



# **SELF STUDY REPORT**

**FOR**

**2<sup>nd</sup> CYCLE OF ACCREDITATION**

## **MAEER MIT PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE**

MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH  
MEDICAL COLLEGE , YASHWANT NAGAR ROAD, TALEGAON DABHADE,  
PUNE  
410507  
[www.mitmimer.com](http://www.mitmimer.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Maharashtra Institute of Medical Education and Research (MIMER) Medical College and Dr. Bhausaheb Sardesai Talegaon Rural (BSTR) Hospital, Talegaon Dabhade, Pune, Maharashtra, India was established in the year 1995 by visionary educationist Prof. Dr. Vishwanath D. Karad, Founder President and Managing Trustee of Maharashtra Academy of Engineering and Educational Research (MAEER) Pune, with the sole objective of meeting the long felt need of Comprehensive Healthcare Services at the doorstep of the people of rural Maval.

With the firm belief that "The union of Science and Spirituality alone will bring Harmony and Peace to the Humanity" as said by – Swami Vivekananda, this Institute has been providing all possible humanitarian medical services to the rural masses for the last 25 years.

The institute is situated on 42.55 acres of land and has a state-of-the-art infrastructure consisting of various spacious buildings measuring 54753.87 sq. m. of built-up area.

Well qualified competent teaching faculty members appointed as per the prescribed norms of Medical Council of India (MCI), New Delhi and ably supported by Tutors, Junior and Senior Residents. The institute has non-teaching staff as per norms of MCI.

The sole aim of the institute is to make it a 'Centre of Excellence' in the field of Medical Education and Research.

The college offers Bachelor of Medicine and Bachelor of Surgery (MBBS) with 150 UG admissions every year, PG Degree programmes in 14 subjects (MD/MS Courses), 1 Post Graduate Diploma in Medical Laboratory Technology (DMLT), PhD programmes in Biochemistry and Community Medicine, Fellowships in 5 subjects, 5 Certificate courses. The institute has been recognized by Medical Council of India, New Delhi, It is an unaided self-financed institution.

The efforts of the institute are reflected in academic excellence, increasing number of research projects of students and health camps and outreach activities every year.

### **Vision**

MAEER MIT Pune's MIMER Medical College, Talegaon Dabhade envisions creating dedicated Medical professionals who are globally competent, morally responsible and socially committed and highly dedicated to the noble cause of providing all possible healthcare services for the poor and downtrodden masses of the maval region in particular and society in General, with a humane and holistic approach.

### **Mission**

The Mission of MAEER MIT Pune's MIMER Medical College, Talegaon Dabhade is "HEALTH FOR ALL" as envisioned by the world Health Organization.

This is sought to be achieved through state-of-the-art infrastructure and medical facilities, in an academically vibrant environment, through innovative practices in medical education and research, inculcating Social, Moral and Spiritual Values in the Medical Professionals.

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

### Institutional Strength

- MIT as an established academic brand
- 25 years of standing and a rich experience
- Accredited by NAAC with grade 'A' in the year 2013
- The institution is spread over a vast expanse of 42.55 acres
- Institution has 150 recognized MBBS seats, MD/MS in 14 subjects, PhD, Fellowships, PG-DMLT, CCMP, MMLSP and certificate courses
- Institution of choice for high merit students
- Consistent rank holders in MUHS and NEET-PG examinations reflecting academic excellence
- Unit of International chair in Bioethics (Formerly UNESCO Chair in Bioethics, University of Haifa) National Bioethics Curriculum Implementation Centre (NBCIC)
- Easy accessibility via public transport is one of the main factors to attract students and patients.
- Qualified, dedicated and experienced faculty
- Adequate clinical material
- Effective implementation of Mahatma Jyotiba Phule Jan Arogya Yojana (MJPJAY), PMJAY, BPL, IPF, ESI and MMJAY
- Designated as only Dedicated COVID -19 Hospital (DCH) of Maval Taluka.
- Speciality and super speciality services in Medical Oncology, Cardiology, Surgical Oncology, Pain clinic, Neurosurgery, Cosmetic surgery, Vitreo-retinal surgery, Paediatric Ophthalmology, Paediatric Endocrinology, Paediatric Neurology, Foetal Medicine at an affordable cost
- Advanced Diagnostic facilities- Frozen section, Immunohistochemistry (IHC), Liquid Based Cytology (LBC), Dry chemistry
- Spacious and digitalized central library

### Research

- MIMER Medical Journal (MMJ) indexed journal of the Institute
- Well-equipped Central Research Laboratory (CRL), Area of research- Nano-sciences
- Department of Clinical Research and Incubation Centre

**Extramural fundings:** Department of Science & Technology (42 L)

Department of Biotechnology (56L)

Biotechnology Industry Research Assistance Council (BIRAC) (34L)

### Publications

Article published 269

Books published 9

**Patents applied for 03**

Collaborative research with centres of excellence

- 37 ICMR-STs & 15 STRG MUHS research projects

#### **Eco-friendly Practices:**

- Roof top solar power plant of 500 kWp capacity
- Sewage Treatment Plant (3.5 lakh lits)
- Rain Water Harvesting
- Composting facilities

#### **Student activities:**

- **The Grey Matter:** Student magazine (2018)
- **Mission Zindagi:** need based Blood Donation awareness drive (2017)

- **Social Activity:**

Adoption of village, Nanoli tarf Chakan under **MIMER Maval Jan Aarogya Yojana**

#### **Institutional Weakness**

- **Less revenue generation by hospital**
- **Limitation to Publicity and marketing** of the hospital compared to corporate hospitals.
- Nursing staff deficiency, retention
- Limited Super specialty services
- Being an affiliated college to state university, limitations to modify and create curriculum and examination patterns, fixed syllabus, fixed teaching hours, fixed assessment process, fixed teaching days and vacations
- Constraints in starting new courses due to strict norms and delayed process of approval from statutory bodies
- Limited number of publications in UGC Care list, Pubmed, Scopus
- Faculty and student Exchange

Less number of collaborative activities

## Institutional Opportunity

- Increase intake of UG and PG seats
- To undertake extramural research projects and publications in high impact journals by the faculty.
- More MOUs with centers of excellence in the field of medical education
- To start a Nursing college
- **To be a private state health university**
- Talegaon, Chakan, Takve and Bhosari MIDCs are nearby Multinational Industrial hubs for **more commercial tie ups** through their CSR Schemes.
- **Outreach activities** to nearby villages can be increased
- **Dedicated trauma and critical care center** establishment – being situated near to national and express highway.
- **Super specialty** hospital wing
- **NRI Hostel** – with modern facilities
- Being the only medical college in Maval taluka, large draining area , cancer centre with all treatment facilities like radiotherapy. Accessibility to high end diagnostic and therapeutic services at affordable cost
- Strengthening the alumni association
- Augmentation of the indexing of MMJ with DOAJ
- Since located in the industrial belt, can provide more health activities related to Occupational hazards

## Institutional Challenge

- Fee Regulation by Government
- Delayed reimbursement from social welfare department
- Multiple inspections
- Labour Union Issues
- Conduction of the CBME curriculum with the prescribed number of faculty and the time constraints
- Availability of Full-time super speciality consultants
- Rising cost of healthcare services
- Reluctance of the faculty to join because of location issues

## 1.3 CRITERIA WISE SUMMARY

### Medical Part

With 25 years of good standing in the field of private medical education, MIMER Medical College and Dr. BSTR Hospital is one of the most preferred institute affiliated to the state health university which is reflected in the high NEET percentile scores of students securing admission in the institute.

A well-equipped 720 bedded multi-speciality tertiary care hospital catering to Maval region exposes the students to patient care & safety practices like infection control, through didactic lectures and hands on experience. Along with the subject knowledge students are also trained for contemporary medicolegal practices and advances like Organ Transplantation. Throughout the MBBS course, students are apprised about organ donation through various campaigns and public awareness activities like poster, essay competitions, street play etc. and by including them actively in celebrating the Organ Donation Day.

The childhood immunization program is effectively carried out at the immunization clinic of the hospital as well as RHTC and UHTC. The students posted to these clinics are exposed to the operational features and immunization practices that are followed.

Workshops by MEU for faculty and postgraduate students are organized regularly and help in improving teaching skills. Research Methodology workshops have successfully guided faculty and postgraduate students to pursue various research activities.

Formative assessment through OSCE/OSPE at regular intervals helps to assess the academic performance and other qualities like communication skills, analytical skills etc. Improving performance in university examinations of both undergraduate and postgraduate students reflects the efforts taken by the institute towards academic excellence.

Various hands-on training programs, seminars, workshops and guest lectures are regularly organized for postgraduate students and faculty for updating their clinical skills and knowledge regarding recent advances in medical field.

The laboratories maintain their quality standards through their internal and external quality assurance programs. The institution has also received accreditations from various reputed bodies like NAAC, NABL etc. Thus, the institute is continuously striving for excellence in education and quality healthcare.

### **Curricular Aspects**

The Institute ensures thorough, effective curriculum planning, implementation and evaluation through a well-defined process for undergraduates as well as postgraduates, as prescribed by National Medical Commission, New Delhi and affiliating state university Maharashtra University of Health Sciences, Nashik. Since the advent of the new Competency Based curriculum in 2019, we have endeavoured to embrace newer integrated teaching modalities which create a more student friendly learning environment. We also ensure timely, effective and unbiased evaluation of students with multiple formative and summative assessments of the undergraduate as well as postgraduate students throughout the academic year. Postgraduate teaching is enhanced by regular live interactive seminars, workshops, hands on training and guest lectures by experts of repute in respective fields. Few of the faculty have also been appointed as members of the Board of Studies at other Universities. The Institute integrates cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health and Emerging Demographic Issues and Professional Ethics into the Curriculum as prescribed by the regulatory authorities. Imparting of transferable and life skills is done via field visits, clinical research projects community-oriented visits, programs, internships and newly added courses like “Yoga & Wellness” and “Life Skills Development”. Multiple subject related Add on courses such as Basic life support, Surgical knotting & suturing, etc. have also been started at the institute since the past few years apart from the interdisciplinary Certificate Course in Modern Pharmacology for the registered Homeopathic doctors. Feedback obtained from students, faculty as well as external examiners has helped the institute to get better year upon year through its multi-pronged approach at providing a culturally rich and diverse environment, quintessentially conducive to learning and the free exchange of ideas. Our purpose is to help create Indian Medical Graduates, both at undergraduate and postgraduate level, competent & not only at par with the top institutes around the world but exceed them.

