The University also provides necessary testimonials and documents as and when required by alumni. The University also shares the contact information amongst Alumni.

**5.1.20 Does the institution have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?**

Yes, the University has student grievance redressal cell, which addresses the grievances related to discipline, attendance and examination. Generally, the grievances reported are mainly related to attendance, performance in formative and summative examinations, non-payment of fees in time and being admonished by teachers for late submissions. All grievances are referred to the Grievance Redressal Cell and deliberated. The Cell gives a fair hearing to all concerned parties. Keeping in view the

regulations of the University, solutions are identified.

Students have the option of representing to the Vice-Chancellor, if dissatisfied with the outcome of the Grievance Redressal Cell.

**5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment ? Give details.**

Yes, the University has established the committees such as anti-ragging, internal complaint committee and grievance redressal cell. The university has carried out the gender audit. The women cell promotes gender sensitive environment through various programs such as

- Lectures on Pubertal changes in Females & Health awareness.
- Celebration of International Woman's Day on 8<sup>th</sup> March on large scale.
- Programs to increase gender sensitivity amongst staff, students and community through street plays on female foeticide and female infanticide.
- Anti sexual harassment cell is assigned the task of investigating any issues of sexual harassment or gender discrimination, deliberating on the matter and identifying the obstacles/culprits if present. However, no such issues have been reported so far

**5.1.22 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?**

Yes, the University has established an Anti-Ragging Committee under the chair of the Dean. However, no ragging instances are reported during last four years. Our institution is a ragging-free campus through vigorous efforts taken over the years in the form of awareness, information on possible punishable measures at orientations and induction, display boards publicizing the details of the members of the anti-ragging committee all over college, Hospital and Hostel Campus, student guardianship program and University Moral Guidance Scheme.

**5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its students?**

The University elicits the cooperation of all its stakeholders to ensure the overall development of its students by involving them in committees such as Student Council, Hostel Committees, Women Development Cell, Sports and Cultural Committees, NSS, Magazine Committee, UMGS, associations & clubs and Library Committee.

Suggestions from the students are welcomed through suggestion boxes. They are also encouraged to put forward their views during the meetings of the above-mentioned committees/bodies.

Support and cooperation of other stakeholder's viz. parents, teachers and other staff are elicited through regular interaction with parents, various meetings of the staff and during various formal and informal interactions/functions/events.

**5.1.24 How does the institution ensure the participation of women students in intra-and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.**

Participation of women students in sports competitions and cultural activities is encouraged by the University by giving leave of absence, provision of extra catch-up classes and flexibility in formative examinations. All University support in terms of financial aid, academic flexibility and resources are equally given to all students irrespective of gender. The safety of women student participating outside the University is ensured with special care.

Women students also play an organizational role in the context of sports-the sports secretary this year was a woman student.

**5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period?**

Yes, the hospital enhances the student learning experience by providing them rotation between the community posting (primary and urban health centres) and the teaching hospital during their internship period.

**5.1.26 Does the institution have immunization policy for its students and staff?**

Yes, the University has an immunization policy for its students and staff. The policy takes care of immunization for Tetanus, Hepatitis B, etc.

**5.1.27 Does the institution give thrust on students growth in terms of :**

- \* Physical development,
- \* Emotional control,
- \* Social dimension and
- \* Spiritual growth.

Yes, the University gives thrust on students' growth in terms of physical development, emotional control, social dimension and spiritual growth for their overall development so that they contribute to the nation building activities.

## 5.2 Student Progression

### 5.2.1 What is the student strength of the institution for the current academic year? Analyze the Program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.

The student strength for the current academic year 2016-17 is:

Name of the course	Students enrolled									
	Gen		SC		ST		OBC		Total	
	M	F	M	F	M	F	M	F	M	F
MBBS I	67	31	2	2	1	1	32	14	102	48
MBBS I Repeater	9	4	1	-	1	-	9	1	20	5
MBBS 3 <sup>rd</sup> Term	63	27	1	2	-	1	24	13	88	43
MBBS 4 <sup>th</sup> Term	7	3	-	-	-	-	9	-	16	3
MBBS 5 <sup>th</sup> Term	44	38	4	4	1	1	27	13	76	56
MBBS 6 <sup>th</sup> Term	03	01	01	1	-	-	5	1	9	3
MBBS 7 <sup>th</sup> Term	65	25	03	-	1	2	29	11	98	38
MBBS 8 <sup>th</sup> Term	6	-	-	2	-	-	3	-	9	2
MBBS 9 <sup>th</sup> Term	67	37	4	2	-	-	16	9	87	48
MBBS 3 <sup>rd</sup> Part-I/Rep.	33	3	6	1	3	1	5	3	47	7
MBBS 3 <sup>rd</sup> Part-II/Rep.	9	4	-	1	-	-	4	-	13	5
B.Sc.(N) First Year	7	14	11	2	-	-	9	5	27	21
B.Sc.(N) Second Year	4	10	3	6	6	4	9	8	22	28
B.Sc.(N) Third Year	5	9	3	2	-	-	7	6	15	17
B.Sc.(N) Fourth Year	3	6	3	3	-	-	8	10	14	19
P.B.B.Sc.(N) 1 <sup>st</sup> Year	1	3	2	1	-	-	-	-	3	4
P.B.B.Sc.(N) 2 <sup>nd</sup> Year	5	10	1	1	-	-	-	1	6	12
M.Sc.(N) 1 <sup>st</sup> Year	3	7	-	1	-	-	2	2	5	10
M.Sc.(N) 2 <sup>nd</sup> Year	7	2	-	-	-	-	-	-	7	2
MD/MS I <sup>st</sup> Year	17	10	3	-	-	-	6	3	26	15
MD/MS II <sup>nd</sup> Year	27	18	-	-	-	-	2	-	29	18
MD/MS II <sup>rd</sup> Year	30	18	-	1	-	-	1	-	31	19
M.Sc. Medical Physics	4	3	1	-	-	-	1	2	6	5
M.Sc. Stem Cell & Regenerative Medicine I <sup>st</sup> Sem.	2	1	-	-	-	-	-	-	2	1
M.Sc. Stem Cell & Regenerative Medicine III <sup>rd</sup> Sem.	1	1	-	-	-	-	-	-	1	1
M.Sc. Medical Biochemistry I <sup>st</sup> Year	1	-	-	-	-	-	-	-	1	-
M.Sc. Medical Biochemistry II <sup>nd</sup> Year	1	2	-	-	-	-	-	-	1	2
<b>Grand total</b>	<b>491</b>	<b>287</b>	<b>49</b>	<b>32</b>	<b>13</b>	<b>10</b>	<b>208</b>	<b>102</b>	<b>1193</b>	

**5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.?**

This is a health science university. The programs have inbuilt employability.

During last four years, eight students qualified in competitive examinations from Center for Interdisciplinary Research.

Sr. No.	Name of the Examination	Name of the Student
1.	Competency examination taken by AERB	1. Ms. Madhuri Anuje 2. Ms. Pooja Patil 3. Mr. Avinash Chechare 4. Mr. Rupesh Pagare 5. Mr. Sachin Pawale 6. Mr. Vikram Mane
2.	MPSC Examination	1. Mr. Rakesh Patil 2. Ms. Rupali Patil 3. Dr. Ashwini Salunkhe
3.	RSO (Medical) Certificate Exam- 2017	1. Ms Madhuri Anuje

**5.2.3 Provide category-wise details regarding the number of post graduate dissertations, Ph.D. and D.Sc. theses submitted/accepted/ rejected in the last four years.**

Category	No. of thesis / dissertations		
	Submitted	Accepted	Rejected
P.G	163	163	0
Ph.D.	17	17	0

**5.2.4 What is the percentage of graduates under AYUSH programs employed in the following?**

- \* AYUSH departments/Hospitals,
- \* Multinational companies,
- \* Health clubs,
- \* Spas,
- \* Yoga wellness centers,
- \* Yoga studios,
- \* Health clubs,
- \* Own Yoga cubes/studios?

Not applicable

### 5.3 Student Participation and Activities

#### 5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

The University has provided facilities for indoor and outdoor games.

- Indoor games – Badminton, Table Tennis, Carom, Chess
  - Outdoor games – Cricket, Volley ball, Foot ball
  - Athlete running track – 200 meters
  - Swimming pool
  - Well equipped gym for girls and boys
  - Annual social and sport gathering is held every year
  - Cultural activities on 15<sup>th</sup> August and 26<sup>th</sup> January
- Students are encouraged to participate in intercollegiate/ interuniversity competitions and financial support is provided for the same.

#### 5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

The Achievements of students in co-curricular, extracurricular and cultural activities at Various Levels

##### 29<sup>th</sup> All India West Zone Youth Festival 2013-14

Sr. No.	Name	Event	Year
1	Vyas Anirudh Ashwanikumar	Light Vocal (Indian)	1 <sup>st</sup> Year MBBS
2	Harshvardhan A. S.	Classical Dance (Indian)	1 <sup>st</sup> Year MBBS
3	Harshvardhan	Elocution	MBBS
4	Himani Malhotra	Debate	3 <sup>rd</sup> MBBS
5	Kawaljit Kaur	Debate	3 <sup>rd</sup> MBBS
6	Rachana Pawaskar	Skit	2 <sup>nd</sup> MBBS
7	Sammed Mohan Kalshetty	Skit	2 <sup>nd</sup> MBBS
8	Aditya Vipul Sadalge	Skit	1 <sup>st</sup> Year MBBS
9	Asmita Ajit Patil	Skit	1 <sup>st</sup> Year MBBS
10	Kalyani Vivek Kulkarni	Skit	1 <sup>st</sup> Year MBBS
11	Pooja Chandrakant Shirgave	Skit	1 <sup>st</sup> Year MBBS
12	Akshay Gadekar	Spot Photography	1 <sup>st</sup> Year MBBS

##### Kolhapur District Level Youth Festival 2014-15

Sr. No.	Name	Event	Year
1.	Pamdini Shivanjali	Debate	4 <sup>th</sup> Year MBBS
2	Chirag Vora	Debate	4 <sup>th</sup> Year MBBS
3	Chirag Vora	Extempore Speech	4 <sup>th</sup> Year MBBS
4	Rachana Pawaskar	Skit	2 <sup>nd</sup> MBBS
5	Sammed Mohan Kalshetty	Skit	2 <sup>nd</sup> MBBS
6	Prathmesh Gadege	Skit	1 <sup>st</sup> Year MBBS
7	Asmita Ajit Patil	Skit	1 <sup>st</sup> Year MBBS
8	Kalyani Vivek Kulkarni	Skit	1 <sup>st</sup> Year MBBS
9	Pooja Chandrakant Shirgave	Skit	1 <sup>st</sup> Year MBBS
10	Aparna Patil	Skit (Ass. Professionals)	2 <sup>nd</sup> Year MBBS
11	Anirudh Vyas	Skit (Ass. Professionals)	2 <sup>nd</sup> Year MBBS



12	Akshay Gadekar	Spot Photography	1 <sup>st</sup> Year MBBS
13	Gaurab Jana	Landscape Painting	3 <sup>rd</sup> Year MBBS
14	Rahul Ugle	Treasure Hunt	2 <sup>nd</sup> Year MBBS
15	Irshad Tamboli	Treasure Hunt	2 <sup>nd</sup> Year MBBS
16	Kaustubh Tare	Treasure Hunt	2 <sup>nd</sup> Year MBBS
17	Akash Shinde	Treasure Hunt	2 <sup>nd</sup> Year MBBS
18	Saransh Sharma	Rock Band	3 <sup>rd</sup> Year MBBS
19	Robin Alexander	Rock Band	3 <sup>rd</sup> Year MBBS
20	Rahul Bhalerao	Rock Band	3 <sup>rd</sup> Year MBBS
21	Dhruv Gupta	Rock Band	3 <sup>rd</sup> Year MBBS
22	Anirudh Vyas	Kolhapur Talent Hunt	2 <sup>nd</sup> Year MBBS
23	Nikhil Kumar	War of DJ's	3 <sup>rd</sup> Year MBBS
24	Bipas Bhattacharya	War of DJ's	3 <sup>rd</sup> Year MBBS
25	Pratik Mohanty	Adventure Sports	2 <sup>nd</sup> Year MBBS
26	Gaurab Jana	Sketching	3 <sup>rd</sup> Year MBBS
27	Naman Sankla	Sketching	3 <sup>rd</sup> Year MBBS

31<sup>st</sup> All India West Zone Youth Festival 2015-16

Sr. No.	Name	Event	Year
1.	Simran Sanjay Prabhakar	Debate	1 <sup>st</sup> Year MBBS

**5.3.3 Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events?**

Yes, the University provides incentives for the students who participate in national/regional levels sports and cultural events.

**5.3.4 How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.**

The University encourages students through provision of space for notice boards, resource material, financial support towards publishing, publicity and other logistic support.

Publications by the University that have involved the students include

- Medical Journal of the D. Y. Patil University.
- Annual Journal of University Research.
- Student Magazine
- Monthly newsletters of Pharmacology and Microbiology departments.
- Campaign material for World Health Day, Organ Donation, Blood Donation, Tree Plantation and swachhha Bharat Abhiyaan.