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

Admissions to the institute are as per the rules and regulations of Admission Regulatory Authority of the state. The allocation of seats is as per the reservation policy of the state.

Qualified and experienced fulltime faculty appointed as per NMC/MUHS norms ensures academic excellence of the institute. The curriculum committee and MEU prepares academic calendar at the beginning of every academic year and is displayed on the students notice boards and the college website. Institute adheres to academic calendar for curriculum implementation and assessment.

Student centric teaching-learning modalities such as integrated teaching, self-directed learning, bed-side clinics, project- based learning, health surveys, NSS activities etc. are practiced by the institution. Learning outcomes achieved by these modalities are assessed periodically. All the classrooms, demonstration rooms, seminar rooms are ICT enabled. Central library has an updated collection of text books, reference books and journals. E-books, e-journals and database platforms make way for easy accessibility to the vast range of learning material. Institute grooms the innate talent of students through beyond classroom activities like student research council, sports, cultural fests, participation in conferences, quizzes and helps them reach their highest potential. Skills laboratory is available where training programs for students and faculties are regularly conducted.

Slow and advanced learners are identified during the formative assessments and measures are taken to improve their performance. Their participation, progress in subsequent examinations and final outcome in university examination is monitored. Reforms in the examination are implemented as per the university guidelines. The academic results are displayed on the institute website. Examination related grievances if any are resolved timely.

Mentorship program is effectively implemented to guide the students and address their academic and other difficulties. Senior students as mentors help the junior students to become comfortable and adjust to the institutional environment. Parent-teacher meetings are conducted (twice in a year) to discuss academic performance of students and other issues.

The IQAC monitors all teaching learning activities and strives to impart highest standards of medical education to the students.

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

Research, innovations and extension activities play an important role in overall development of students. These activities bring out analytical skills, logical thinking and creativity of the students.

Research Society and Department of Clinical Research & Incubation Centre were established to promote a research culture amongst faculty and students and motivate them to undertake **quality research**. Various workshops are arranged to guide the students in writing, conducting and presenting their research work. Institute encourages participation in research activities by providing financial grants for research, conference presentations & publications. Increasing number of projects undertaken by students and the faculty and number of papers published every year reflects our continuous endeavours in this direction.

The institute has well equipped **Central Research Lab (CRL)** conducting research in the field of nano technology and nanorobotics, which is well acclaimed globally. CRL has received grants from various funding agencies like DST, DBT etc. Research work carried out in CRL is published in indexed national and international journals of repute.

Poster and essay competitions, debates and quizzes are regularly conducted for the students. Creative talents are showcased in the annual cultural festivals Vakratunda and Plexus. Student initiatives such as “The Grey Matter”, “Mission Zindagi” are popular amongst the students community across all the medical colleges.

As a part of social responsibility institute conducts health surveys, free multi diagnostic camps, blood donation camps etc. Public awareness programmes such as health talks and street plays are organized to impart health education to the community on the occasion of important public health days in association with government and non-government organizations. Involvement of students in these activities help in making the students socially responsible along with inculcating communication skills and empathy in them.

On the occasion of Silver Jubilee year (2019) of the institute, MIMER Maval Jan Arogya Yojana was launched to provide healthcare facilities for the people at highly concessional rates. Scheme of village adoption blended with the students involvement throughout the duration of entire course is in line with the vision and mission of the institute.

### **Infrastructure and Learning Resources**

The institute is spread over an area of 42.55 acres with well-planned infrastructure for teaching learning and patient care. It includes well equipped lecture halls, seminar halls, demonstration & clinic rooms. The teaching learning facility includes ICT enabled tools which help in effective delivery of curriculum. Hands on training is imparted at dissection hall, laboratories, skill labs & community training at Rural & Urban Health Centres. Museums and departmental libraries are also major learning resources for faculty and students.

Mahatma Gandhi Central Library has separate student and faculty reading rooms with sufficient number of text books, reference books and journals (electronic & print) and digital lab with 40 computers and photocopy facility. Some of the key highlights of the library are full automation with KOHA software, online subscription for e-journals through DELNET, Global periodicals, database like UpToDate etc.

**Medical facilities:** Dr. BSTR Hospital is a 720 bedded well equipped hospital providing tertiary care facilities at affordable cost. In addition to OPD and IPD facilities, there are ten well equipped operation theatres, dialysis units, 24/7 blood bank, and pharmacy. Campus is patient and disabled friendly with adequate signages, ramp and lift facilities, generator backup & Fire safety measures. We could successfully serve the people of Maval region with 356 bedded Dedicated COVID Hospital (DCH) and 20 bedded ICU which was expanded up to 60 beds during second wave, backed with a liquid medical oxygen facility and an oxygen generator plant.

Residential facilities include separate hostel for boys & girls with well-ventilated rooms, RO water supply, CCTV coverage and mess facilities. There are two canteens in the premises which serve hygienic & tasty food at subsidized rates.

In addition to the teaching-learning facilities, the institute also provides sufficient recreational facilities for indoor and outdoor games and well-equipped gymnasium with qualified gym instructor.

Upgradation, renovation of property, repairs/replacement, condemnation of equipments is handled by a robust system for maintenance of the infrastructure.

### **Student Support and Progression**



MIMER Medical College considers its students as the core of its existence and remains fully committed to their excellence and overall progress. Every effort is made to make scholarships and freships available to the needy.

During the entire duration of the course, not only are academics taught to them, but care is taken to enhance their capabilities. Students are groomed to develop their personality. Special attention is paid for developing language and communication skills so that they can communicate well on all academic platforms and with the patients and their relatives. Both their physical and mental well-being is taken care of by means of facilities like gym, yoga, meditation etc. Health checkup of the students is carried out at the time of admission. Throughout their clinical teachings, they are empowered with strong analytical skills and human values rendering them into able doctors at the end of their course. The institute ensures that their students are well prepared for various competitive exams.

Various interactive sessions with professionals are arranged to provide career guidance to the students. Students are also coached for various clinical skills over and above the curriculum to help them for better placement.

The student council is selected through a transparent process and serves as a bridge between the students and the administration to ensure student well-being. The student community is well guarded by the anti-ragging committee and the student grievance cell.

Opportunities for sports and cultural activities are provided and students are encouraged to participate in various competitions at all levels; the results of which is evident by the awards won by them. The “value-based education” approach of the entire MAEER’s group of institutions helps in overall personality development and makes MIMER students fully employable. Having attained its silver jubilee year of existence, MIMER has a large alumni force and makes attempts to keep them connected with their alma mater through various events.

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

The Institute has clearly defined vision and mission which is displayed on the website of the Institute. The vision is to create globally competent, morally responsible, socially committed and highly dedicated Indian Medical Graduates. With the mission “HEALTH FOR ALL” the Institute is committed to provide all possible health care services to people and to develop a state-of-art infrastructure and medical facilities, in an academically vibrant environment.

The institute has a well-defined organizational structure to take-care of governance, planning and development and appraisal along with quality assurance. Principal of the institution is overall in-charge of college and hospital.

Various committees are formed to look after teaching-learning, patient care, hospital and infrastructure management. Care is taken that these committees include staff, students and non-teaching staff to ensure horizontal as well as vertical implementation of decisions taken for quality assurance and management. These decisions are conveyed to the faculty through heads of the departments at College Council Meetings. Departmental faculty under the guidance of HOD ensures the effective implementation of academic calendar.

Institute has streamlined Internal Quality Assurance Mechanism. IQAC along with various committees such as curriculum, Hospital Infection Control, Pharmacovigilance, Grievance redressal, Biomedical waste

management etc. takes care of various aspects of student welfare, patient care and management. Mobilization and effective/optimal utilization of resources is ensured.

Institute has welfare policy for both teaching and non-teaching staff. The teaching staff is given incentives and financial aids for attending workshops, presenting papers in conferences and also for publishing research articles in journals. Both teaching and non-teaching staff is entitled for free treatment in the hospital.

Faculty keep them updated by attending various workshops, conferences, guest lectures organized in the institute and outside the institute.

Performance appraisal for both teaching and non-teaching staff helped unbiased appreciation of staff.

Institution realizes that effective leadership complimented by decentralization and participative management is the way forward to take it to the higher level.

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

The institute is committed to deliver best quality medical education to its students and positive environment to its employees. Programmes are conducted to promote gender equity.

Environmental consciousness of the institute is reflected in measures taken by the institute to use alternate sources of energy and energy conservation devices. Institute has installed rooftop solar panels and uses energy efficient equipment and lights to reduce its carbon foot print.

Measures for proper disposal of biomedical waste, E-waste and hazardous chemical waste are taken. Sewage Treatment Plant of the institute takes care of the liquid waste management.

For water conservation institute has provision for rain water harvesting, use of recycled waste water for gardening.

Bountiful and rare trees along with multiple lawns contribute to a beautiful campus landscaping. Pedestrian walkways and footpaths enable safe and easy movement around the vast campus. There is a restriction on use of plastic. Vehicle entry is restricted to keep the campus pollution free.

In order to facilitate differently abled (Divyangjan), the institute has installed disabled-friendly toilets, ramps, lifts etc.

Institute has laid down code of conduct for its employees, students, administration and patient and their relatives.

Community outreach programme is one of the best practices of the institute. Number of outreach programs are organized throughout the year. The institute is empanelled for MJPJAY and PMJAY, ESI, BPL and IPF schemes and JANANI SURAKSHA YOJANA. Institution has launched MIMER MAVAL JAN AROGYA YOJANA (MMJAY) to ensure health care at subsidized rates to the families of all villages in the entire Maval region. Institute has served as the only Dedicated COVID Hospital in Maval taluka, which catered more than 2000 patients.

Research is another area of emphasis of the Institute. Institute has an active Research Society, Department of Clinical Research and Incubation Centre and Central Research Laboratory for promoting research amongst faculty and students which are reflected in extensive ongoing research activities.

Institute is identified as National Bioethics Curriculum Implementation Centre UNESCO Chair of Bioethics (Haifa).

Thus, the institute adheres to best practices and promote value based medical education.

MAAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAEER MIT PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE
Address	MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE , YASHWANT NAGAR ROAD, TALEGAON DABHADE, PUNE
City	TALEGAON DABHADE PUNE
State	Maharashtra
Pin	410507
Website	<a href="http://www.mitmimer.com">www.mitmimer.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Swati Belsare	02114-308300	8459532332	02114-223916	info@mitmimer.com
IQAC / CIQA coordinator	Dr. Swati Belsare	02114-308325	9881475747	-	coordinator_iqac@mitmimer.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	No

<b>Establishment Details</b>	
Date of establishment of the college	21-08-1995

<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>		
State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	<a href="#">View Document</a>

<b>Details of UGC recognition</b>		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	<a href="#">View Document</a>	09-05-2019	60	recognitions for different programs are as follows MBBS recognition date

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE , YASHWANT NAGAR ROAD, TALEGAON DABHADE, PUNE	Rural	42.55	54753.87

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	MBBS, Under Graduate Mbbs	66	HSC and NEET	English	150	150
PG	MD, Biochemistry	36	MBBS and PG NEET	English	1	0
PG	MD, Pathology	36	MBBS and PG NEET	English	2	1
PG	MD, Microbiology	36	MBBS and PG NEET	English	2	0
PG	MD, Pharmacology	36	MBBS and PG NEET	English	2	0
PG	MD, Community Medicine	36	MBBS and PG NEET	English	2	0
PG	MD, General Medicine	36	MBBS and PG NEET	English	4	4
PG	MS, General Surgery	36	MBBS and PG NEET	English	6	6

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PG	MD,Skin And Vdl	36	MBBS and PG NEET	English	2	2
PG	MS,Ophthalmology	36	MBBS and PG NEET	English	2	2
PG	MS,Obstetric And Gynology	36	MBBS and PG NEET	English	2	2
PG	MS,Orthopaedics	36	MBBS and PG NEET	English	6	6
PG Diploma recognised by statutory authority including university	PG Diploma,Pg Diploma	12	BSc	English	10	9
Doctoral (Ph.D)	PhD or DPhil,Biochemistry	36	PG and Entrance	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Community Medicine	36	PG and Entrance	English	2	1

**Position Details of Faculty & Staff in the College**

**Self Study Report of MAEER MIT PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	47				36				49			
Recruited	31	16	0	47	24	12	0	36	29	20	0	49
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	4	0	0	4
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				23				29			
Recruited	0	0	0	0	5	18	0	23	16	13	0	29
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			



<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				584
Recruited	314	270	0	584
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				58
Recruited	23	35	0	58
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	5	1	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	31	16	0	24	11	0	24	19	0	125
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	2	0	14	12	0	28

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	0	0	0	0	0	1
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	1	0	7

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	4	0	0	4
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	1	0	7

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

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

**Self Study Report of MAEER MIT PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE**

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	355	1	0	0	356
	Female	365	2	0	0	367
	Others	0	0	0	0	0
PG	Male	33	0	0	0	33
	Female	23	0	0	0	23
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	2	0	0	0	2
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Certificate / Awareness	Male	38	0	0	0	38
	Female	11	0	0	0	11
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	35	39	30	29
	Female	25	24	24	25
	Others	0	0	0	0
ST	Male	15	13	12	12
	Female	13	15	9	7
	Others	0	0	0	0
OBC	Male	146	117	108	95
	Female	90	84	84	77
	Others	0	0	0	0
General	Male	234	227	239	235
	Female	279	273	288	270
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>838</b>	<b>792</b>	<b>794</b>	<b>750</b>

<b>General Facilities</b>	
<b>Campus Type: MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE , YASHWANT NAGAR ROAD, TALEGAON DABHADE, PUNE</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>

• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	234
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	118
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	<b>1. Liquid Oxygen Plant with capacity of 5940lts 2. NABL Accredited RTPCR Lab</b>

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
* Boys' hostel	1	228
* Girls's hostel	1	228
* Overseas students hostel	0	0
* Hostel for interns	2	75
* PG Hostel	2	114

MAAC



## Extended Profile

### 1 Students

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
838	792	794	750	700
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
211	178	223	124	129
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
232	227	227	180	176
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
188	205	225	229	218
File Description			Document	
Institutional data in prescribed format(Data templ			<a href="#">View Document</a>	

## 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
199	217	237	241	229
File Description			Document	
Institutional data in prescribed format(Data templ			<a href="#">View Document</a>	

## 3 Institution

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
1884.76	1965.49	2439.54	2171.36	1730.22
File Description			Document	
Institutional data in prescribed format(Data templ			<a href="#">View Document</a>	

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

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

**Response:**

MIMER Medical College is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik, recognized by the National Medical Council, New Delhi and follows their curriculum guidelines. The curriculum committee meets ahead of every academic session to plan for effective implementation of course contents. The committee along with the phase in charge and a departmental representative prepares the master timetable. Faculty in charge for each phase keep updating the status of their curriculum progress.

The delivery of curriculum is in the form of large group and small group teaching sessions. Didactic lectures do not exceed more than one-third of the total teaching hours. Vertical and horizontal integration is done for better understanding of the topic. Appropriate time is allotted for co-curricular and extracurricular activities of students. Academic calendar is prepared and displayed on website at the beginning of the year with schedule of internal assessments. The university examination schedule is timely notified to the students by displaying it on the students notice boards. The newly introduced CBME curriculum is regularly being followed up for its implementation and update about it has been duly conveyed to the competent authority.

**Experiential learning** is in the form of practicals, dissection, problem based & self-directed learning and health surveys. Small group teaching activities are planned in the form of demonstrations and tutorials. Early clinical exposure is given to students of Ist year. From IInd MBBS onwards students are exposed to patient care in the form of OPD postings, bedside clinics, grand rounds in the wards and observation in the operation theatres.

'AETCOM' program in undergraduate teaching imbibes relevant values, ethics and communication skills amongst students. Group discussions, seminars, symposia, debate and quizzes are conducted regularly which helps to develop preparedness, team spirit and competitive mindset.

**Formative assessments** are conducted regularly to identify slow as well as advanced learners. Extra remedial classes, counselling sessions are conducted for slow learners. Advanced learners are encouraged to participate in conferences, seminars, research activities and intercollege academic events.

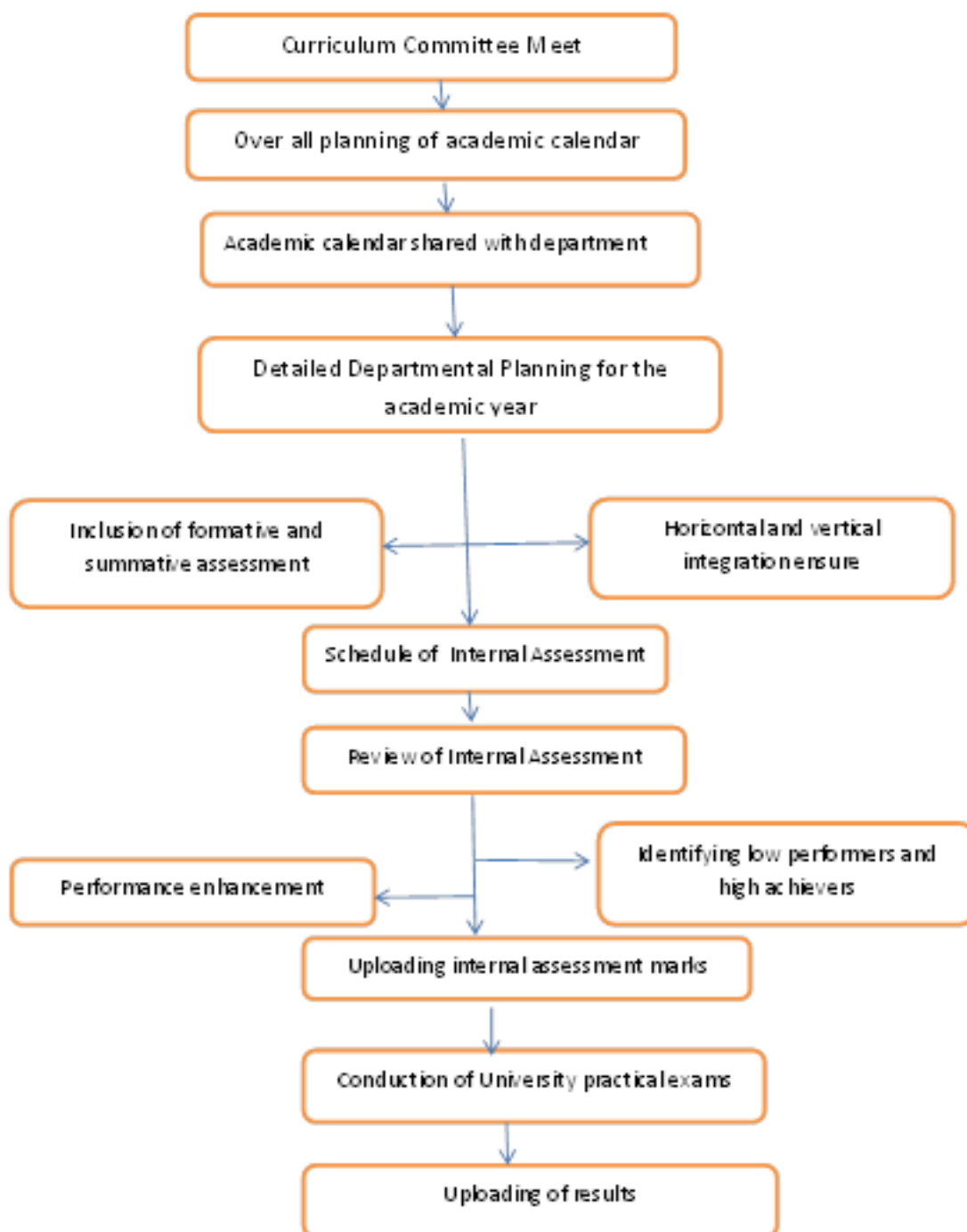
Term end internal assessments are done as per the university pattern.