**5.3.5 Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.**

Yes, the University has a student council constituted as per UGC guidelines and its officials for current academic year are:

Sr.No	Activity/ Section.	Name of the student	Designation
01	<b>Cultural</b>	Kulkarni Kalyani Vivek	General Secretary
02		Mankoskar Yash Surendrakumar	Secretary
03	<b>Orchestra</b>	Keswani Pranav Prakash	Secretary
04		Desai Aishwarya Sheetal	Member
05		Nagaonkar Nandan Manishee	Member
06		Nagaonkar Ajay Ramesh	Member
07	<b>Drama</b>	Ajit Pal Singh	Secretary
08		Gadage prathamesh Gajendra	Member
09	<b>Dance</b>	Rajbinder dutta	Secretary
10		Gade rahul rajendra	Member
11		Patil shruti satish	Member
12		Sajal goyal	Member
13	<b>Art Exhibition</b>	Shighwan apurva anil	Secretary
14		Bhagat shalaka shashikant	Member
15		Naik srushti kishor	Member
16	<b>Fashion</b>	Mohite Neha Dinkar	Secretary
17		Deshmukh Abhaysinh Digambar	Member
18		Junnarkar Yash Rajeev	Member
19		Todkar Ruturaj Suresh	Member
20		Sudheer Kumar	Member
21	<b>Sports</b>	Reha Singh	Secretary
22	<b>Indoor</b>	Kher Mitesh Bhamabhai	Member
23		Aparajita	Member
24	<b>Outdoor</b>	Medha Rathi	Member
25		Kadam Radhika Umesh	Member
26		Abhishek Tripathy	Member
27		Akshay Bist	Member
28	<b>N.S.S.</b>	Kirti Katiyar	Secretary
29		Badave Ujwal	Member
30	<b>Magazine</b>	Desai Shradha Babasaheb	Secretary
31		Sushil Kumar Singh	Member
31		Shirgave Puja Chandrakant	Member

The activities carried out by the students council are :

- Organization of annual social gathering.
- Organization of Annual sports events.
- Art and Craft exhibition.
- Science Day celebration.
- Celebration of Ganesh Festival.

- Celebration of various National Days related to health programs.
- Organization & Celebration of National days, Republic day and Independence day
- Street plays.
- Participation in National Health Programs through NSS unit
- Bringing out the Students' Magazine

Budgetary provision for organizing sports and cultural activities is made in the university budget.

**5.3.6 Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.**

As per the recommendation by NAAC peer team (2012), the University has included student representatives in the following academic and administrative bodies:

- Academic Council
  1. Miss. Kulkarni Kalyani Vivek
  2. Miss. Sawant Pranali Pravin
- Board of Studies
  1. Miss. Kulkarni Kalyani Vivek
  2. Miss. Sawant Pranali Pravin
- IQAC
  1. Miss. Kulkarni Kalyani Vivek,
  2. Dr. Patel Piyushkumar Ramanlal,
- Curriculum Committee
  1. Mr. Aryan Gune
  2. Mr. Chaitanya Patil

They attended the meetings of these bodies and took active part in discussion



## Criterion-VI

### **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

## CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 Institutional Vision and Leadership

#### 6.1.1 State the vision and the mission of the institution.

The Vision and Mission statements of the University are clearly defined and translated into its academic & administrative activities and they are -  
**Vision**

*“To become a world class institution of higher learning in health sciences education, training and research”*

**Mission**

- *To provide quality education and skill development in health sciences and other related areas for development of professional human resources.*
- *To engage in interdisciplinary research and innovations for furtherance of knowledge, technology and community development.*
- *To put in place dynamic techno-structure for effective use of technology in curriculum development, pedagogy, student evaluation and system management.*
- *To develop symbiotic relations with industry, academic and research institutions and community to meet the expectations of various stakeholders in education.*
- *To create learner centric ecosystem for the all-round development of the learners.*

#### 6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes, the Mission statement of the University clearly defines its distinctive characteristics in terms of addressing the changing or emerging needs of the society, the students it seeks to serve and its own traditions, value orientations and its vision for the future.

In conformity with the Mission statement, the University offers programs in health and interdisciplinary sciences which have inbuilt employability and, provides primary to tertiary level health care facilities at free of cost to the poor patients and for others at affordable cost. It is also undertaking interdisciplinary research in the thrust areas identified by the various central funding agencies. The extensive use of technology in its academic and administrative activities is another feature of the University and has developed interface with the industry to bridge the knowledge gap. The University, right from its inception has adopted learner-centric approach in all its academic and administrative activities.

### 6.1.3 How is the leadership involved in

- \* developing E-Governance strategies for the institution?
- \* ensuring the organization's management system development, implementation and continuous improvement?
- \* interacting with its stakeholders?
- \* reinforcing a culture of excellence?
- \* identifying organizational needs and striving to fulfill them?

#### ➤ **Developing e-Governance strategies for the institution**

The University has well defined IT policy and e-governance forms a part of IT policy. Extensive use of ICT in day-to-day administration, automation of finance and examination division has brought transparency and objectivity in the overall functioning of the university. The wi-fi facility with 1 GBPS bandwidth has facilitated the electronic transmission of notices of meetings, agenda papers, minutes, circulars to the students and faculty, etc. and has helped the University to move towards the a paperless culture on the campus. The use of social media for the communication with the faculty and students is another feature of the University.

#### ➤ **Ensuring the organization's management system development, implementation and continuous improvement**

The leadership of the University at various levels works as a team and therefore togetherness prevails on the campus. The sponsoring society, Vice-Chancellor and other administrative functionaries are working together for the furtherance of the objectives of the University and have adopted participatory management. The governance system of the University is essentially based on UGC (Institutions Deemed to be Universities) Regulations, 2016. The constitution and composition of the Authorities & Bodies and their powers & functions are also as per the said Regulations. The internal co-ordination and monitoring mechanisms ensure effective implementation of decisions.

#### ➤ **Interacting with its stakeholders**

The University has adopted participatory approach in the day-to-day administration thereby all the stakeholders' gets opportunity to participate in the decision-making at various levels. The faculty, students and staff have representation on various Authorities and Bodies, which ensures a sense of belonging. The feedback is obtained from the stakeholders on various aspects of the functioning of the University and outcome is placed before the respective Authorities and Bodies. This entire exercise aims at enhancing and sustaining the quality of the governance system.

#### ➤ **Reinforcing a culture of excellence**

The ultimate goal of the university is to be recognized as one of the top institutions of higher learning with a global acceptance in academics and research activities.

It also aims to exert efforts in co-curricular and extra-curricular activities so that the outgoing graduates of the university have distinct graduate attributes and character to meet global standards.

To achieve the goals, the university is continuously striving to refine its teaching-learning process, training of the students, students' evaluation, research and extension activities to enhance and sustain their quality. The University provides an opportunity for the faculty to acquire greater competencies through faculty development programs.

The University is continuously upgrading its infrastructural facilities and learning resources as per the changing needs of programs and its curricula that help the faculty and students to excel in their fields. The administrative, technical and paramedical staff is also given opportunity to acquire new skills required to keep them abreast with changing needs and demands.

➤ **Identifying organizational needs and striving to fulfill them**

The organizational needs of the system are identified by obtaining feedback from the various stakeholders. The feedback obtained is analyzed and outcome is placed before the respective Authorities & Bodies. This exercise aims at finding the gaps in organizational needs and improving the quality of the governing system.

**6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons.**

Yes, all the top positions of the leadership except the Pro-Chancellor and Pro-Vice-Chancellor are filled in by following due diligent procedure.

**6.1.5 Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?**

Yes, the University has duly constituted statutory bodies and their composition is as per the UGC Regulations. The meetings of these Authorities and Bodies are held regularly as per the schedule given in the said Regulations.

**6.1.6 Does the institution promote a culture of participative management? If yes, indicate the levels of participative management.**

Yes, the University promotes a culture of participative management. The faculty and the officers have proportionate representations on Board of Management, Academic Council, Planning and Monitoring Board, Boards of Studies and Finance Committee. Their representation on these authorities and bodies ensure participation in decision making at various levels. Student representation on Academic Council, Board of Studies and the Medical Education Unit is ensured. Besides, the faculty, students and staff are members of various committees related to co-curricular and extra-curricular activities.



**6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges / constituent units and the support and encouragement given to them to become autonomous.**

The University is established under Sec. 3 of the UGC Act, 1956 as such it is not applicable.

**6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?**

The University is established under Sec. 3 of the UGC Act, 1956 as such it is not applicable.

**6.1.9 How does the institution groom leadership at various levels? Give details.**

The University grooms leadership at various levels by following the principle of decentralization of authorities with sense of responsibility and accountability. In case of finance, the Board of Management on the advice of Finance Committee has delegated its powers at various levels. The Authorities and Bodies take the policy decisions related to academic and administration and are implemented by the officers down the line.

The administrative functionaries like Registrar, Finance Officer, Controller of Examinations and Dean of the Medical College works independently under the supervision of Vice-Chancellor.

**6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to**

- \* Information Technology,
  - \* National Knowledge Network (NKN),
  - \* Data Bank,
  - \* Other open access resources along with effective intranet facilities with unrestricted access to learners.
- If yes, give details.

Yes, the University evolved a knowledge management strategy by encompassing the information technology, National Knowledge Network (NKN), open source community software, open education resource, etc.

The University believes that the collective knowledge, skills and experiences of its faculty and employees are its knowledge bank. The University takes proper care to improve the academic and administrative processes. The outcome of the various research activities is published in the form of research papers and dissertations & theses are submitted for the award of post-graduate and Ph.D. degrees and are also available in the library and on the 'Shodhganga' repository.

As a part of IT Policy, the University has a well-established 'Computer Center' with wi-fi facility. All the computers in the University are connected through LAN. The University has more than 250 computers with licensed software and internet facility. Classrooms, seminar halls,

lecture theaters, demonstration rooms, etc. have laptops and LCD projectors, smart board.

The University avails the facility of National Knowledge Network for use of ICT (NMEKT). The University is a member of the digital library of the Maharashtra University of Health Sciences, PROQUEST Library, PROQUEST-EBRARY medical complete e-books collection.

The library subscribes e-journals and e-books through the digital resource that serve as effective tools with unrestricted use for acquiring knowledge and enhancing quality of teaching and research. Open education resources such as DOAJ, OER, biomed central, [www.omnimedicalsearch.com](http://www.omnimedicalsearch.com), [www.omiksonline.org](http://www.omiksonline.org), e-medicine and are available

#### 6.1.11 How are the following values reflected in the functioning of the institution?

- \* **Contributing to National development**
- \* **Fostering global competencies among students**
- \* **Inculcating a sound value system among students**
- \* **Promoting use of technology**
- \* **Quest for excellence**

##### ➤ **Contributing to National development**

The objects of the University are to provide higher education leading to excellence and innovations in health sciences and health care facilities to the poor and needy patients. It is providing high quality teaching & research facilities and undertakes research activities in diverse disciplines. The outgoing graduates supplement and compliment the health care functions of the state as per the national health policy thereby contributing to the nation building activities.

The faculty in the University is engaged in carrying out the applied research activities in the thrust areas identified by the national agencies. The outcome of the research directly or indirectly also contributes to the national development activities.

##### ➤ **Fostering global competencies among students**

The academic offerings and their curriculum are innovative in nature that has a global relevance. The University trains its graduates as a part of global and national policy related to health care. The curriculum of various programs is designed to meet global needs in terms of content and context. The MoUs signed with international research institutes and universities has increased exposures to global standards. Visits by international scholars and establishment of UNESCO Chair in Bioethics have also given an opportunity to the university to be a partner at the global level.

##### ➤ **Inculcating a sound value system among students**

The value system forms an integral part of curriculum development, teaching-learning process, research and extension activities. The

students during their internship programs are posted to rural and urban health centres where they have an opportunity to work with the villagers, visit to old age care centres & orphanages, organization of rallies on social issues, blood donation camps, etc. give them exposure to their social responsibilities.

Value based enrichment courses on ethics and the ATCOM module promote sound social value systems. The NSS volunteers and Community Medicine Department during their various camps carry out social surveys that help the district administration to take the corrective measures. The NSS Unit undertakes extension outreach activities related to social and healthcare problems for the neighborhood communities. All these efforts of the university help to inculcate value system, curiosity, qualities of care & kindness and universal brotherhood amongst its students.

➤ **Promoting use of technology**

The University has comprehensive IT facilities and Medical Education Unit that promotes use of technology in administration, teaching-learning process, research and library. The use of technology in the administration has minimized human bias and brought objectivity and transparency. The use of ICT in teaching-learning process and patient care has helped to make this teaching-learning process interactive. The simulation laboratory has helped the students to get hands on experience and experiential learning.

➤ **Quest for excellence**

The goal of the University is to become an institution of excellence in teaching and research. The University has IQAC that monitors the quality and encourages the quest for quality. Some of the initiatives undertaken by the IQAC are innovative teaching-learning methods, upgradation of websites, introduction of Comprehensive Research Promotion Practices, appointments of Research Director, Academic Co-ordinators, establishment of clinical skill lab, introduction of new programs and many others have greatly helped the students to excel in their research.

**6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.**

No regulatory body such as MCI and UGC has given any adverse report against the University.

**6.1.13 What are the projected budgetary provisions towards teaching, health care services, research, faculty development, etc.?**

The Projected budgetary provisions towards various expenses for the financial year 2016-17 are as follows:

Sr. No.	Provision Towards	Provision Rs. in Lakhs	%
1	Teaching	2044.08	24.19%
2	Research	881.20	10.43%
3	Health Care Services	2000.60	23.67%
4	Faculty Development	355.00	4.20%
5	Library	420.00	4.97%
6	Purchase of computers and equipments	250.20	2.96%

**6.2 Strategy Development and Deployment****6.2.1 Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?**

- \* Vision and mission
- \* Teaching and learning
- \* Research and development
- \* Community engagement / outreach activities
- \* Human resource planning and development
- \* Industry interaction
- \* Internationalization

Yes, the University has a short-term and long-term perspective plan for its development. The various aspects that are considered in preparing the development of policies and strategies are.

**➤ Vision and Mission**

The Vision and Mission form the core guidelines of all developmental planning of the University. Hence care is taken that these are framed, reviewed and restructured to meet the expectations of the stakeholders particularly in achieving the desired goals of education and community expectations.