The PG curriculum is implemented according to guidelines prescribed by MUHS. The PG students undergo "Research Methodology" and "Resident as Teacher" workshops during the first year. Every student maintains a log book throughout the tenure of their course. Involvement of **PG students** in all the department related activities enhance their theoretical and practical knowledge. Seminars, case

presentations and journal clubs helps them to develop their analytical, clinical and communication skills. The students are exposed to regular Live Interactive Workshops, hands on trainings and guest lectures by prominent national and international faculty of repute. The six monthly progress reports of the PGs and their dissertation thesis are submitted to the university on time. Term end and Preliminary examination of PG students are conducted as per university norms.

The institute also runs PG-DMLT, PhD, Fellowship Programs and Certificate Courses in the same systematic manner according to the syllabus laid down by the university.

**Well defined process for effective curriculum planning, delivery and evaluation**



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

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

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

**Response:** 0.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	0	0	1

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

## 1.2 Academic Flexibility

### 1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the

**Programmes offered by the College during the last five years**

**Response:** 48.86

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

Response: 129

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

Response: 264

File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 15.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
209	176	157	71	7

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

## 1.3 Curriculum Enrichment

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

#### Response:

The institute has consistently worked towards espousing a wholesome mixture of science, spirituality and humanities in the students' curriculum.

**Gender issues** topics like domestic violence, sex ratio, PCPNDT act, child abuse, social discrimination are discussed on various platforms like lectures, small group discussions, skit presentations and field visit in the community. Talks on topics like "Work Life Balance", "Optimum Nutrition & Immunization in Women", "Women, their moods and adjustments" have been organized as a part of Women's Day celebrations. Students participate actively in all such events.

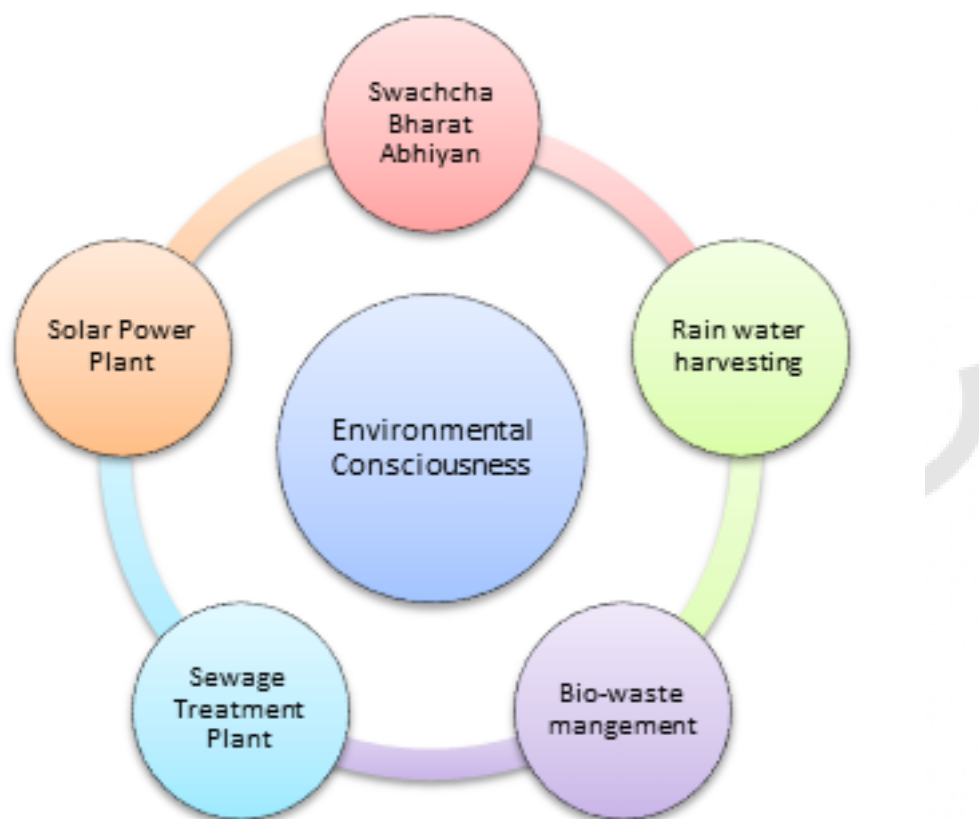
Students get field experience of **Health determinants** like socioeconomic environment, physical environment, social support, literacy, overcrowding, communicable diseases, morbidity and mortality rates through family health surveys. The students help educate the women folk about timely prioritization of their health needs. Through these surveys students try to educate the family members about equality and gender biasness.

Lectures are also conducted on emerging demographic issues like population explosion, declining sex ratio and urbanisation.

**Environmental consciousness** inducement in the students is achieved by regular visits to the in-campus facilities like Rain Water Harvesting, Biomedical Waste Management Plant, Sewage Treatment Plant, composting facility etc. Environment consciousness is supported by the activities such as 'Swachh Bharat Abhiyaan', tree plantation activities, plastic ban promotional activities. The students are aware that the institution contributes to diminish the carbon footprint with use of solar energy generation panels on the rooftop.

**International Chair in Bioethics**, Haifa for National Bioethics Curriculum Implementation has been established in our institute in the year 2017. The students participated enthusiastically in the bioethics conference, ETHOS-2018 at Amritsar and made award-winning presentations, short film on issues such as

'euthanasia' and engaged in educational debates such as 'Surrogate parenthood'. One intern was awarded gold medal for an oration on "Social Media. The newest clinic in town", while another student was awarded a certificate for the student orientation write up "Safe Abortion: Ethics in a White Coat" at ETHOS 2019.



Practices of **professional ethics** are emphasized to UG/PG students through lectures and case discussions during clinics. Topics like doctor-patient relationship, ethics of consent, communication, privacy, confidentiality, caring of patients at end of life, medical research, organ procurement & transplantation are included in the curriculum.

The new Competency Based UG curriculum incorporates **AETCOM modules** relevant to individual subjects which is followed meticulously.

The recognition of **benefits of yoga, meditation practices** is aptly promoted in the institute. Every year, since 2015, we are observing the "International Yoga Day" with active participation by the students, the teaching & non-teaching staff. With the mission "**Health for All**", our institute strives for wellbeing of the community by various activities such as health talks, health care camps, surveys and by adoption of villages for providing health care facilities. Students actively participate in these activities and try to reach out to inaccessible areas of the community to deliver health services.

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



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

**Response:** 6

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

Response: 6

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

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

**Response:** 12.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
150	226	65	60	0

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

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

**Response:** 62.31

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

visits,community postings

Response: 443

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

## 1.4 Feedback System

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

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

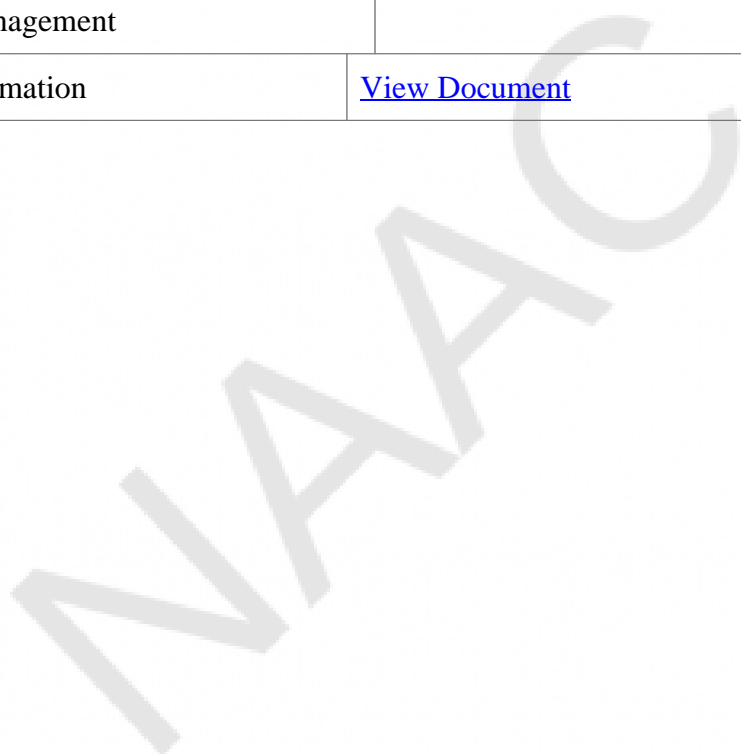
**Response:** B. Any 4 of the above

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

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

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

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



## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 96.94

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	63	44	29	44

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

2020-21	2019-20	2018-19	2017-18	2016-17
52	65	44	31	44

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

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

**Response:** 79.98

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

2020-21	2019-20	2018-19	2017-18	2016-17
232	228	227	180	176

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

2020-21	2019-20	2018-19	2017-18	2016-17
401	367	244	194	187

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

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

**Response:** 0.2

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

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

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

## 2.2 Catering to Student Diversity

<p><b>2.2.1 The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution:</b></p> <ol style="list-style-type: none"> <li>1. Follows measurable criteria to identify slow performers</li> <li>2. Follows measurable criteria to identify advanced learners</li> <li>3. Organizes special programmes for slow performers</li> <li>4. Follows protocol to measure student achievement</li> </ol> <p><b>Response:</b> A. All of the above</p>	
File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View Document</a>
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	<a href="#">View Document</a>
Any other information	<a href="#">View Document</a>
Link for any relevant information	<a href="#">View Document</a>

<p><b>2.2.2 Student - Full- time teacher ratio (data of preceding academic year)</b></p> <p><b>Response:</b> 4:1</p>
--

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

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

#### Response:

For promoting holistic development, the institute encourages active participation of students in various co-curricular and extracurricular activities.

The institute motivates students to excel in local, zonal, university and national level cultural as well as sports events. Students have won many prizes/ trophies in these events and competitions. Cricket, football, volleyball, basketball grounds are available in the premises. Facilities for in door games such as table tennis, carrom, chess are available. A well-equipped **gymnasium** is available in boys' and girl's hostels with trained gym instructor.