**➤ Teaching and learning**

Various aspects of teaching-learning that are considered for development of perspective plan are :

- The curriculum design and development needs to be updated contemporary and in keeping with global standards.
- The teaching-learning process needs to be learner-centric that includes learning, integration and interdisciplinary approach.
- International and national conferences and collaborations are important to enhance global competencies and knowledge.
- Students need to acquire sound knowledge and professional skills, fluency in communication and knowledge of ethical issues so as to change the behavior and conduct.

➤ **Research and development**

The research and development aspects forms an integral part of curriculum development. Generation of scientific temperament and enquiry through research must be supported by upgradation of infrastructural facilities & learning resources, organization of more conferences/seminars/workshops, etc.

➤ **Community engagement / outreach activities**

Use of public private partnership in achieving our mission has been considered and applied. Special attention to vulnerable groups such as children, women, disadvantaged people and the rural populations are given through community activities. The Women Development Cell and the Community Health and Extension Unit conduct outreach programs to empower the population. Sensitisation, awareness and education of the public through various units such as NSS, clinical departments, community medicine department are important. Participation in different national and state welfare schemes such as Rajiv Gandhi Jeevan Dayee Arogya Yojana, family welfare scheme, Medical Reimbursement scheme, Janani Suraksha Yojana and Revised National Tuberculosis Control Program (RNTCP) and Integrated Counseling and Testing Centre (ICTC), contributed to our planning.

➤ **Human resource planning and development**

The requirement and recruitment of the faculty is as per the norms of Medical Council of India and UGC (Institutions Deemed to be Universities) Regulations, 2016. The faculty development programs and attending workshops/seminars help the faculty to enhance their professional competencies. The skill upgradation program is also organized for the benefit of administrative, technical and paramedical staff.

➤ **Industry interaction**

The University has structured 'University-Industry Partnership Cell'. Collaborative programs with the industry for carrying out joint research projects, curriculum development, teaching and internships are considered.

➤ **Internationalization**

The internationalization of higher education means attracting overseas students to the university, collaboration with international research institutes and universities. The faculty and student exchange, research data exchange and joint publications through international MoUs are an integral part of our planning.

**6.2.2 Describe the institution's internal organizational structure (preferably through an organogram) and decision making processes and their effectiveness.**

**\* Is there a system for auditing health care quality and patient safety? If yes, describe.**

**\* How often are these review meetings held with the administrative staff?**

The organizational structure of the university is based on the UGC (Institution Deemed to be Universities) Regulations, 2016. The University follows the flat hierarchical system of governance. The University has constituted various Authorities and Bodies and has appointed all statutory officers as per the said Regulations.

The policy decisions are taken by the Authorities and Bodies and are effectively implemented by the officers of the university. The university has four main Divisions namely General Administration, Academic, Finance and Evaluation. These divisions are further divided into sections and units depending on the needs of the administration.

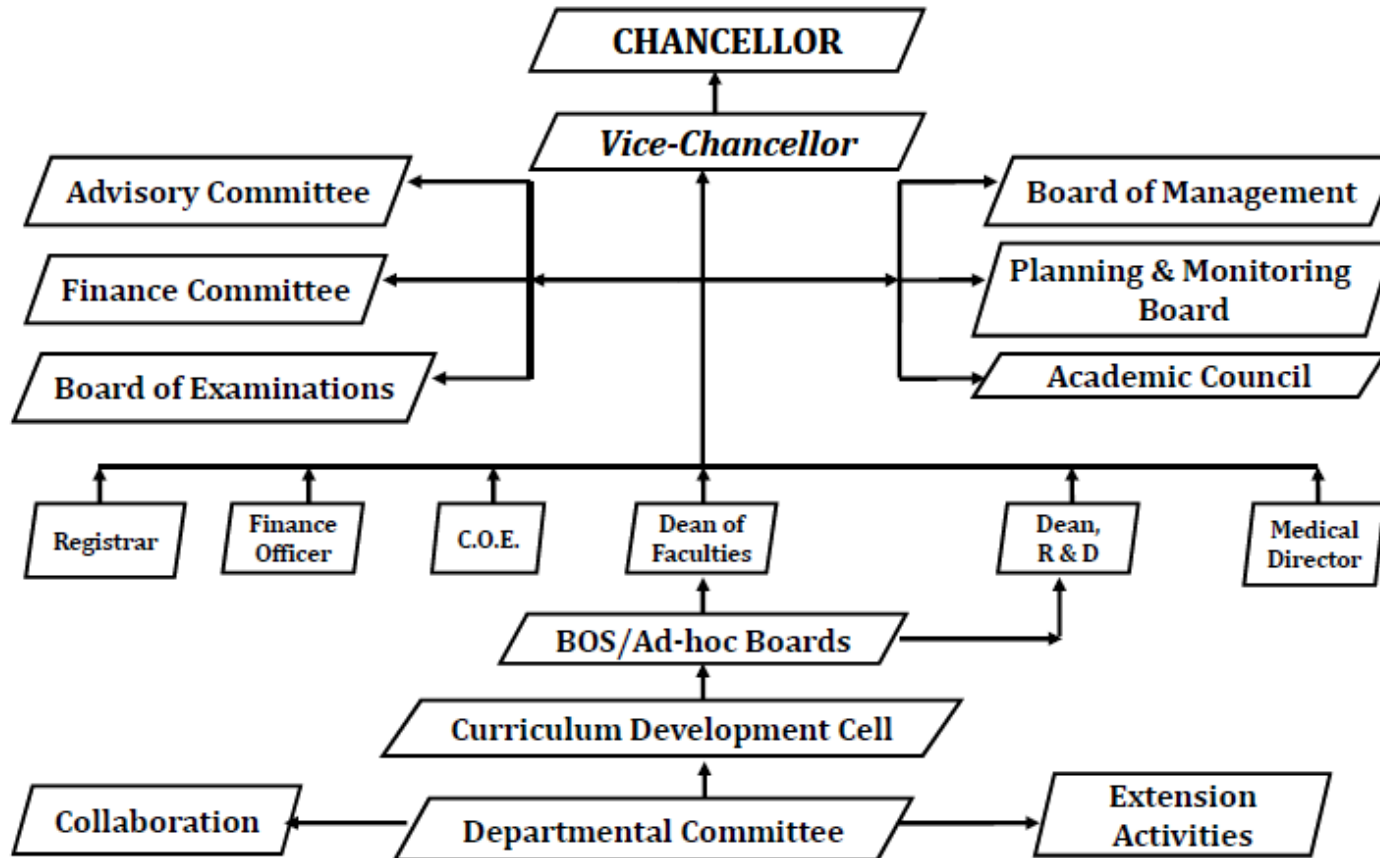
The Chancellor by virtue of his position is a head of the university and presides over the convocation ceremony.

The Vice-Chancellor by the virtue of his position is principal academic and executive officer of the university and presides over the meetings of all the Authorities and Bodies of the University. He is supported by Registrar, Controller of Examinations, Finance Officer, Dean of the Medical College and Medical Superintendent of the hospital.

The decisions related to academics are taken by the respective Boards of Studies and placed before the Academic Council for its approval and after getting the approval of Board of Management, they are implemented. The Finance Committee prepares the budget estimates, income-expenditure & balance sheets and it is placed before the Board of Management for its approval. Planning and Monitoring Board is responsible for preparing short-term and long-term perspective plans of the University.

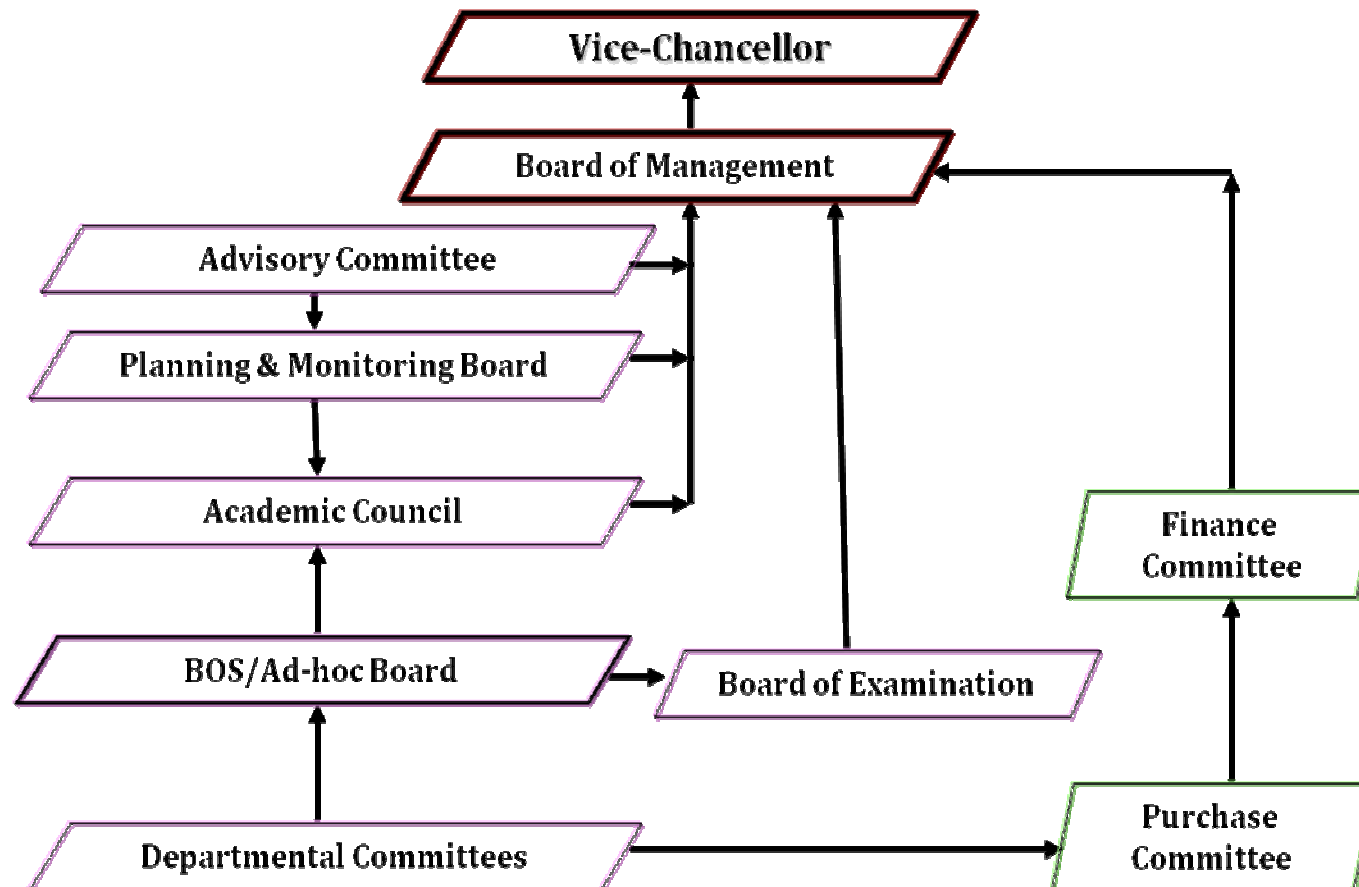
The Organogram of the university is as below:

## ORGANOGRAM

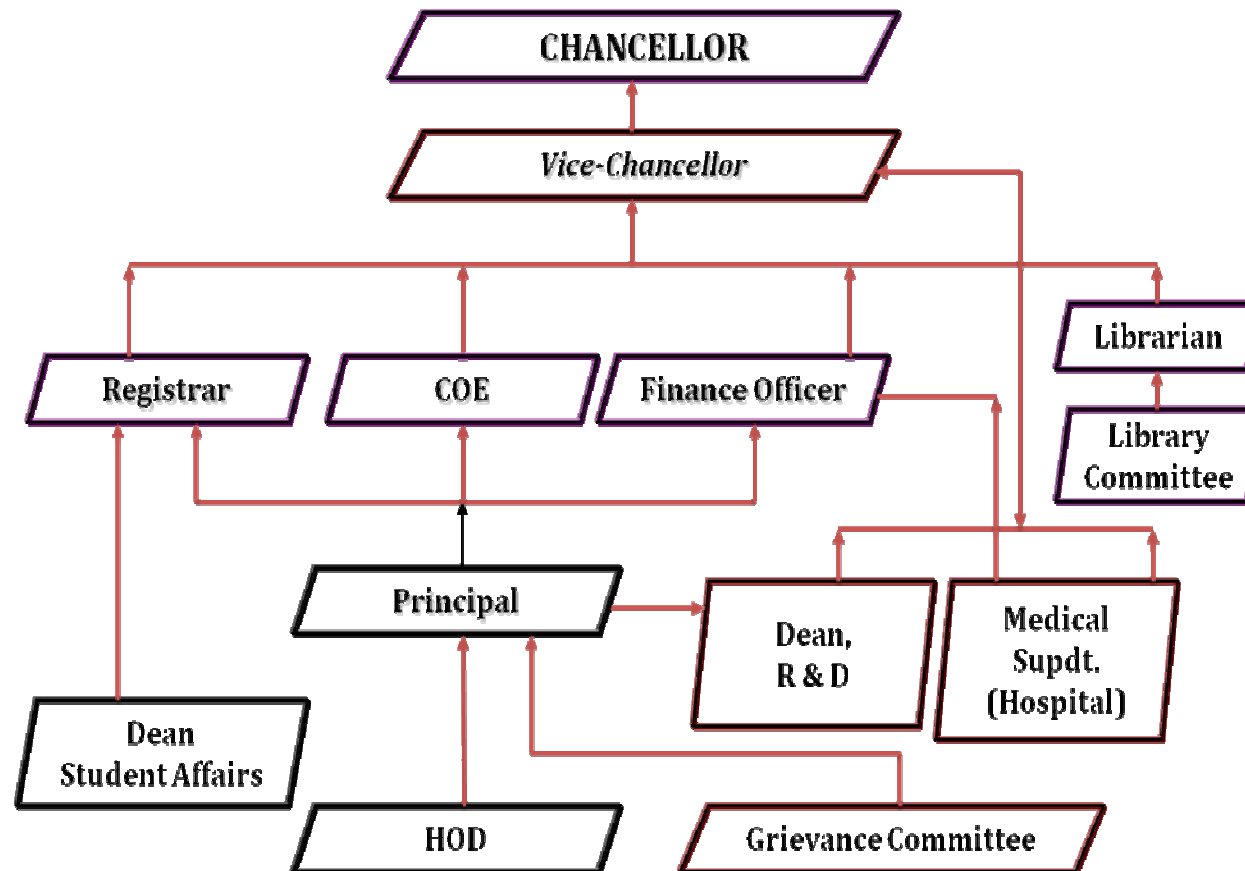




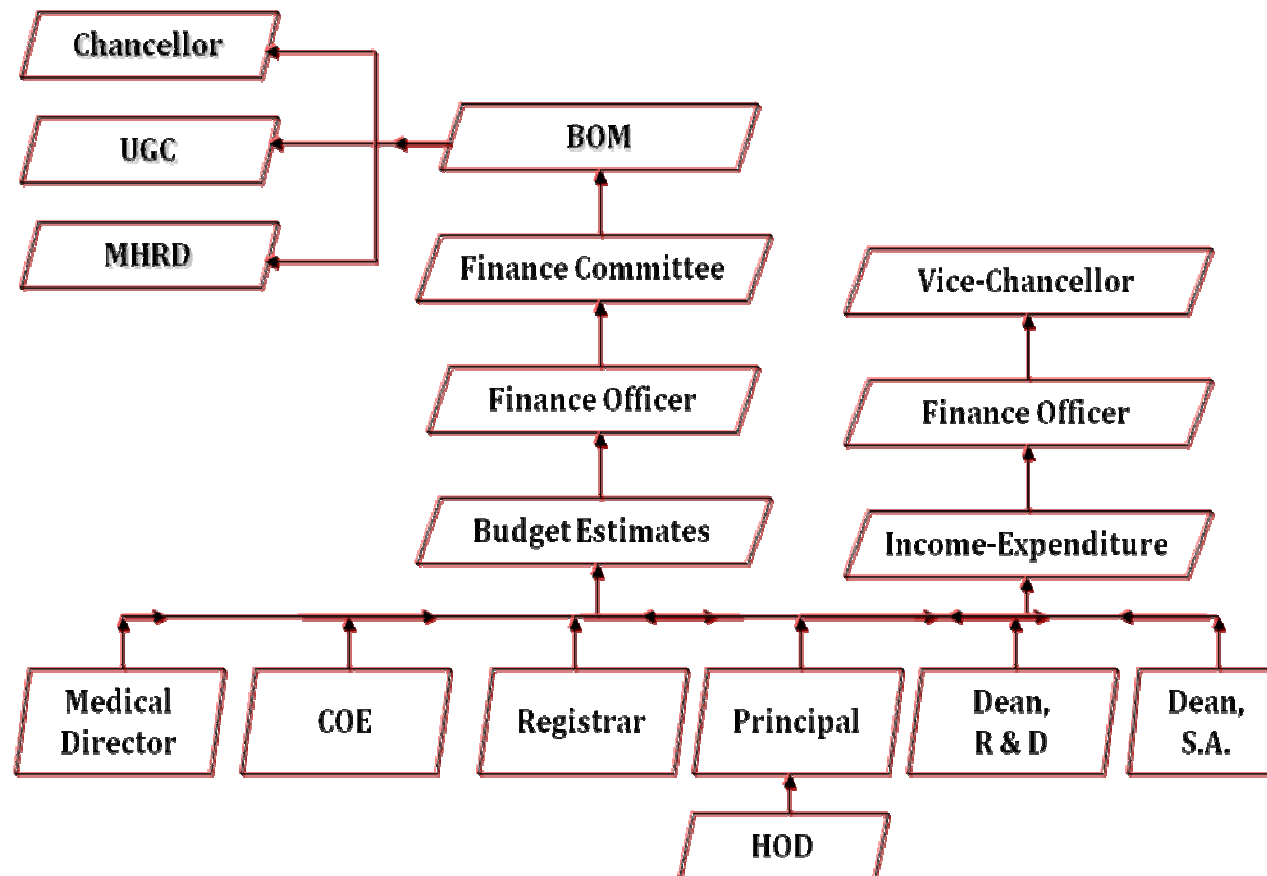
### Reporting Channels (Academic)



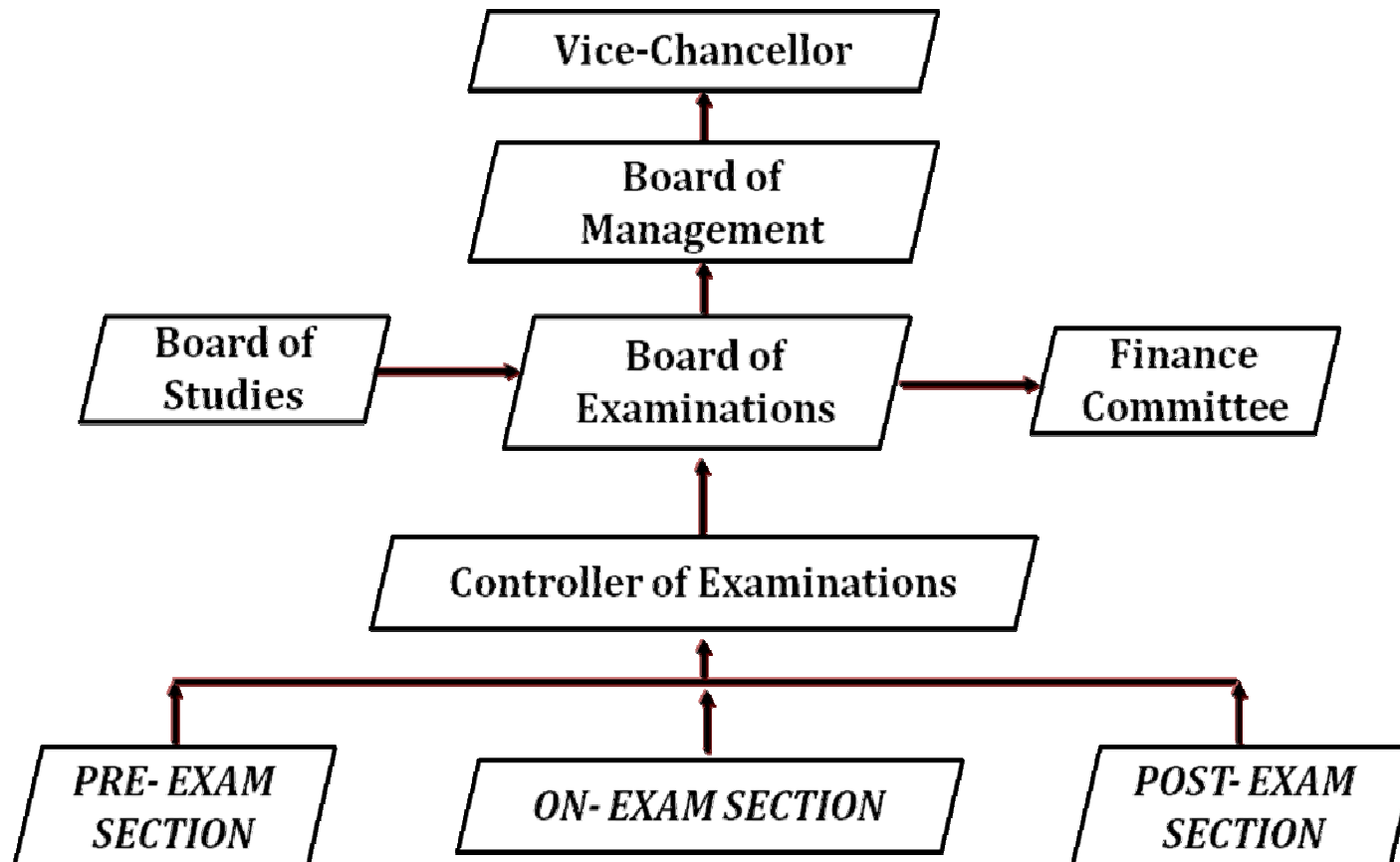
Reporting Channels (Administration)



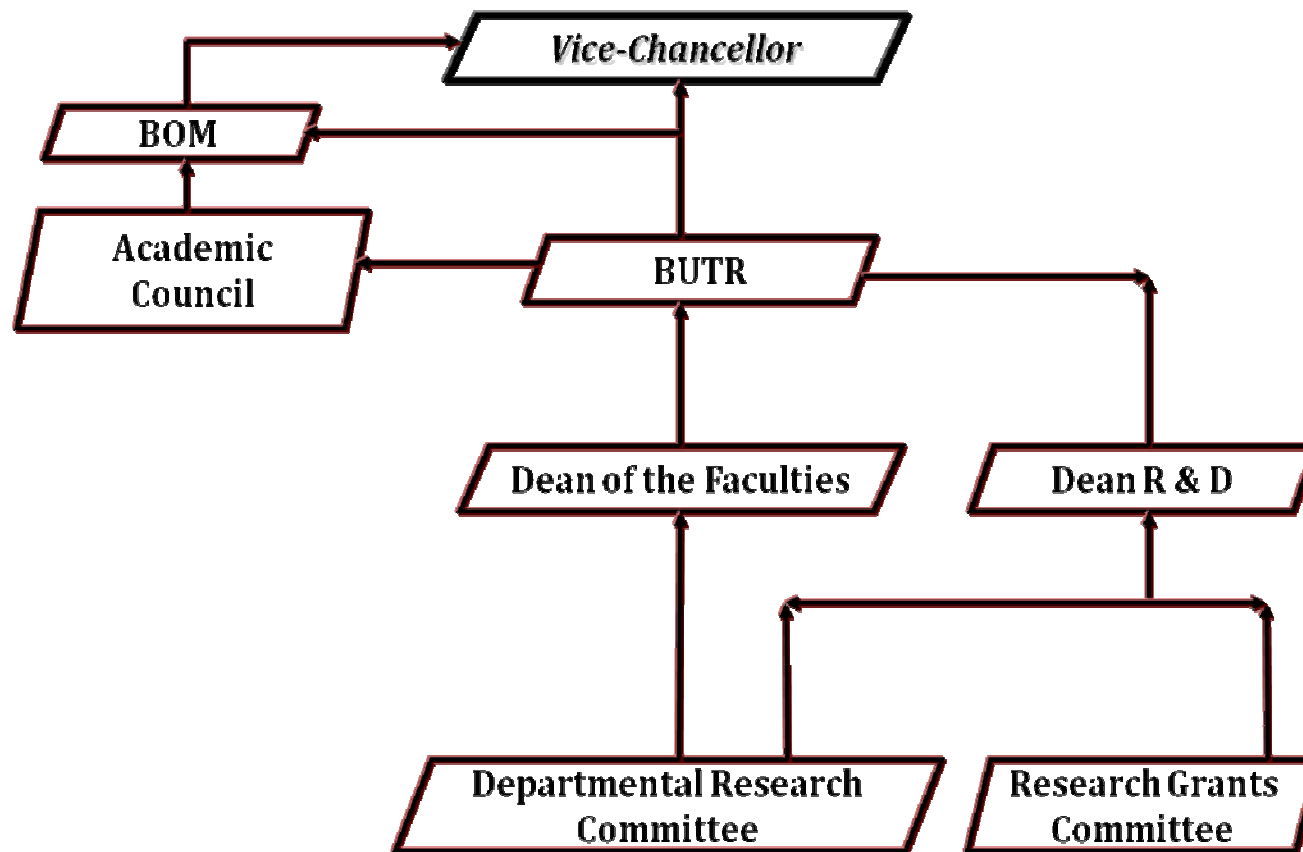
### Reporting Channels (Finance)



## Reporting Channels (Examination)



## Reporting Channels (Research)



➤ **Is there a system for auditing health care quality and patient safety? If yes, describe.**

Yes, the university has system for auditing health care quality and patients' safety. The university has constituted various committees for the audit of the health care quality and patient safety and they include Hospital Quality Assurance Committee, Hospital Infection Control Committee, Blood Transfusion Committee, etc. These committees meet as per the Calendar of Events to review the quality of patient care and safety and submit the report to the IQAC.

The feedback forms related to the quality of service and treatment are given to the patients at the time of discharge. The HQAC considers the feedback forms and the necessary recommendations are given to the respective departments. The medical students are constantly supervised by the teachers to prevent errors and mistakes.

➤ **How often are these review meetings held with the administrative staff?**

Review meetings are conducted periodically with the administrative staff to apprise them the outcomes of the meetings of the committees indicated above in order to circumvent shortcomings and to enhance the quality of patient care.

**6.2.3 Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details.**

Yes, the University conducts regular meetings of various authorities. The University prepares academic calendar every year. The numbers of meetings conducted during last four years are as follows:

Authority	2013-14	2014-15	2015-16
Board of Management	5	4	4
Academic Council	2	3	3
Finance Committee	3	4	3
Board of Examination	3	2	4
Planning & Monitoring Board	1	1	1
Board of Studies	1	2	5
Board of Post-Graduate Teaching and Research	2	1	1
Research & Recognition Committee	5	6	5

**6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?**

Yes, the university has developed policies to ensure quality in all facets of its activities such as teaching-learning, evaluation, research, patient care, etc.