**The Students' Council** organizes events like "**Vakratunda**"- The Ganesh Festival, "**Plexus**"- Annual Social Gathering and Sports competitions to provide opportunity to exhibit hidden talent, showcase creativity, enhance leadership skills and build team spirit. Because of COVID-19 Pandemic, "**Vakratunda** was conducted on virtual platform.

**The Grey Matter** is a quarterly published Newsletter since 2017 by our students which is circulated to all the medical students across the globe through social platforms available free for subscription. It provides platform to showcase their talents like creative writing, photography, drawing, painting etc. Along with medical and humanitarian issues, the Newsletter also includes guest interviews of illustrious & distinguished clinicians across the country, interviewed by students themselves.

**Mission Zindagi** is a novel student initiative to provide continuous supply of need based blood donation for needy patients and its optimum utilization by creating an efficient smart network system of **blood on demand**.

It focuses on:

? Increasing the number of donors through education & awareness drives.

? Creating a network of voluntary blood donors.

? Restricting mass blood donation drives to avoid wastage of blood

This initiative was highly appreciated by media when Facebook team from USA visited the Mission Zindagi Headquarters at MIMER Medical College ----- to know the newly conceptualized plan to arrange blood on demand.

**Students Research:** In order to develop a research culture amongst undergraduate, post graduate students and faculty institution has started with Department of Clinical Research and Incubation Center in the year 2019. This department motivates and supports the students to undertake departmental projects, ICMR-STs and STRG projects with the help of faculty as a guide. Workshops and one to one discussions are organized for the students to guide them for various aspects of research such as designing the research, writing the proposal, review of literature, analyzing the data and writing the report. The institution provides funding for these projects.

Students have successfully organized online workshops and inter college student research conference during the COVID pandemic, which got tremendous response from many colleges all over India.

Award winning activities include a symposium on Social Anxiety Disorder “Beyond the Silence”. Because of its social relevance it was presented at various school and institutions. A short film on Euthanasia presented at ETHOS 2018 and orations in ETHOS 2019 conference were also awarded. During COVID times our students have created a short video titled “Humanity First - Insaniyat ki or” to express their gratitude towards all frontline workers.

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

## 2.3 Teaching- Learning Process

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

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

#### Response:

The Medical Council of India focuses on ‘student-centric learning and outcomes’ to bring out competent "Indian Medical Graduate". The emphasis being on student centric learning, **foundation course** covers various aspects including introduction to campus along with introduction to the course for the newly



admitted students.

Experiential learning is offered throughout the course through dissection, visit to museums, practicals sessions, clinical postings and community visits. Community Medicine Department conducts school health and family health surveys which help the students to learn data collection, analytical skills and communication skills simultaneously. Hands-on training workshops on basic and advanced life support, surgical skills of suturing, knotting and staplers, OT etiquettes are regularly arranged for the postgraduate students. During COVID pandemic, the teaching and assessments were conducted using online platforms. Activities such as Essay writing & poster competitions were also conducted online. Clinical assessments were based on case scenarios as per OSCE & OSPE patterns.

Horizontal & vertical integration of undergraduate and postgraduate teaching helps students to get comprehensive knowledge of the subject.

Students are motivated to participate in seminars, symposia, quizzes, debates, workshops organized as intra-inter departmental and inter college activities. Small group teaching sessions provide an interactive and more efficient medium of knowledge transfer. Case presentations, seminars and journal clubs are regularly conducted in the postgraduate departments.

The Problem-solving methodologies conducted include CPC, OSCE/OSPE, CBL and PBL sessions.

Self-directed learning is facilitated through seminars, kahoot quiz and flipped class rooms. The institute has excellent library facilities to access wide information resources- national & international journals, e-books & e-journals to facilitate self-directed learning. Institute collaborated with Wolters Kluwer & CBS publishers during COVID lockdown to provide access to e-books for the students. Institution has subscribed to UpToDate (database for evidence based clinical resource) for faculty and postgraduate students. Video recording of lectures of all subjects is in progress & is available to students.

OPD and clinical posting in the hospital expose UG and PG students to patient-centric care, including all aspects of professionalism, values, ethics, soft skills and communication skills. CMEs and workshops are organized for training the PG students in evidence-based learning. Attending CPCs & Morbidity-Mortality meetings enhance their knowledge, critical thinking and analytical skills.

Students are encouraged to undertake research projects like departmental projects, ICMR-STs, STRG projects under the guidance of faculty. Residents as Teacher workshops are conducted for the postgraduate students to help impart teaching skills.

Students are also introduced to humanities along various skills like language, computers, time and stress management. Various programs are conducted under the international chair of National Bioethics Curriculum Implementation Center to stress upon bioethical principles.

Students participate in celebrating various days such as World TB Day, Breast feeding week, Nutrition week etc. by performing skits, role plays and health talks.

All of these student-centric methods help the students to acquire the cognitive, psychomotor and affective domain qualities.

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

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

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

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

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

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

**Response:**

The institution has provided excellent ICT infrastructure to deliver effective teaching & learning

process. Teachers use these facilities during lectures, practicals and research activities.

Institute has a dedicated leased line. Full time IT professionals monitor and maintains this facility for uninterrupted services. All departments, central library, classrooms and demonstration rooms are provided with WI-FI facility in addition to LAN connections.

Power point presentations interwoven with academic videos are effectively used to impart theoretical knowledge during lectures, practicals and demonstrations. The interactive sessions and use of AV aids ensures students' interest & concentration throughout the session. Online conferences, workshops, webinars and guest lectures are regularly arranged for the faculty and students by inhouse and external faculty. During these sessions students actively participate & interact with renowned faculty. This helps them to be updated about recent advances in their field.



The faculty use online interactive platforms for customized learning with Q & A sessions, further bringing clarity in understanding of the topic/subjects. Institute is in process of creating a digital video lectures library. Pre-recorded video lectures by the faculty can be accessed by the students anytime.

Online MCQ tests and one line answer tests etc. are conducted using Google forms during the classroom teaching. The faculty are trained regarding use of SPSS Software which is available at 10 locations. This helps the faculty, undergraduate & postgraduate students for statistical analysis of their research projects.

All stakeholder feedbacks are taken using Google forms and they are utilized for the betterment of academics.

The Central library has forty computer stations with internet access connected with printer. College library has DELNET, MUHS Digital Library membership and Global periodical subscription for online journals. Subscription to “UP TO DATE” DATABASE is also available for latest online information regarding evidence-based medicine. Access to these resources helps in updating the knowledge, preparing teaching material and for pursuing research interests of the faculty.

Various live workshops using dedicated leased lines for smooth streaming of the events are conducted regularly involving inhouse faculty and experts in the field. The teachers of the institute are members of Medical Education Unit, India online google group, telegram group and they use the resource material shared on the group for teaching learning purposes. They have also participated in online courses conducted by MEU, India for the effective implementation of the CBME curriculum. The department of Clinical Research and Incubation Center conducts activities to train the faculty regarding the basics of research including use of search engines, use of referencing software like Mendeley, End note etc.

During the COVID pandemic, teaching and assessments were conducted using online Zoom & Google Meet apps. For assessments Google classroom, google forms and Kahoot quizzes were used. Essay writing & poster competitions as part of celebrations of various health days were conducted via online mode. Wolters kluwer provided the complete access to CBME e-books which was useful for undergraduates and postgraduates during the lockdown period.

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

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

**Response:** 7:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 124

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

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

#### Response:

The teaching activities of the institution are planned with aim of enhancing the creative and analytical skills of the students through group discussions, case presentations, seminars, quizzes, debates, and small group teaching activities and research projects.

Group discussions, small group teachings in the form of case-based learning, problem-based learning, self-directed learning sessions help develop the analytical abilities of the students. Institution organizes departmental, inter departmental, inter college quizzes, seminars and debates for the students. The students are taught interpretation of lab report charts and clinical problems as a part of curriculum. During OPD/hospital postings students learn communication skills through history taking, while physical examination of the patients helps them to arrive at differential and or provisional diagnosis of the disease. Mortality and Morbidity Meetings, Tumor board meetings and CPC meetings are held regularly which help the postgraduate students to understand the disease process in a better way and inculcate a scientific temper in them. All these activities help improve analytical skills in the students.

Clinical departments along with department of Community Medicine involve students in activities like skit, role play etc. conducted in the local language helps to spread awareness about health issues/concerns amongst the community. To mark the celebration of various health days such as International Women's Day, WHO Day, AIDS Day, Mental Health Day, World Tuberculosis Day, No Tobacco Day (WNTD)/ Anti-tobacco Day etc., poster, essay, poetry, street play/skit and rangoli competitions are organized for the students regularly. Students are encouraged to participate in such competitions in large numbers. The students regularly participate in inter-collegiate symposia. Award winning activities include a symposium on Social Anxiety Disorder "Beyond the Silence". Because of its social relevance it was presented at various school and institutions. A short film on Euthanasia presented at ETHOS 2018 and orations in ETHOS 2019 conference were also awarded. During COVID times our students have created a short video titled "Humanity First - Insaniyat ki or" to express their gratitude towards all frontline workers.

The departments conducts poster competitions and model making competitions to enhance students creativity and understanding regarding the topic.

Integrated seminars give the students holistic view of prevention, spread and management of disease.

Research is an integral part of teaching-learning process. The institute nurtures inquisitive and innovative skills of students by motivating them to undertake departmental projects, ICMR-STs and STRG projects under the guidance of faculty/s. The newly established Clinical Research Department and Incubation Centre coordinates these projects and help the students to search & review literature, write protocols, plan research design, collect and analyse data and thesis /research paper writing. The Medical Education Unit also conducts Research Methodology workshops for the postgraduate students.

The faculty strives hard to bring out the creative, analytical and innovative qualities of the students by blending academic with co-curricular and extra-curricular activities conducted by the institution.

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

## 2.4 Teacher Profile and Quality

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

**Response:** 94.82

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

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

**Response:** 4.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	11	11	9

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

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

**Response:** 12.69

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

Response: 2385

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

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

**Response:** 15.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
69	29	25	25	07

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

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

**Response:** 1.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	2	7	3	3

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

## 2.5 Evaluation Process and Reforms

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

**Response:**

The institution adheres to rules and regulations laid down by MUHS and NMC. The academic calendar is prepared by the curriculum committee, ahead of the academic year. It includes the timetable of all phases and the internal assessment schedules.