➤ **Design:**

- The Vision and Mission statements and the Institutional Quality Assurance Policy define the formal policy to ensure quality.
- They are designed to meet the purpose of the institution in keeping with its abilities, responsibilities and changing needs of the stakeholders.
- Detailed presentations followed by discussions with Management and Faculty of the University precede the deliberations of the Committee appointed for this purpose.
- The **Quality Policy Statement** defines the framework of actions to enhance quality of University activities.
- The Hospital Quality Assurance Policy Statement defines the framework of hospital functioning and service.

➤ **Driven & Deployed:**

- These formally defined policies are conveyed to stakeholders through various mechanisms such as the website, annual reports, admission brochures etc.
- They are prominently displayed all over the buildings of the University to inform and remind staff, faculty and students of the larger aim.
- The Institutional Quality Assurance Cell (IQAC) gives the recommendations about the quality improvement to the various departments in the University.

**Reviewed:** The Mission and Vision statements with quality assurance policy were reviewed in 2015. An expert Committee under the chairmanship of Prof. V. S. Prasad, Former Director, NAAC was created for the purpose of preparing a new statement of Vision and Mission of the University, to meet the needs of a growing institution and changing society.

**6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?**

Yes, the University encourages its academic department to function independently and autonomously.

All the academic and administrative departments are encouraged to define, implement, monitor and review their own programs while ascribing to the requirements of the regulatory bodies.

Departmental sub-committees are formed by the departments to permit participatory deliberations.

All Departments submit their annual report detailing their activities and outcomes as assessed by them. Results of the various departments are monitored and any aberrations are brought up for deliberation.



**6.2.6 During the last four years, have there been any instances of court cases filed by and / or against the institution? What were the critical issues and verdicts of the courts on these issues?**

During the last four years, there are no court cases against the university and neither has the university filed any case against anybody.

**6.2.7 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?**

The University ensures the grievance/complaints are promptly attended to and resolved effectively through 'Grievances Redressal Committee'. There are two Grievances Redressal Committees, one is at college level for students and the other at the University level.

The grievance committee at the university level deals with major grievances of the students, faculty and staff.

Departmental Committees also deal with minor grievances such as sanction of casual leave, internal examinations, patient care complaints, attendance of students and staff.

The mechanisms adopted by the Grievance Committees are laid down in the SOPs and aimed at promoting better stakeholder relationship.

**6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?**

Yes, the University has a mechanism for analyzing student feedback on institutional performance.

At the end of academic year, the feedback from the students is obtained on institutional academic and administrative performance. The feedback obtained by IQAC is analyzed and outcome is placed before the appropriate officer of authority for further action. The relevant department/office undertakes deliberations on the feedback and decides the actions to be taken based on available guidelines.

**6.2.9 Does the institution conduct performance audit of the various departments?**

Yes, the university conducts the performance audit of its academic and administrative departments.

**6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions?**

The University is established under Sec.3 of the UGC Act, 1956 hence not applicable.

**6.2.11 Does the institution and hospital have their own updated websites? If so, is the information regarding faculty and their areas of specialization, days of availability, timings, consultation charges available on the website ?**

Yes, the University and Medical College have their own dynamically updated websites [www.dypatilunikop.org](http://www.dypatilunikop.org) and [www.dypatilmedicalkop.org](http://www.dypatilmedicalkop.org) respectively. The information related to academic, research, administrative, co-curricular, extra-curricular activities and information related to hospital are made available to the stakeholders on these websites.

**6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises?**

The University through IQAC regularly obtains online/manual feedback on its academic, administrative, infrastructural facilities, learning resources and patient care services. The outcome of feedbacks is well documented and placed before the respective officers or authorities of the University for the necessary actions.

**Faculty Empowerment Strategies**

**6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff? What is the impact of Continuing Professional Development Programs in enhancing the competencies of the university faculty?**

The University has taken following initiatives/measures to enhance the professional competencies of its faculty and support staff:

**Faculty:**

- Adequate resources for teaching-learning process.
- Study/duty leaves for up-gradation of skills, presentation at seminars, etc.
- Holding regularly conferences, seminars, workshops by the departments.
- Financial support to organize conferences at State, National and International level.
- The MEU department regularly organizes training and re-training programs for the faculty.
- Deputation of faculty for training programs organized by other health sciences universities.
- Guest and invited lectures/workshops on newer teaching methodologies, research methodologies, computer skills is a regular feature.
- Incentive to the faculty for publication of their research papers in a high impact factor journal

**Non-Teaching Staff:**

- Sensitization lectures on gender equality, patient rights, confidentiality are held.

- On the job training in newer developments in fields of computers, internet use are given.

**Impact:**

- Updated and competent professionals in all areas of patient care.
- Provision of advanced options to patients such as endoscopic surgery, pain management, painless labor deliveries
- Adoption of newer teaching methodologies with use of ICT.
- Increased number of research papers and projects and more number of persons involved in research activities.

**6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions.**

The University has been following various appraisal methods to enhance the overall functioning of the university. Some of them are:

- Self- appraisal
- Student appraisal

**Outcome:**

The faculty, at the end of academic year is required to fill-up the self-appraisal reports. The same is reviewed by the respective Heads of the Departments who add the supervisors' comments. This is submitted via the IQAC to the Dean of the Medical College and then the report is submitted to the Vice-Chancellor. If necessary, outcome is communicated to the respective faculty.

At the end of academic year, online feedback from the students on the teaching of the faculty is obtained. The feedback is analyzed and outcome is communicated to the faculty.

The outcome of the various appraisal methods gives scope to the faculty to improve their performance in teaching-learning process and research. It is also used for their Career Advancement Scheme (CAS).

The outcome of appraisal methods helps to identify the extra ordinary talent and skills of the faculty in their area of expertise and their competencies to handle various issues such as inter personal relationship, eloquence, etc. to identify future successive leaders for the institution.

**6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.**

The some of the welfare schemes available for faculty & staff are residential quarters, leave benefits, assistance to avail loan from other banks, petrol credit card, concessional medical facilities in the hospital and CPF.

Almost 90% teaching staff and almost 100% non-teaching staff have been benefitted from these welfare schemes.

**6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty?**

The University has taken measures to attract and retain the eminent faculty such as implementation of UGC pay scales, deputation, financial support for organization, duty leave, travel expenses and registration fees to attend seminars/conferences/workshops, headship by rotation, participation in decision making through their representation on various authorities & bodies, CAS for vertical mobility, fringe benefits, incentives for publication of research papers, free medical facilities in the hospital, etc .

**6.3.5 Has the institution conducted a gender audit during the last four years? If yes, mention a few salient findings.**

Yes, the University has conducted its gender audit and it believes that there should not be any gender bias or discriminations and encourages the sense of equity and gender integration.

The analysis of gender audit shows that there exists a balance between the genders equations at all levels for faculty and non-teaching staff. The women faculty and staff have a proportionate representation on various committees.

The University has constituted ‘Women Development Cell’ to understand and resolve their problems and to ensure gender equity and treat women employees with respect & dignity. The University has also constituted anti-sexual harassment committee and anti-ragging committee to deal with the problems related to these. Separate common rooms, washrooms and cubicles are provided to faculty and students.

To prevent sexual harassment of women at workplace, and to protect the rights of its women employees and prevent their exploitation, the university has developed a policy for prevention of sexual harassment.

The most appreciated effort of the institution is towards the policy of “Save the girl child” through the hospital. Availability of maternity leave and flexi time-table, special preference to attend the conferences/seminars/workshops are some other facilities made available to them.

**6.3.6 Does the institution conduct any gender sensitization programs for its faculty?**

Yes, the University regularly conducts gender sensitization programs related to prevention of sexual harassment at work place, anti-ragging, women and their rights, women and child health, women development, problems related to adolescence by inviting eminent personalities. During the last four years, it has organized more than 10 such gender sensitization programs.

Women Development Cell of the University has organized seminars and workshops on various topics such as ‘Changing image of women in visual

media', 'Role of women in preservation and protection of environment'. They have created and published literature and material concerning women empowerment, gender equality, etc.

**6.3.7 How does the institution train its support staff in better communication skills with patients?**

To improve the better communication with the stakeholders specially patients, the University often conducts seminars and lectures for the benefit of support staff. They are also apprised of the need for compassionate attitude towards the patients. The medical superintendent of the hospital affairs periodically interact with the supporting staff and apprise them on the significance of establishing better communication with the patients and their relatives.

The paramedical staff regularly undergoes training in aspects of nursing and health care that involve communication skills in relation to patients. Their training includes development of soft skills like communication skills, breaking bad news.

**6.3.8 Whether the research interests of teaching faculty are displayed in the respective departments?**

Yes, the thrust areas & research activities carried out by the respective departments are always displayed on the University and medical college websites and on the notice boards in the respective departments.

**6.3.9 Do faculty members mentor junior faculty and students?**

Yes, the senior faculty always mentors the junior faculty and the students, wherever necessary in the problems related to academics and personal matters.

**6.3.10 Does the institution offer incentives for faculty empowerment?**

Yes, the University offers incentives for performing faculty in research, publication of research papers, extension activities.. The incentives include cash prize, certificate of appreciation, accelerated promotions, deputation to attend conferences/seminars/workshops, study leave to improve the qualifications and participation in decision making at various levels.

**6.4 Financial Management and Resource Mobilization**

**6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?**

As per the provisions made in UGC (Institutions Deemed to be Universities) Regulations, 2016, the Finance Officer is in-charge officer of the finance division and directly works under the control of the Vice-Chancellor, He is responsible for preparation of budget, audited statements and Balance Sheet. He is member-secretary to the Finance Committee.

Annual Budget, based on the revenue generation and expenditure details and past year's experiences, is prepared by the Finance Officer after consultation with Registrar, Deans and various Heads of the Departments where budget limits are set. The budget is presented before the Finance Committee for consideration and recommendation and later on to the Board of Management for its approval.

The University has devised robust financial management mechanism through automation of the work of finance division that monitors the income and expenditure in order to have financial control and to ensure regular and adequate availability of funds for the university activities.

Internal audit is performed once the final balance sheet is prepared. The final balance sheet is audited by external auditor.

The University adheres to the budgetary provisions and deviations if any, are discussed in the finance committee and placed in the Board of Management for its approval.

**6.4.2 Does the institution have a mechanism for internal and external audit? Give details.**

Yes, the University has mechanism for an internal and external audit.

The Internal audit is conducted within the university and report is given to the Finance Committee. The annual accounts and balance sheet prepared by the Finance Officer are placed before the Finance Committee & Board of Management.

External Auditor appointed by the Board of Management conducts the Statutory Audit and prepares income expenditure and final balance sheet that is thereafter sent to UGC and Charity Commissioner.

**6.4.3 Are the institution's accounts audited regularly? Have there been any audit objections, if so, how were they addressed?**

Yes, the accounts of the University are audited regularly both by internal and external statutory auditors. The tri-monthly income-expenditure and balance sheet are placed before the Finance Committee. Since the accounts are weekly checked by the internal auditor, therefore there are no audit objections.

**6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last four years.**

The statements of audited accounts of last four years will be made available at the time of visit.

The details of expenses as per the audited statements for academic, research, and administrative activities for the last four years are as below:

*Rs. in Lakhs*

	2012-13 (Rs.)	2013-14 (Rs.)	2014-15 (Rs.)	2015-16 (Rs.)
Academic	1027.92	1170.91	1369.24	2013.75
Research	256.70	441.05	493.33	640.19
Administrative	269.18	341.13	338.20	433.30

**6.4.5 Narrate the efforts taken by the institution for resource mobilization.**

The University is self-financing in nature as such its major source of income is tuition & other fees, income from hospital and research funding received from the funding agencies. Donations from Alumni and other agencies are encouraged.

**6.4.6 Is there any provision for the institution to create a corpus fund? If yes, give details.**

Yes, the sponsoring society has created a corpus fund of Rs.10 Crores as per the UGC (Institutions Deemed to be Universities) Regulations, 2016.

**6.4.7 What are the free / subsidized services provided to the patients in the hospital?**

The hospital and research centre provides primary to tertiary level health care facilities at free of cost or subsidized rates to the patients. These facilities include outpatient care, inpatient ward care, routine surgeries, laboratory investigation (excluding specialized test), radiology- digital X-ray, CT scan, MRI, USG, Mammography, dialysis services, cardiac ambulance, antenatal, postnatal, delivery and immunization, blood banking services, pharmacy services, catering, potable water, round the clock availability of senior faculty and consultant.

The hospital is also covered under the State Welfare Schemes such as Rajiv Gandhi Jeevan Dayi Yojana and Janani Suraksha Yojana. The University has issued 'Family Insurance Health Cards' to senior citizens and has identified more than ten thousand populations residing around the hospital in slum area who get treatment free of cost.

During last four years, the subsidy given to the poor patients is as below:

*Rs. in Lakhs*

Sr. No	Year	Amount (Rs.)
1	2012-13	192.39
2	2013-14	386.43
3	2014-15	570.09
4	2015-16	981.40

**6.4.8 Does the institutions receive fund from philanthropic organizations / individuals towards patient care? If yes, give details.**

No.



**6.4.9 Do patients from other states / abroad come for treatment, reflecting the unique quality health care provided by the institution?**

Yes, the patients from north Karnataka and Goa come to the hospital for treatment.

**6.5 Internal Quality Assurance System**

**6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details.**

Yes, the University conducts academic and administrative audits by external peers who are at the level of Vice-Chancellors and Professors.

The AAA Committee has made following observations:

- Most of the publications are by Centre for Interdisciplinary Studies. Attempt should be made to motivate other faculty members to pursue the research and publish their work.
- Administrative sections need to be fully computerized for efficient services to the students and faculty members.
- More number of research papers with good impact factor should be published in national and international journals.
- The efforts to procure research grants from different central government agencies are required to be further strengthened.
- The University may undertake outcome based analysis for strengthening the feedback mechanism and improving the quality of teaching and research.
- ICT enabled teaching may be further strengthened.
- Simulation Laboratory for clinical training may be established in phases.
- Try to shift on Competency Based Medical Education. MCI wants to implement the same by 2015 for UG program, but it is worthwhile to implement in all PG and Speciality programmes too.
- Promote Interdisciplinary research on Indian System of Medicine, especially Ayurveda and try to create new modalities based on success story of Ayurveda.
- PG Teachers and Ph.D. students may be given seven days training on research methodology and PG students may be given three days training on research methodology.
- Promote the researchers by awarding prizes for their international and national publications in journals.
- Ph.D. Regulations may be revised.
- Now-a-days no more hard copy generation and this is a small video world. Try to give soft copies to students. Special channel on You-tube “D. Y. Patil Channel” may be started.



**6.5.2 Based on the recommendations of the Academic Audit, what specific follow up measures have been taken by the institution to improve its academic and administrative performance?**

Based on the recommendations of the Academic Audit, the specific follow up measures have taken as follows:

- Attempts are taken to motivate other faculty members to pursue the research and publish their work. They have been provided internal funds for the projects. Resultantly number of publications are increased.
  - Incentives for publication of article/ research papers in journal. International level Rs. 10,000/- and National level Rs. 5,000/- per publication.
  - Administrative sections are partially computerized.
  - During last four years, number of research papers with good impact factor are increased. International-199 and National-50. This is in addition to publication in University journals.
  - At present there are ten research projects funded by central government agencies.
  - The University conducts annual meet of researchers, campaign on research and training and also organizes conferences and seminars to improve the quality of teaching and research.
  - ICT enabled teaching is strengthened.
  - Simulation Laboratory for clinical training is established.
  - PG Teachers and Ph.D. and PG students are given training on research methodology.
  - 'Excellence in Research' award is given during Convocation to promote the researchers.
  - New Ph.D. Regulations are adopted for Ph.D. by the University.
- All these measures supported to improve its academic and administrative performance.

**6.5.3 Is there a central unit within the institution to review the teaching-learning process in an ongoing manner? Give details of its structure, methodologies of operations and outcome?**

Yes, the Medical Education Unit (MEU) is actively involved in reviewing the teaching- learning processes. The structure of MEU is as follow:

- Dean – Chairman
- Co-ordinator – Senior Faculty who has completed advanced course in MET
- Member – Each of whom who have completed revised basic course MET

They conduct several activities such as curriculum design, Pedagogical design, Implementation Quality and capacity building.

**Methodology of operations:**

- Regular meetings are held with planned agenda,
- Common issues discussed on new teaching methodology, teaching aids, syllabus revision, assessment methods, blue printing and self directed learning.
- Based on discussions any interaction from curriculum committee, training of faculty and implementation is determined
- MEU of the college has become eligible to conduct basic teacher training course sanctioned by MET department of MUHS

**Outcome:**

- Faculty has been trained in newer concept such as blue printing.
- Interactive teaching methods are used increasingly in classroom by trained faculty.
- 39 training sessions of the MUHS-MET Department have been attended by our faculty. Two faculty members have attained the fellowship in medical education.
- The MEU has conducted in-house training for 100% of our teaching faculty in a phased manner.
- Use of ICT technology in teaching learning sessions has become the norm due to the continued efforts of MEU
- With interactive methods of teaching students displayed better attention, more participation in class, more number of correct answers to trigger and higher level of knowledge has displayed in the class.
- Students have appreciated newer teaching learning methods and found learning more enjoyable and could understand the topic well.

**6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?**

Institutionalization of quality assurance strategies and process has been done by IQAC in the following areas:

- **Research:** Comprehensive Research Promotion Practice strategized by IQAC has yielded several outcomes such as appointment of Research Director, establishment of RICH Cell, regular training of faculties and students. Efforts have resulted in furthering research activities and publication output, improved research infrastructure, interdisciplinary collaborations and upgradation of statistical analysis.
- **Examination System:** installation of CCTV camera and recording during all examinations has been done on the recommendation of IQAC
- **Administration:** student attendance and its impact on assessment results were studied and IQAC has recommended stricter attendance protocol. A system of annual departmental reports was put in place for centralization of data with IQAC.
- **Teaching-Learning:** Promotions of competency based education by establishment and efficient use of clinical skill lab.

- **Student Welfare:** student guardianship program and counseling center has been instituted.
- **Humanities:** IQAC has promoted and supported sensitization of both teaching and non-teaching staff and training in areas of gender sensitization and communication skill.

**6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation?**

The decisions of the IQAC that impact existing policy or call for new policy are placed before the statutory authorities of the University. Other decisions could be placed before Heads of Departments, Academic Co-ordinators, MEU, Dean, HQAC, Examination Cell or the Registrar of the University.

**6.5.6 Are external members represented in the IQAC? If so, mention the significant contribution made by such members.**

Yes, the constitution and composition of IQAC is as per the guidelines of NAAC and includes external members. The significant recommendations made by the external members are as below:

- Appointment of Research Director
- Establishment of skill lab
- Appointment of co-ordinator for fellowship program
- Recommendation for academic audit and gender audit
- Research evaluation for university funding
- Training and learning sessions on statistics in research
- Recommendation to formalize the module for environmental science for submission to MCI.

**6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?**

Yes, the University through IQAC has conducted a study on academic growth of the students from disadvantaged sections of the society. The general trend shows that their passing percentage and marks obtained are consistently on par with other students.

**6.5.8 Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details.**

Yes, there is effective mechanism to conduct regular clinical audit of the hospital by 'Hospital Quality Assurance Committee' (HQAC) of which the Medical Superintendent is the Chairman. The functional mechanism in place includes

- Suggestion boxes in Hospital
- Open door policy of Medical Superintendent Office
- Active Departmental Committees
- Patients feedback at time of discharge from the hospital
- Standard guidelines for Wards/ICUs/OPDs

➤ Supervised treatment is permitted for PG trainees.

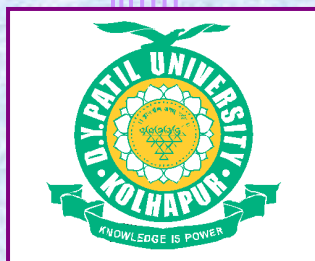
The HQAC combines all these inputs to assess the quality of health care services, deliberation is done and recommendations made to improve quality.

**6.5.9 Has the institution or hospital been accredited by any other national/international body?**

Hospital accreditation by ISO 9001-2015 is in process and expected to be completed shortly.

**6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims?**

Yes, all the doctors working in the hospital have independent indemnity coverage



## Criterion-VII

# INNOVATIONS AND BEST PRACTICES

## CRITERIA VII: INNOVATIONS AND BEST PRACTICES

### 7.1.1 Best Practices

#### 7.1.1 Does the institution conduct a Green Audit of its campus?

Yes. The green audit of the University campus is done. Results provide direction for activities such as tree plantation, garden maintenance.

#### 7.1.2 What are the initiatives taken by the institution to make the campus eco-friendly?

- \* Energy conservation
- \* Use of renewable energy
- \* Water harvesting
- \* Solar panels
- \* Efforts for carbon neutrality
- \* Plantation - Botanical or Medicinal significance
- \* Bio-hazardous waste management
- \* E-waste management
- \* Effluent treatment and recycling plant
- \* Recognition / certification for environment friendliness
- \* Any other (specify)

Efforts to make the campus eco-friendly are made on several fronts:

##### ➤ Energy conservation

- a) All the lecture theatres, demonstration rooms and laboratories are naturally ventilated and illuminated saving on electricity usage.
- b) Usage of LED bulbs and gradual replacement of non-LED points are actively undertaken.
- c) Renovation of classrooms was done and all the windows were installed with fully transparent glass which allows adequate sunlight into the rooms, thereby resulting in energy savings.
- d) The electrical gadgets are well-maintained, particularly ACs (five-star energy rating), are serviced periodically and maintained by college electricians.
- e) Students/non-teaching staff/ teaching faculty are encouraged to switch off the lights and fans whenever they leave the classrooms.
- f) Display of educational boards at strategic points is done to further student and staff awareness

##### ➤ Use of renewable energy

The hospital campus, student hostels, staff and resident quarters have solar heaters.

Solar panels are fitted in hospital premises which are used in the entire hospital.

##### ➤ Water harvesting

Water conservation efforts are made on continuous basis by increasing awareness, reducing wastage.

➤ **Solar panels**

Solar panels are fitted in the hospital premises. This provides the hot water which is used everywhere in the hospital premises. Solar street light is present in the University Campus.

➤ **Efforts for carbon neutrality**

a) Variety of trees are planted in the campus. Everyone on the campus is encouraged to make the environment sustainable.

b) Encouragement of less paper work.

c) LPG is used in Bio-Chemistry department laboratory and for cooking in the hostels and canteen which is carbon neutral.

➤ **Plantation - Botanical or Medicinal significance**

Medicinal plants are planted, conserved and displayed in the university garden. The Herbarium is available for educational and research activities.

➤ **Bio-hazardous waste management**

Waste disposal in the hospital is based on the guidelines of MPCB.

Biomedical waste from the hospital is collected in different color coded bags and containers. Training of nursing staff and sign board reminders are measures to ensure adherence.

➤ **E-waste management**

a) E-waste is sent to central store by every department and then handed over to the government registered agency for its' disposal.

b) Students and staff are advised to deposit e-waste into central store.

c) Strict Inventory control is exercised resulting in reduced waste.

### 7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented on campus?

#### **Infection Prevention-**

a) The hospital has Hospital Infection Control Committee headed by Department of Microbiology with all clinical departments for preventing hospital acquired infections.

b) Institute has well designed comprehensive and coordinated infection prevention and control program based on guidelines stipulated by WHO and CDC (Centre For Disease Control).

c) Universal Safety precautions are taken in the laboratories, blood bank and all patient treatments in the hospital.

d) High quality sterilization and infection control is assured in OTS, ICU.

e) Periodic visits are done by the committee to ensure kitchen hygiene. Periodic health check-up of canteen workers is done.

f) Pest control measures are taken

g) Control of vectors like mosquitoes by controlling water logging areas, covering all water storage units which are cleaned every seven days.

h) For post exposure prophylaxis appropriate facility is provided through ICTC.



### **Radiation Safety**

- a) The X-ray rooms, CT, MRI, DSA are approved and certified by BARC.
- b) Standard precautions are taken by radiologist and technicians working in radiation zones.
- c) In-house Radiology Kit is used to conduct six monthly safety check in the relevant areas of the hospital as per the radiation safety policy of the HQAC.
- d) Persons without radiation badges are not allowed to enter the radiologically active areas.
- e) Avoidance of radiation to pregnant mothers is ensured through patient education and personnel training.
- f) Adequate availability of lead aprons, partitions, neck shields and glasses are made.
- g) Restricted zone is maintained.
- h) Patient education boards are displayed in appropriate places

#### **7.1.4 Has the institution been audited / accredited by any other agency such as NABL, NABH, etc.?**

Yes. The University/Hospital has been examined by other National/International body. The details are as below:

- The University has been awarded “Best University Award-2013” by the Europe Business Assembly-The Club of Rectors of Europe during 16<sup>th</sup> to 19<sup>th</sup> December 2013 at Oxford (UK).
- The University has been awarded “Campus Preparedness Award” on 31<sup>st</sup> March 2015 by Higher Education, Forum, Pune, Chapter, Pune (West Zone)
- D. Y. Patil, University has been awarded with Best University in Innovative Initiative for Medical Research with trust on Nanotechnology award in the 3<sup>rd</sup> “CMAI CCI Technology Education Excellence Awards 2015”.
- The award was given during the Afro-Asian conclave organized by Global Business studies of Gujarat Technological University and CMAI Association of India on 17<sup>th</sup> July 2015.
- D. Y. Patil Medical College Kolhapur has been ranked at 49 amongst all medical colleges in the country and ranked 15 amongst all Medical deemed to be Institutes in the Country, as scientifically served by the Times of India, in 2014-2015.
- Blood Bank is accredited by Central Drugs Standard Control Organization.
- The department of Radiology is approved by AERB-GOI.
- The Hospital is recognized for various Government schemes.
- We are in process of ISO certification of Hospital.



## 7.2 Innovations

### 7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.

Innovations that have created a positive impact on the functioning of the institution are as follows:

#### A. INNOVATIONS IN CURRICULAR ASPECTS-

- a) Introduction of interdisciplinary courses has contributed to provision of educational and research opportunities in emerging areas such as Medical Physics, Stem Cell and Regenerative Medicine and Nano-technology.
- b) Innovative programs in areas of Nanotechnology and Stem Cell & Regenerative Medicine have led to national and international collaborations which have added to the resources of the institution.
- c) Introduction of Enrichment modules have enhanced the delivery of Graduate Attributes of the institution.
- d) The Credit System and the Choice based Credit system have been introduced in new programs which gives our curriculum a global context.
- e) Learner-centric approach in the introduction of newer teaching learning methodologies and introduction of newer assessment techniques in the formative exams are innovations that have improved knowledge delivery, student participation and understanding.