Continuous Internal Evaluation is essential for assessing progress of the students and take timely corrective measures accordingly. Summative and Formative assessments are done periodically. The formative assessments are conducted in different forms as per the demands of the subjects.

#### **UNDER GRADUATE (UG):**

In Phase I subjects, short examinations are conducted all throughout the year in the form of short answer tests, draw and label tests and MCQs. Weekly online formative assessments are conducted to assess the outcome of the topics covered. In phase II subjects - assessments are conducted on the topics covered.

During the phase I and II, three Internal assessments are conducted as prescribed by the university. Forensic Medicine and Toxicology Department conducts four internal assessments- 2 each in phase II and phase III. Community Medicine department conducts five internal assessments – 1 in Phase I and 2 each in Phase II and phase III.

From phase II to phase IV students are evaluated at the end of each of the 9 clinical postings in the respective departments.

Ophthalmology and ENT conducts:

1st Internal Assessment - End of 6th term

2nd Internal Assessment/preliminary exam - End of 7th term

Medicine, Surgery, OBGY and Paediatrics departments conduct

1st Internal Assessment - End of 6th term

2nd Internal Assessment - End of 8th term

Preliminary exam- End of 9th term.

The phase in charge & HODs prepare theory & practical timetable of the respective years. In case of any unexpected events, if the examination needs to be postponed, timely intimation is given to students. All measures are taken for smooth & fair conduct of the exams. The examination halls are under CCTV surveillance. The invigilator makes sure that no unfair practices occur during the conduct of exams. After assessment, answer books are shown to the students & their queries are cleared. The results are displayed on students notice board. Final Internal Assessment marks are sent to university after signatures of the students.

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

The summative assessment is conducted at the end of each phase.

#### **POST GRADUATE (PG):**

Postgraduate student maintain log book reflecting all the activities carried out for entire course. It

includes seminars, journal clubs, case presentations, lectures and postings. Yearly assessment of these activities is done along with annual internal examination.

The postgraduate student has to conduct a research activity during the course and submit dissertation prior to university examination within stipulated time.

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

Students of CCMP/PGDMLT courses maintain logbook/journal & their assessment is done as per University guidelines.

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

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

#### **Response:**

The institute is affiliated to State Health University (Maharashtra University of Health Sciences, Nashik) and strictly follows the rules while conducting internal and term end exams.

In term end/preliminary exams, after evaluation of theory papers in stipulated time, the results are displayed on the notice boards. Students are shown the papers and grievances, if any are resolved by the HOD. If grievance is not resolved, then the case is referred to the principal.

The answer sheets are kept in the departmental custody. About a month prior to university examination internal assessment marks duly signed by the students are uploaded on the university portal through Principal office.

This year due to Covid-19 pandemic, internal assessment exams were conducted online on zoom platform. During theory exams, the students were asked to keep the camera on at all times. Each batch was divided into small groups and one faculty was asked to supervise each group. Students submitted their answer sheets online and evaluation was done. All departments ensured that grievances if any, were addressed within a maximum period of 3 working days of receipt of the same.

On joining the college physically, students submitted the answer sheets and grievances, if any, were addressed. Similarly, practical exams were also conducted online on zoom platform using breakout rooms wherein each faculty took the viva voce on a one-to one basis while other students were kept in waiting room.

## University Examinations:

The university appointed central observer and faculty from the institution who is the centre in charge ensures that all university rules are followed during the theory exams. A faculty is appointed as internal vigilance squad to monitor the fair conduct of exams. While an external flying squad periodically visits the examination hall to oversee the examination procedure. Any exam related grievances are brought to the notice of controller of examinations immediately and suitable action is taken.

The practical examinations are held at the institute for undergraduate students. The panel of Internal and external examiners is appointed by university. A female observer is mandatory to ensure the safety & dignity of female students. The practical marks are uploaded on the university portal on the same day within prescribed time period.

Our institution is a designated Central Assessment Programme (CAP) centre. The barcoded answer sheets from university are sent to the college for evaluation. The CAP custodian is responsible for smooth and timely evaluation of the answer sheets. The mark entry is done online.

If the students are not satisfied with their university results, they can apply for retotalling of marks, photocopy of theory answer books etc. They submit prescribed form and fee through college within the stipulated period. When photocopy is asked by student, university sends scanned photocopy of answer book to the principal which is informed to the student accordingly. As answer sheet are evaluated by two examiners and average of two is entered as final marks, university doesn't permit reevaluation.

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

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

#### Response:

Undergraduate and Postgraduate exams are conducted as per the university norms. The examination procedure is fair and transparent.

Internal examinations are conducted at the end of each semester in the form of periodic tests, term-end examinations, preliminary exams. Surprise tests are also conducted periodically. At the end of every clinical posting evaluation is done in the form of viva voce.

The institute provides opportunities to students for midcourse improvement of performance through

continuous performance assessment.

Since 2012 university started conducting supplementary exams for the first year students within 45 days of declaration of results. This has prevented academic term loss of the students.

Students who score more than 35% but less than 50% (eligibility for university exams) marks in the internal assessments are permitted to appear for the university exams. For students who are not eligible (scores less than 35% marks in internal assessments) extra assessment exams is conducted after university result. For eligibility these students should score  $\geq 35\%$  marks in this extra exam and then they reappear for supplementary exam (phase I), subsequent university exam (phase II, III).

In the year 2018 Medical Council of India now known as National Medical Commission brought out major change in teaching, evaluation and examination pattern in the medical education. Since the 2019 admission batch, Competency based Curriculum is implemented. Accordingly, formative and summative assessments are done in the form of written test, practical examination, OSCE, OSPE, AETCOM, Direct Observation of Procedural Skills (DOPS) etc. Newly introduced foundation course assessment is done through verification of foundation course log book.

As per the MCI guidelines, log book should be maintained and include activities like seminars, symposia and other academic activities and write up of reflections. The log book needs to be assessed as per the university guidelines.

Work place based assessments are conducted for interns and postgraduates in the form of mini clinical examination (Mini CEX), DOPS and case-based discussion. Clinical skills are assessed through case presentation, viva voce and OSCE.

Self-Assessment of the students is done in the form of MCQs, short question answer sessions, quizzes etc.

For postgraduate students, year end exams are conducted. Prelim exams are conducted in the common examination hall. From every department two set of question papers are submitted to the principal office in the sealed envelope. Examination halls are under the surveillance of CCTV cameras.

### **University Examination:**

MUHS has implemented online procedures for examination related work. The internal assessment marks from all departments are uploaded on the university website. Duly filled examination form along with examination fees are uploaded on university examination portal by the institute. University sends admit card/hall ticket to the institute which are then printed and issued to the students. Most of the colleges affiliated to the university are having CAP centers where the barcoded answer sheets are evaluated.

In recent years university has started with submission and evaluation of postgraduate thesis online. The university appoints the internal and external examiners for practical examinations from their approved examiner panel, thus maintain confidentiality of the examination process.

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

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

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

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

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

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

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

The goal of Undergraduate (UG) medical training is to produce –IMG as ‘primary care physicians’. To achieve this goal, assessment of knowledge, skills, attitude and communication on regular basis is mandatory.

The curriculum committee and MEU conducts CISP sessions to sensitize the faculty regarding learning outcomes and graduate attributes that the student should acquire as per the guidelines led down by the regulatory bodies. All the phase in charges monitor effective implementation and progress of the same.

The curriculum is displayed on the college website. All the departments posts the detailed weekly/monthly schedule of teaching on their departmental notice boards. Students get precise & elaborate idea about the topics to be studied, assessments and co-curricular activities.

MCI(now known as NMC) regulations on graduate medical education i.e. M.B.B.S. prescribe phases-I, II, and III followed by compulsory rotatory internship of one year.

Orientation programme is conducted in the college where the students get familiar with campus, facilities available, teaching and non-teaching staff.

Competencies are divided as core and non-core and specific learning objectives derived from these competencies are displayed on the departmental notice boards.

During phase I students are taught the structure, function, structure-function correlation and biochemical changes taking place in the human body.

In phase II students learn about etiopathological changes responsible for disease process, role of microorganism in the causation of disease and composition effects and side effects of drugs, understanding medicolegal responsibilities of the physician.

During phase III students get exposed to in depth knowledge of all clinical subjects. Here they learn to correlate diagnostics and clinical findings to reach the final diagnosis of the disease. They are also taught about various treatment modalities and prognostication for the same.

As a part of curriculum, students are sensitized to ethical issues by the topics included in the AETCOM module.

During internship the medical graduate is expected to apply his/her knowledge in medical practice and acquire medical, behavioral and attitudinal skills under supervision.

Demonstration of basic clinical skills is done in 1st MBBS. History taking, demonstration of clinical skills with case discussion begins in 2nd MBBS. In 3rd MBBS students are trained for clinical & analytical skills and systematic approach while arriving at final diagnosis. Professionalism, ethical values, privacy, confidentiality and dignity of patient are held at highest esteem.

Continuous assessment is ongoing process. Students are assessed for their understanding of the subject through formative and summative assessments. Students are exposed to research activity through ICMR, STS and MUHS-STRG projects. Enthusiastic students are encouraged by the faculty and see to it that the final research report is submitted.

The students acquires leadership qualities in all phases through active participation in community health surveys, role play, field visits and celebration of various health days.

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

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

**Response:** 87.16

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

2020-21	2019-20	2018-19	2017-18	2016-17
212	179	223	124	129

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

2020-21	2019-20	2018-19	2017-18	2016-17
240	217	267	148	140

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

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

#### Response:

MBBS Course consists of nine semesters: In phase I, two internal assessments are conducted and University exams are held at end of second term. Phase II has three internal assessments in subsequent 3 semesters followed by university examination. Phase III and IV has two internal exams and university exam at end of each year.

Data collected on student learning outcome is analyzed regularly. Student learning outcome also collected through mentor system. Slow learner and advanced learner are identified and suitable measures to motivate them are undertaken. Faculty regularly explores talent and constantly encourages student participation in community outreach programs. Institute takes effort for better generic learning outcome of students. Students are encouraged to participate in college and intercollege quiz and symposium. Skill development activity workshops are conducted. Regular sports competitions are held at college level and inter college level.