#### B. INNOVATIONS IN TEACHING, LEARNING AND EVALUATION-

- a) ICT-based teaching has been given great focus. All **Lecture Theatres are ICT-enabled and there are 4 Smart Classrooms**. These have greatly enriched the teaching-learning experience. They also enable the use of new teaching-learning methodologies such as visual studies and computer based teaching.
- b) **Newer T-L methods** such as integrated teaching in various disciplines has provided students an outcome based approach to studying. Interactive methods of teaching both in small groups and during lectures has improved student participation, understanding and assessment. Narrative and reflective teaching methods provide unique learning experience to students
- c) Skill based teaching-learning and competency based education have been promoted greatly by the use of **Simulation in experiments and Clinical Skill Lab** in the hospital.
- d) **Transparent and strict invigilation (use of CCTV, invigilation & Flying Squad) and computerization of the examination cell** has helped to strengthen the validity and credibility of the results. This has been achieved through infrastructural and functional changes.

- e) **Project based learning methods** adopted for undergraduate students have provided impetus to research understanding and activities in the institution.

**C. INNOVATIONS IN RESEARCH, CONSULTANCY AND EXTENSION-**

- a) The Comprehensive Research Promotion Practices envisaged by IQAC saw the **publication of a book** by the University outlining the guidelines and steps to be followed by students for research theses or dissertations. This provides a ready handbook for students based on University requirements and standard international research methodologies.
- b) The Comprehensive Research Promotion Practices envisaged by IQAC saw the development of the **ResearchInnovations for Comprehensive Health (RICH) Cell for interdisciplinary and translational research** facilitation. It houses Research Coordinator, statistician and works to improve quality and quantity of research of faculty and students. Apart from coordination and statistical support it also provides the essential Plagiarism check, writing and formatting assistance and ensuring the quality of the research paper being prepared.
- c) **Financial assistance for filling Patents** for faculty and students from the University has seen the filing of 10 patents by our staff. This, in addition to the 2 accepted International patents, has resulted in patent filing for the first time from within our University.
- d) The establishment of an **Institutional Research Committee (IRC) at the level of the Medical College** has facilitated student and faculty research. It provides for careful scrutiny of the research project and suggestions are offered to improve its structure and quality. Final approval from the IRC is a must before forwarding it to the Institutional Ethics Committee. This IRC is in addition to 2 research committees that exist at the University level.
- e) **Research Platforms to students** to present and discuss their research work have been enhanced. The **SMART** or Second MBBS Alliance for Research Training and **the AMAR** or Annual Meet for Advanced Research for PhD students have been added. These 2 platforms along with the **COURT** or Campaign on University Research and Training which existed before have provided both motivation, a sense of competition and better ability to express their research work to our students.

**D. INNOVATIONS IN INFRASTRUCTURE AND LEARNING RESOURCES-**

- a) Expansion of the hospital with increase in wards and OPDs have provided adequate space in the hospital to provide **reading room space and lecture theatre within the hospital.**

- b) **CCTV recording of all formative and summative** examinations with real-time relay to 4 separate monitoring persons including the Dean Office have reduced unfair practices amongst students. This has improved overall student focus.
- c) Adjustment and rearrangement of facilities and infrastructure based **on HQAC recommendations** has made the hospital more patient-centric.
- d) **E-Learning:** Use of Smart Boards for teaching-learning, provision of ICT facilities in all lecture theatres, increase in Computer stations in the Library, 1908% increase in ebooks and 378% increase in e-journal numbers conjointly form the efforts of the institution to promote e-learning.
- e) **Social Responsibility:** Reminder boards at strategic places to promote conservation of water and electricity have been installed. The hospital premises have been designated as a Tobacco-free zone.

#### **E. INNOVATIONS IN STUDENT SUPPORT AND PROGRESSION-**

- a) **Student Mentorship and Support:** The mentoring program of University Moral Guidance scheme in place since 2008, has been strengthened with the addition of 2 more structured, institutionalized platforms – **Student Guardianship Program and the Student Welfare Cell.**
- b) **Women's Development Cell** has been established. This provides a platform to promote, inform and educate the student community as well as the public about gender rights. This has seen enthusiastic participation of students at various activities of the WDC.
- c) Medical courses have in-built employability. However, for the first time, the University organized **Campus Placement activities** by 2 companies at the Medical College.
- d) Distribution of Tabs for e-learning was done for one academic year. This however was discontinued as it was seen to affect attendance, attention and participation within the classroom.
- e) **Student Representation** in the Board of Studies and the Academic Council has been adopted.
- f) **Student health insurance** has been done by the University which provides an health safety-net to students in addition to concessional or free health care services provided by the hospital.
- g) **Alumni feedback** is facilitated by online feedback through our website.

#### **F. INNOVATIONS IN GOVERNANCE, LEADERSHIP AND MANAGEMENT-**

- a) e-governance by the university has been facilitated through provision of ICT hardware, software and the establishment of a Wi-Fi campus. This has promoted a limited use of paper.

- b) Biometric attendance for faculty has improved documentation for administrative purposes.
- c) Student representation in **Board of Studies and academic council**, ensured participative decision making. This is in addition to the Student Council which is in place.
- d) Better stakeholder participation and influence in the changes within the University has been facilitated by enhanced feedback from students and alumni as well as introduction of feedback from external examiners, faculty and patients.

### 7.3 Best Practices

#### 7.3.1. Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.

##### Best Practice No.1

##### 1. Title of Best Practice:

**“COMPREHENSIVE RESEARCH PROMOTION PRACTICE for fostering research participation amongst students”**

##### 2. Objectives of the Practice:

The aim was to foster research participation amongst undergraduate and post graduate students of the university and contribute to the national pool of young scientists.

- a) To institutionalize a comprehensive system for promotion of research at all levels of educational training.
- b) To enhance student participation in research activities
- c) Facilitate and provide enhanced support and opportunity for research
- d) To provide a platform to emerging researchers to express their own innovative ideas and creativity leading to research initiative
- e) To give an opportunity to scholars to gain interim feedback on the research projects from senior experienced faculty and experts in the field.
- f) Provide opportunity to research scholars to interact with Eminent Scientists & Teachers.

##### 3. The Context:

The need to generate scientific temper and inquiry amongst students to create tomorrow's researchers was felt along with a recognition of the scope for improvement in the research output of the University. A focused planning to improve the research in the University was made. A commitment had been made to the visiting NAAC Peer team to improve our research output and recommendations made in the Peer Team Report referred to strengthening research efforts.

##### 4. The Practice:

A **Comprehensive Research Promotion Practice** was designed and instituted in 2013 in definitive steps to achieve the desired outcome within a pre-determined duration. The Research Policy of the University provided the

vision and mandate. Standing mechanisms to promote, improve and support research education and planning accompanied by better systems and facilities to promote and facilitate research. Details of each practice is given with the activity introduced.

**UNIQUE TO THIS UNIVERSITY** is the practice of **Research Presentation Platforms at the level of Undergraduate, Post-Graduate and Doctoral studies** providing budding and career scientists an opportunity to present their work and interact with senior researchers.

The outcomes are due to team work on logistical, financial, administrative and academic fronts.

#### **COMPONENTS OF COMPREHENSIVERESEARCH PROMOTION PRACTICE**



#### **OUTCOME:**

- The University has organized 32 research awareness and educational programs.
- Regularity in the delivery of the structured Research Training Module has seen improvement in the quality of student and faculty research.
- The increase in number of publications from 73 to 825 (over 1300%) is evidence of the efforts made by the University.
- The Impact factor of journals to which University has contributed has increased with a range of 0.5 - 7.2 (earlier 0.5 - 2.0). Faculty publications in Scopus-indexed journals are 119.
- The University faculty have been awarded 2 international patents and have filed for 10 patents.
- There is a 100% increase in the faculty: publication ratio (0.5 to 1).

- Undergraduate students have undertaken research projects which are not mandated by their syllabus. One hundred and fifty (150) student projects have been conducted in this university since 2012.
- The University has active research MoUs with 10 International and 12 national institutes.
- Advanced Research Centre and the RICH Cell have been set up. These have contributed to interdisciplinary collaboration & translational research.
- The appointments of Research Director, Coordinator R & D in Centre for Interdisciplinary Research and a RICH Cell Coordinator with the services of the biostatistician have helped to improve the quality and numbers of research output.
- Regular review and input into ongoing research has improved the quality of research. This has amplified an overall culture of research and quality.

#### RESEARCH

#### EDUCATION:

#### Research Training

**Module** is conducted for all post-graduate students at the beginning of their PG course has been prepared. The module was prepared by a team of faculty from different departments. The opinion of external experts was sought on the draft and their suggestions incorporated before finalization.

Capacity Building for delivery of the module was not a challenge with the existing expertise available in the University. Optimal utilization is ensured with the module being compulsory for all post-graduate students in the University.

Module details: Conducted over a duration of 2 days (12 hours), within the University premises. Program of the Module is shown.

External Experts are also invited as part of the faculty for these workshops.

**RESEARCH GUIDELINES PUBLICATIONS:** The University has published a Book on Research Methodology for Post Graduate Dissertations,

#### Research Training Module

Day1	
Time	Topic
9.00-9.15am	Objective of Medical Education
9.15-10.15am	Descriptive studies
10.15-10.30am	Tea Break
10.30-11.00am	Analytical studies
11.30-12.00pm	Performing and electronic literature survey
12.00-12.45pm	8-steps approach to design research projects
12.45-1.45pm	Define the research problem
1.45-2.15pm	Working lunch
2.15-3.00pm	Ethical issues and research and guideline for GCP
3.00-4.00pm	Preparation of Research Proposal-interactive, supervised
Day 2	
9.00-9.45am	Communication skills
9.45-10.45am	Statistics in Research
10.45-11.10am	Tea Break
11.00-11.30am	Data entry/collections
11.30-12.15pm	Art of writing synopsis
12.10-1.00pm	Proposal preparation
1.00-1.30pm	Working lunch
1.30-3.00pm	Presentation of proposals developed by groups

written by 2 faculty members. This is given free of cost to all students at the end of the 2-day workshop on research methodology.

**ASSISTANCE & COORDINATION:** To promote, support and facilitate research within the University the following functionaries are available:

- Research Director – new appointment
- Dean – Research & Development
- Coordinator R & D for Centre for Interdisciplinary Research – new appointment
- Coordinator, RICH Cell – new appointment
- Biostatistician – new appointment

**FACILITIES:**

**RICH Cell** was set up in 2013-2014. As elaborated in Criteria III (3.3.1), the purpose of the cell was to carry translational and interdisciplinary research and promote bench to bedside research.

**Advanced Central Research facility** in Centre for Interdisciplinary Research (CIR): As elaborated in Criteria III (3.3.2), this facility houses advanced research equipment.

**MoUs:** Detailed in Criteria III (3.7.3), the University has active research MoUs with 10 International and 12 national institutes.

**Cadaver Laboratory setup:** Set up with Industry collaboration, this provides both training and research potential.

**RESEARCH COMMITTEES:**

- c. The University has 2 research bodies **Research and Recognition Committee** and the **Board of Postgraduate teaching and Research**.
- d. There is an additional research committee at the College level – **Institutional Research Committee**.

All these committees have institutionalized functioning as per the prepared and approved Standard Operating Procedures and have vibrant, interactive meetings.

**RESEARCH ACTIVITIES:**

The University recognized the need to introduce research training and experience for students, to be able to provide the nation qualified professionals with high level of research understanding. This is manifested in the following programs which are elaborated below:

- UG Student Projects
- SMART (Second MBBS Alliance for Research and Training) for UG students
- COURT (Campaign on University Research and Training). for PG students
- AMAR (Annual Meet for Advanced Research) for PhD students
- Anveshan, the annual competition event by Association by Indian Universities for UG, PG and PhD students

**UG STUDENT PROJECTS**

Conducted under the guidance and supervision of the Department of Community Medicine, students, in groups of 5-6, undertake short research



studies. These are mostly of descriptive nature and conducted either in the community or in the college.

Conclusions of the studies are discussed with the students.

Interventions that can be effectively performed

### **SECOND MBBS ALLIANCE FOR RESEARCH AND TRAINING (SMART):**

**Practice:** Since 2013, UG students from our institution participate in this annual event. Participation from other colleges is also solicited. The program consists of variety of competitive events which include:

- a) Research done by UG medical students [ICMR-STS and non-ICMR projects]
- b) Theme oriented competitions of essays, debate, poster presentation.
- c) Academic Quiz

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

- a) Over 200 second MBBS students from medical colleges participate in this event.
- b) Maximum attendance of students of other years
- c) Long term benefits of SMART- present day interns who had participated in SMART have been noted to have greater interest in research related activities and keen scientific temper.

### **CAMPAIGN ON UNIVERSITY RESEARCH AND TRAINING (COURT)**

**Practice:** This annual event has been conducted at our University for over a decade and formed the kernel of the CRP program instituted. Each year on the 18<sup>th</sup> February, 140-150 PG students present their research work to senior teachers and their presentations are evaluated by an eminent panel of referees. Students are awarded prizes in different categories. A senior researcher is invited to give a talk on research-related topic.

First & Second year MD/MS students and 1<sup>st</sup> year MSc students participate in poster presentation, while final year students undertake a platform presentation.

### **Evidence of Success:**

- Number and quality of publications by PG students sourced from their work have increased.
- Prizes won by PG students at state and national level conferences has increased.
- The keen sense of competition among new students to excel in their research work has been created.
- In last four years 600 PG students have participated in this program.

### **ANNUAL MEET FOR ADVANCE RESEARCH (AMAR)**

**Practice:** This was started in 2014-15 and in 2015-16 this was held jointly with ANVESHAN 2015 as prescribed by AIU (Association of Indian Universities). It mandates PhD scholars to make a power point presentation and participate in a



discussion of their original research work. Experts evaluate the student performance for content and style and best paper is awarded a prize.

It also provides the university an opportunity to showcase thesis display, research publication, work done report of the Ph.D. students, patents filed, research journal published by the University.

**Evidence of Success:** is as follows-

- Number and quality of publications by Ph.D. students sourced from their research work have increased.
- The number of prizes won by our Ph.D. students at conferences at state and national level has increased.
- The keen sense of competition among new students to excel in their research work has been created.
- Participation of maximum Ph.D. scholars.
- Greater collaborative research work amongst different discipline has been noted in the university.
- Many Ph.D. Scholars have joined for Post-Doc Programs abroad.

**Anveshan:** Our University is a member of Association of Indian Universities, hence our PG and Ph.D. students participate there every year.

#### 5. Evidence of Success:

- In 2015-16, one student stood First at zonal level in health sciences branch and then he stood 'Third' at National level. He was felicitated with a certificate, memento and cash price of Rs. 25000/-
- In 2016-17 one student stood 'Second' at zonal level in Health Science branch.

#### 6. Problems Encountered and resources required:

Problems encountered	Solutions offered
Participation from other medical colleges not up to expectation in SMART	Advance information will be sent. More number of colleges will be invited. Publicize on website. Networking among faculty of other colleges will be improved.
Faculty awareness not uniform	Increase in faculty exposure and training for research.
Non uniformity in the standards of presentations displayed	Special training session is held each year for students which led to improvement in posters & power point presentations.
Experience in presentation with respect to timing, body language, content, vocabulary, stage presence was varied	Deliberate training of students. Use of post presentation summarization to highlight desired behavior. Verbal feedback given to MEU cell.
Lack of self-motivation among students	Mentoring. Importance of research knowledge in practice. Usefulness for international opportunities.

**RESOURCES REQUIRED:**

Resources Used	Additional resources needed
Research guides	Additional training in presentation and communication skills. Poster design & presentation To make a 2-day event of SMART, accommodation for visiting students will be needed.
Motivated students	
College Infrastructure	
Communication systems	

**Add any other information that may be relevant for adopting/ implementing the Best Practice in other institutions**

Some additional information:

- The first 2 years are difficult as medical students perceive research as an activity done by basic scientists and not by doctors. Hence, motivation of the research committees, team work and collaborative effort are very essential.
- Within 3 years, we have UG and PG students undertaking research activity voluntarily. These are research studies beyond the mandatory dissertations, or prestigious ICMR-STs projects. This has given a boost to all the faculty and University staff.
- Research studies are useful when done during UG years was realized by those students who applied for placements after clearing USMLE and PLAB exams for overseas education. They came back to their faculty and expressed their gratitude for being encouraged and guided to do those projects
- Interventions that came out of Student (UG) projects became a vital component of acquainting them with the need for community extension work and its rewards.

**Best Practice No.2****1. Title of Best Practice:**

**AWARENESS AND PARTICIPATION FOR HOSPITAL QUALITY ASSURANCE (HQA)**

**2. Objectives of the Practice:**

The aim of HQA efforts are to ensure quality sustenance, enhancement and innovation in patient care to

- Ensure safe, affordable, efficient and patient centered health care at the D. Y. Patil Hospital and Research Institute.
- Maximize equitable services to people from all backgrounds, castes, religions and economic backgrounds including vulnerable populations.
- Participate in preventive and curative health care practices to offer a balanced health care

- Carry hospital services to the community with the aim to contribute to the health of the local population

### 3. The Context:

A WHO Health report (2008) referred to “inability of health services to deliver levels of national coverage that meet stated demands and changing needs, and with their failure to provide services in ways that correspond to their (people’s) expectations”.

The WHO expressed views and concerns on the inequality of health interventions and health care delivery to certain sections of society. The importance of quality assurance in health care delivery can contribute in making this vital service available and accessible to all in a desired manner and of contemporary standard.

This hospital recognizes that health care delivery to the population and the health and welfare of each patient is a joint concern of the hospital with its chain of command, the treating doctor and department and of every staff member. Although each person is ultimately responsible for his or her own health, the institution recognizes a responsibility to provide safe, accessible and efficient services.

### 4. The Practice:

To create and enhance awareness of HQA amongst staff and students in the hospital through education, formation of necessary bodies, participative quality assurance efforts and institutionalization of quality assurance audit.

With this end in mind, our institution took 2 major steps:

- The formation of the Hospital Quality Assurance Committee in January 2014
- The preparation of a HQA Policy Statement in March 2014

#### **Hospital Quality Assurance Committee (HQAC)**

The HQAC was constituted by the Dean of the Medical College on the recommendation of the IQAC. Standard Operating Procedures were prepared. The HQAC submits a report to the IQAC on its’ activities.

#### **Constitution of the HQAC:**

Chairperson	Dean of the Medical College	
Member Secretary	Medical Superintendent	
Members	Senior Clinical Teaching Faculty	5
	Nursing superintendent	1
	Housekeeping Representative	1
	Head of Pathology	1
	Head of Radiology	1
	Casualty In-Charge	1
	Representative of non-technical staff	1
	Hospital PRO	1

**The role of the HQAC includes:**

- Preparation of the Health Policy Statement of the Hospital
- Laying out Standard Requirements of hospital facilities and services in a simple, practical format
- Assessment and evaluation of the quality of health care facilities and services
- Reporting and making of recommendations concerning those services within the local context
- evaluating the implementation of its recommendations.
- Identify innovations that add to delivery of health care.

The HQAC works in collaboration with the autonomous Infection Control Committee headed by the Professor of Microbiology.

**Information gathering:**

- Feedback from patients and their relatives
- Hospital audit conducted based on checklist of Standard Requirements
- Communications from staff and heads of the various services i.e. medical and nursing services, housekeeping services, non-teaching staff, laboratory services, radiological services, operation theatre, PR department
- Periodic inspection visits around the hospital
- Any other relevant source

**Institutionalized Processes:**

Regular meetings of the HQAC are conducted. Areas of concern have been identified and checklists prepared for these areas. These are part of the SOPs defined by the HQAC. Patient feedback forms in Marathi have been prepared. The checklists are available with the Heads of the departments and are used to evaluate and plan the working and facilities within the area. The Medical Superintendent uses these check-lists to ensure that the Standard Requirements are met during regular working and rounds. Once a year, the HQAC forms committees of senior staff members to undertake a HQA audit as per the checklists. Recommendations are generated based on these audits.

In addition, based on the debriefing of these committees, modifications in the checklists or feedback forms may be considered by the HQAC.

The HQAC shall submit an annual activity statement to the IQAC as per the prescribed form.

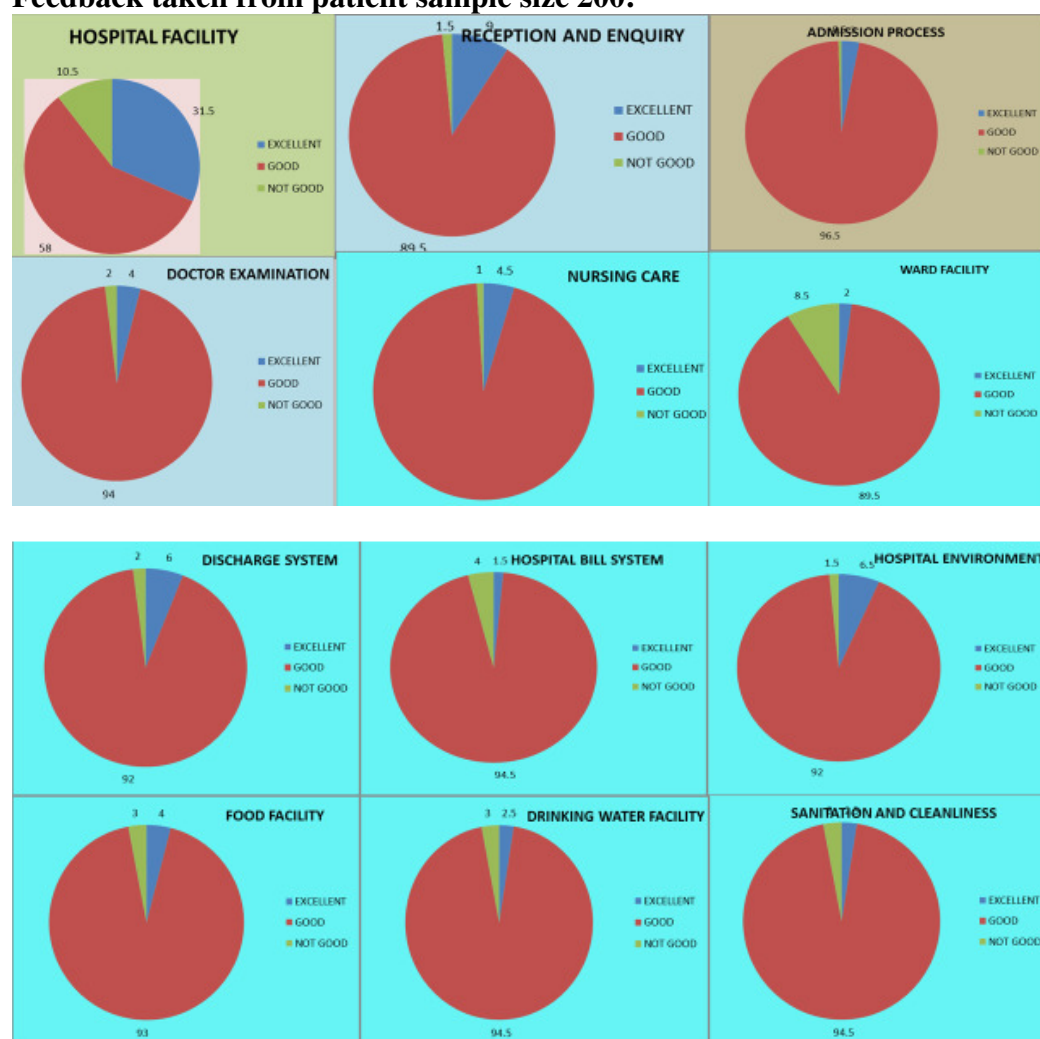
**Education of Staff & Students:**

Continuous and focused sharing of information in form of display boards and posters, guest lectures, training sessions and guest lectures are an on-going process. All wards have the measures of quality parameters displayed for the benefit of the stakeholders. In addition, during rounds and periodic inspections, these parameters are emphasized and assessed.

**Patient Feedback:**

Feedback forms are available in the wards and with the Public Relations Office staff in the hospital. Feedback forms are filled voluntarily by patients. Manual feedback of from OPD patients and indoor patients at time of discharge from the hospital is taken.

They are given to the statistician for analysis once we have 200 forms filled. Since March 2014, voluntary feedback of 965 patients has been taken so far. The analysis of these feedbacks is available with the HQAC for forming new plans and making relevant recommendations.

**Feedback taken from patient sample size 200:**

**5. Evidence of Success:**

Some outcomes due to the activities and efforts of the HQAC are

- Preparation of the HQA Policy Statement in March 2014
- Educational display boards in the hospital for patients in Marathi and English. This creates awareness and sensitizes patients on health, environmental and social issues. In addition to disease related boards, additional boards in area of water and electricity conservation and burning issues such as organ donation and 'save the girl child' were introduced.
- Increased awareness of the Rajiv Gandhi Jeevan Yojana amongst patients, staff and doctors to enable patients from the poorest segments of society to afford paid medical services.
- New premises for the Dermatology OPD was facilitated by the identification of crowding in Dermatology OPD
- Provision of a reading room within the hospital premises for benefit of post graduate students
  - Provision of a lecture hall within hospital premises for theory lectures, guest lectures, updates etc.
  - Training of non-teaching staff on issues of gender sensitization, communication skills.
  - Waste disposal as per guidelines of the MPCB is done in all wards and units. Training sessions are held for the nursing staff every year.
  - Cleanliness of the surroundings were enhanced.
  - Digitization

**HQA Policy Statement (HQAPS):** The health care policy was finalized in 2014 by a team of health care professionals from the institution keeping in mind the existing and potential facilities, resources and patient population serviced. This forms the basis on which all QA efforts are measured. The HQAPS is displayed within the Hospital premises to provide emphasis. A translation of this policy prepared in the local language (Marathi) is also displayed for the benefit of the patients.

<b>HOSPITAL QUALITY ASSURANCE POLICY STATEMENT</b>
<b>Purpose</b>
To provide comprehensive, affordable, accessible and equitable health care services that maximizes safe, patient-centered and efficient delivery of evidence based medicine that is relevant to the local community.
<b>Scope</b>
This policy applies to all stakeholders in health care delivery at the Dr. D. Y. Patil Hospital and Research institute.
<b>Cornerstone Principle</b>
The dignity and autonomy of the patient is paramount with special attention to be paid to vulnerable disadvantaged sections of society.

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

- The concept was new for most of the stakeholders and hence initial efforts were required to create awareness of the need for QA efforts. This was done through several meetings with the different groups of stakeholders, lectures on quality assurance.
- Preparing assessment checklists: The HQAC team identified the phases of introducing QA efforts within the system and selecting measurable parameters that could be used in assessment.
- Differentiating between patient complaints (to be handled with urgency) and patient feedback by staff members. This improved with feedback given on all such information and with experience of staff.

### **RESOURCES USED:**

- Expertise of Hospital staff
- External Expertise in form of advice, lectures
- The Operational Guidelines for Quality Assurance (2013) developed by the Ministry of Health and family welfare GOI



**D. Y. Patil University, Kolhapur.**  
(Deemed University)

**Dr. Prakash B. Behere**

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**DECLARATION**

I hereby certify that the data included in this Self-Study Report (SSR) for Second Cycle of Accreditation is true to the best of my knowledge.

This SSR is prepared by the University after internal discussions and no part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this SSR during the peer team visit.

Place: Kolhapur  
Date : 16<sup>th</sup> March, 2017

**(Prof. Dr. P. B. Behere)**  
Vice-Chancellor