Successful students have to undergo one-year compulsory rotatory internship. During internship there is exclusive two month posting in community medicine to acquaint with rural and urban health care service. Interns maintain record of work in logbook which covers:

1. Proficiency of Knowledge
2. The competency skills expected to manage case, work up of case, involvement in treatment, follow-up reports,
3. Responsibility, Punctuality,
4. Capacity to work as a team, (inter personal relationship with colleagues, nursing staff and with paramedical health workers).



## 5. Initiative, Participation in discussions, research aptitude

The student regularly undertake ICMR-STs, MUHS-STRG research projects and community-based research activity. They took part in the National Bioethics Conference Ethos in 2018 and 2019. Thus programme specific as well as generic learning of students is taken care of.

Postgraduate student maintains six monthly progress report book. There are two annual internal assessments followed by preliminary exam. University exam consisting of both theory and practical assessment are held at end of third year. Postgraduate Student has to submit dissertation 6 months prior to University examination. In addition to the regular hands on training and evaluation, (as per concerned speciality), regular postgraduate activities conducted minimum thrice a week comprising of seminars, journal club and case presentation/faculty and guest lectures.

Structured Training Programme of post graduate (Broadly conceived):

### 1) First Year Residency:

- a) Outpatients/inpatients care
- b) Managing medical emergencies,
- c) Learning diagnostic/ therapeutic procedures and interventions,
- d) Interpreting Reports,
- e) preliminary work of Dissertation,
- f) Use of computers in medicine,

### 2) Second Year Residency:

- a) Outpatients/inpatients care,
- b) Rotation (six months to one year) in existing allied specialties,
- c) Conducting procedures independently,
- d) Continuation of dissertation work.

### 3) Third Year Residency:

- a) Out-patients and in-patients care,
- b) Independent management of emergencies,
- c) Teaching junior Residents / under-graduate students enrolled in the subject,
- d) Finalization and submission of dissertation.

Other courses such as PhD, Fellowship, CCMP, PG-DMLT are taught and evaluated as per prescribed university guidelines in a structured format.

Thus the teaching learning and assessment process of the institute are aligned with the learning outcomes.

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

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

##### Response:

Bonding between parents, teachers and students is essential for creating a trustworthy environment in an institute. MIMER Medical college ensures this bonding by periodical parent teachers meetings.

The first parent teacher interaction starts with the Indoctrination Programme which is held in the first week of the academic year once the admission process is complete. In this interaction all parents are explained about the MBBS course broadly, teaching schedules, examination patterns, rules and regulations about attendance, facilities available, maintaining discipline in the campus with special thrust on Strictly vegetarian campus with no smoking/alcohol/addictive substances and its observance in onward journey during graduation.

Parents are assured of safety of their wards in and around the campus by introducing them to anti-ragging committee and mentorship committee.

These committees are constituted by carefully selecting faculty and staff sensitive to the needs of students when they are away from their parents and further sensitized to be extra sympathetic and empathetic towards the students.

The institute has an active parent-teacher committee constituting teaching faculty representing all the academic years and willing parents. Parent teacher meetings are held at least twice a year: one meeting per term. The meetings are held generally after the term end results are out and a new semester is about to commence. Schedule of the meeting is conveyed to the parents in advance. In these meetings parents get opportunity to express their views on the academic progress of their wards. They use this platform to put forth difficulties faced by their wards and ways to overcome this are discussed. Suggestions from parents are given due consideration. As a matter of extra care slow learners are supported by extra classes, at the same time advanced learners are groomed to excel further. Progress of slow and advanced learners is periodically communicated to the parents.

The Teachers take this opportunity to discuss students academic progress, attendance and behavior etc. and seek parents' assistance to address these issues.

Minutes of proceedings are shared to parents and feedback is sought. Feedback received is discussed, analyzed and accordingly necessary steps/ actions initiated. Minutes of the meeting and action taken report are submitted to the principal office.

Parents are informed regularly about the performance, progress and attendance of their wards via email. Parents who are unable to attend these meetings, can approach the teachers with prior appointment for their queries/concerns/ grievances. Parents are also members of anti-ragging committee and IQAC. They actively participate in these committees and thus contribute to the furtherance of congenial and harmonious environment in the institution.

To facilitate direct communication, phase wise google groups of parents are created by the institution.

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

## 2.7 Student Satisfaction Survey

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

Response: 3.11

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 21.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	44	47	45	39

File Description	Document
List of full time teacher during the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the university	<a href="#">View Document</a>

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

**Response:** 3.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	3	13	7	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Fellowship award letter / grant letter from the funding agency	<a href="#">View Document</a>
E-copies of the award letters of the teachers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 71

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	36	14	5	1

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

## 3.2 Innovation Ecosystem

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

**Response:**

The Central Research Lab (CRL) is engaged in research which is at the interface of nano biomaterials and biotechnology. It aims to empower and enable faculty and students in pursuing biomedical research and generate new ideas that will lead to innovations for the benefit of the society. The major focus of our research is development of new nanomaterials as well as platforms for diagnosis and treatment of various

ailments including cancer, submucosal fibrosis and noninvasive prenatal prognosis of genetic diseases.

CRL has successfully completed two major research projects funded by Department of Science and Technology (DST) and Department of Biotechnology (DBT) in March 2021 with grants totaling nearly one crore INR. The data from these projects were used to publish patents and 10 articles in peer reviewed journals. We have also filed patents for Self-Propelling Janus Nanocomponent Devices and Process for Nanofiber Coating Based Respirator Filter. New projects such as Biomimicking Nanobots for targeted Anticancer Drug Delivery, studying Behavior of cancer cells on dynamic surface and producing wound dressing material for reducing nosocomial infections have been started. Collaboration with other institutes for ancillary services in the field of manuscript writing and IPR consultancy are also provided.

On 2nd Dec 2019, the Dept of Clinical research and Incubation Center was started with the aim of guiding students and faculty through the basic steps in the research process. The department also aims to help identify various funding agencies and facilitate application and procurement of grants. Various seminars and workshops were conducted by the department to guide the participants about generating a research idea, developing a research proposal, data entry and analysis, use of reference management software, selection of journal, critically reviewing a research paper etc.

A Young Researchers Symposium was organized in which the students whose ICMR projects were approved, presented their projects. This event created an awareness amongst the new batches and sensitized and motivated them to take part in similar studentship programs.

In order to make the students and the faculty, both in house and outside aware about the facts related to the COVID-19 pandemic, webinars related to the pathogenesis, diagnosis and management of the disease, role of Artificial Intelligence as a diagnostic tool and basic knowledge and practical aspects of identifying patients of Mucormycosis at the earliest and treating these patients efficiently were also organized.

A Series of online sessions to connect the present students with the alumni who have pursued superspeciality courses in the medical and surgical fields were conducted. These sessions provided our students with a peek into the future avenues that await them.

Two Courses: An add on course- “Orientation to Clinical Research for Postgraduates” in three phases and a value-added course – “Certificate Course in Clinical Research” have been started to help students develop a vision to identify the vital areas of research and empower them with all the technical knowledge and skills in conducting research.

Management has set aside research fund to promote staff, postgraduate and undergraduate research activities.

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

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

**Response:** 43

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	13	7	4	2

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

**3.3 Research Publications and Awards**

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

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

**Response:** B. Any 3 of the above

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

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

**Response:** 0.41

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 92

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

Response: 225

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

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

**Response:** 0.18

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

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

**Response:** 0.01



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

### 3.4 Extension Activities

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

**Response:** 276

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

2020-21	2019-20	2018-19	2017-18	2016-17
95	14	40	61	66

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

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

**last five years**

**Response:** 16.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
350	56	69	96	101

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

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

**Response:**

MIMER Medical College and Dr. BSTR Hospital is a largest tertiary care centre in the Maval region of Pune district. The institute conducts regular outreach and extension activities in collaboration with various industries, NGOs, Schools, Colleges & Government Health institutes.

As the institute is committed to provide services to the community, MIMER Medical College and Dr. BSTR Hospital provided health services during COVID -19 pandemic which includes OPD services, Dedicated COVID Hospital, 24\*7 helpdesk, counselling and vaccination.

MIMER Medical College and Dr. BSTR Hospital received the “Best Medical College and Dedicated COVID Hospital of the Year” award by 4th edition Navbharat Healthcare Awards 2021 at the hands of Hon’ble Governor of Maharashtra Shri. Bhagatsingh Koshiyari in the presence of Hon. Health Minister Shri. Rajesh Tope for the relentless contribution of healthcare workers towards serving and saving patients without caring for their own lives. On behalf of institution, the award was received by the Executive Director Dr. Suchitra Nagare at Rajbhavan (Governor House).

The outstanding contribution of the doctors, nurses and supporting staff as COVID warriors during the COVID-19 pandemic was appreciated at local and national forums.

Faculties of the college were invited on social media platforms like Facebook and Radio to deliver lectures on important health related topics like Immunization and Safe Motherhood, Breastfeeding and Doctors day.

Dr Virendra Ghaisas, Executive Director of MIMER Medical College was felicitated as an Inspiring Doctor at The Economic Times Doctors Day Conclave 2021 for his valuable contribution in the field of Medicine.

The applaudable services provided by Garware Blood Bank was recognised by the Rotary Club of Talegaon MIDC.

Dr. Ratna Majumdar, Professor in Community Medicine was honoured with Ideal Teacher Award in the year 2019 by World Peace Centre, Alandi of MAEER'S, MIT, Pune for her contribution in the field of education as a dedicated teacher.

Faculty from clinical departments along with students regularly conduct health awareness programs and diagnostic health camps at various places in the surrounding area. Health education talks were arranged for creating awareness about sanitation, hygiene, anemia, balanced diet & role of exercise, exam anxiety & phobia, Sex Education and Adolescent Health etc. Awareness about various health schemes for the general population like 'Ayushman Bharat', 'Beti Bacho Beti Padhao', Nirbhaya Kanya Yojana, Janani Suraksha Yojana was created. All these activities were appreciated by Govt and Non- Governmental Organizations like CRPF, Indian Institute of Information Technology, Pune (IIITP) Kantilal Shah Vidyalaya, Siddhant College of Engineering, Navin Samarth Vidyalaya, Adarsh Vidya Mandir, Savitribai Phule Mahavidyalaya, Nutan Maharashtra Institute of Engineering and Technology, S. B. Patil Public School, Women's Welfare Club of D. Y. Patil Institute of Engineering and Technology.

Thus, the Institute shoulders its social responsibility of conducting outreach and extension activities for the betterment of society on regular basis. Acknowledgement of these outreach and extension activities motivates the faculty and students to work responsibly with more dedication.

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

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

**Response:**

Department of Community Medicine of our institute is always at the forefront to conduct activities related

to society, their issues, concerns, socio economic issues, environmental issues etc. Health talks promoting awareness of diet and exercise & lifestyle modifications, importance of breast feeding, immunization, Sanitation and personal hygiene are conducted. All throughout the year, the department organizes activities for awareness of communicable and non-communicable diseases. Activities like poster making, street plays & rallies are organized on occasion of World Health Day, World TB Day, AIDS Day etc. Health and multi- diagnostic camps are organized to identify the health issues in the community.

10 villages within the radius of 2 km are adopted by our institution for field practices.

Every year, students with staff and Medical Social Worker conducts family health survey to understand medical, social, environmental problems in families and the family members are counselled regarding the same. Preventive and Therapeutic measures to address the medical problems are also discussed. Education of the community for awareness of socio-economic development, assessment of social problems like poor socio- economic conditions, alcoholism, needs of specially abled child in household, unemployment, widow problems in family and importance of education are discussed. The community is also made aware for issues related to environmental problems like poor ventilation, overcrowding, open air defecation, safe drinking water supply, solid waste disposal etc. These activities help assess the burden regarding these problems which further helps in arranging various health camps as per the requirement of the community.

School health surveys are conducted to understand school health problems which includes nutritional deficiencies, dental caries, skin diseases, refractive errors, CSOM etc.

Swachh Bharat Pakhwada activities sensitizes the community regarding pollution, proper disposal of waste/e-waste, green environment for sustainable development, health and hygiene, cleanliness of your surroundings etc. Activities related to this are conducted in the villages with active participation of the students, faculty and villagers. This Pakhwada was conducted on 1st Nov 2016 to 15th Nov 2016, and then from 1st Oct to 15th Oct every year.

Health education was also imparted in the neighbouring areas such as railway station, market places nearby urban and rural areas through street plays and rallies. Through such activities students become aware of their social responsibilities. They also learn communication skills, team building, leadership qualities.

Faculties are invited by various organizations to deliver health talks on important issues and topic of their interest/concerns.

Free health camps are organized by various departments through out the year in the hospital and the community. During these camps the patients are benefited for various hospital services like lab investigations, radiological investigation, surgeries and medicines at free and/or subsidized rates. Free blood donation camps, screening and diagnostic health camps are organized in the villages. NSS wing of our college also participate actively in all these events. The institute also works in association with public health setups around our institute such as sub centres, PHC, RH and civil hospital etc. for providing speciality services.

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

### 3.5 Collaboration

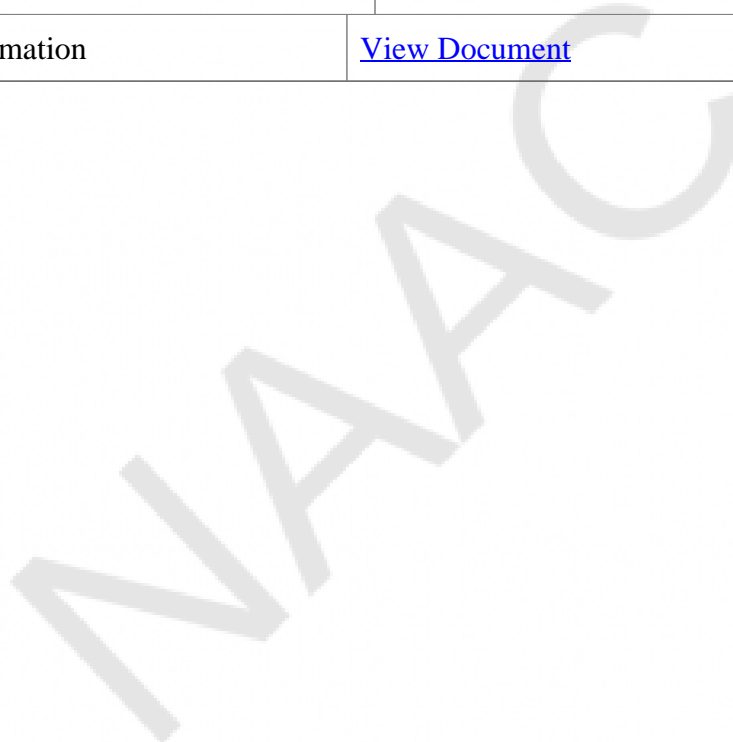
<p><b>3.5.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years</b></p> <p><b>Response: 5.4</b></p> <p>3.5.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>07</td> <td>05</td> <td>05</td> <td>06</td> <td>04</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	07	05	05	06	04
2020-21	2019-20	2018-19	2017-18	2016-17										
07	05	05	06	04										
File Description	Document													
Institutional data in prescribed format	<a href="#">View Document</a>													
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>													
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>													
Any other Information	<a href="#">View Document</a>													
Any other Information	<a href="#">View Document</a>													
Link for Additional Information	<a href="#">View Document</a>													

<p><b>3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years</b></p> <p><b>Response: 17</b></p> <p>3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative</p>				
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research programmes etc. for the last five years

Response: 17

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

The institution runs MBBS, MD/MS, Fellowships, PhD, PG-DMLT, CCMP, Certificate Courses. Required infrastructure & teaching-learning facilities are available as per the prescribed norms.

The facilities available in the institution are stepped Classrooms of 180 capacity (4 nos.), 300 capacity (1 nos.), Examination hall, Museums, Practical laboratories, 28 Demonstration/Seminar rooms, ward side clinic rooms etc.

For large group teaching ICT enabled classrooms are used while for small group teaching, Seminar rooms, Demonstration rooms and Clinics rooms in wards are used. The campus is well connected through LAN/Wi-Fi with 25 Mbps dedicated leased line. Online classes/exams were conducted on Zoom and Google Meet platforms.

The museums in departments of Anatomy, Pathology, Community Medicine, Pharmacology, Microbiology and Forensic Medicine and Toxicology are replete with specimens, models, charts and photographs to facilitate teaching-learning process.

Histology, Histopathology, Haematology and Clinical Pathology, Biochemistry, Microbiology, Pharmacology, Community Medicine and Forensic Medicine and Toxicology laboratories are available for hands on practical sessions. Department of Anatomy has spacious and well illuminated dissection hall for students to perform cadaveric dissection. This hall is also utilized by clinical departments to arrange Hands on Cadaveric Dissection workshops. Department of Anatomy also has Temporal Bone Lab.

Central Clinical Laboratory (CCL) is well equipped with latest automated equipments such as Mindray BC 6000 Hematology Analyser, Stago Coagulometer, Vitros ECiQ Chemiluminescence, Vitros 250 Biochemistry Analyser, Automated Leica Tissue processor and Cryostat. During the COVID pandemic, the RT-PCR lab was started, which got accredited with NABL in March 2021.

Central Research Laboratory (CRL) has advanced equipments such as Fluorescence Spectrophotometer, ZEISS Fluorescent Microscope, UV visible Spectrophotometer, Plate Reader, Ultrasonicator, Bio incubator, Biosafety Cabinet level 2. The CRL aims to empower faculty and students in pursuing hard core research.

College has Centralized Skill Lab for all the undergraduate and postgraduate teaching and training. Various departments organize subject related training sessions in this lab.

The operation theater is connected to Sushrut hall for live streaming of surgeries. Students are also posted in small batches in operation theater. Institution hires dedicated leased line of 20 Mbps for uninterrupted streaming of surgeries during live surgical workshops. During COVID pandemic we started with dedicated COVID OT and emergency COVID Labor room.

Mahatma Gandhi Central Library is having more than 14300 books, 134 journal subscriptions and

hundreds of e-journals and e-books. Digital lab has 40 computer stations and printer with net connectivity. SPSS software is available at 10 locations for students and faculty usage. Each departmental library has adequate number of books for easy and immediate reference.

The institution has herbal garden which has rare medicinal plants and herbs. One of the unique features of our institution is the Toxicology Garden, wherein we teach the students to identify the plants and their dose related effects in treatment and poisoning.

The students are posted at Urban and Rural health training centers under the department of Community Medicine where they are exposed to activities like health days celebration, health surveys, school health camps, street plays, poster presentations, rallies round the year etc.

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

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

##### Response:

Sports and extracurricular activities play a vital role for the student's physical and mental growth and development which helps in acquiring qualities like self-confidence, time management, discipline, accountability, team spirit, leadership qualities, decision making capacities and communication skills. Recognizing the pivotal role of sports, MCI/NMC has incorporated dedicated sports hours in the curriculum since 2019 which is followed meticulously by our institution.

There are courts for outdoor sports like Cricket, Basketball, Volleyball, football and Dodge ball etc. in the college premises. Dedicated sports instructors are employed to coach the staff and students. Facilities for indoor games (Table tennis, Carom, Chess) are available in college campus. The faculty and student are participated in intercollegiate and zonal sports competitions. The institution sponsors the registration, travel, food expenses etc. of all these participants.

Modern well-equipped gymnasium are available with dedicated gymnasium instructors in the boys and girls hostel, which makes training a sublime experience. The students and the faculty make use of this facility round the clock.

Daily yoga classes are conducted by Manodnya Yoga Classes for teaching and non-teaching staff in the auditorium. International Yoga day is celebrated annually with fervour by students, teaching and non-teaching staff. Department of Community Medicine, Biochemistry and OBGY in collaboration with renowned Yoga Institute “Kaivalyadham” at Lonavala have undertaken research projects for documenting



the effects of yoga on health.

Celebration of Cultural Events is also equally supported by the institution. The institution has G. J. Ghaisas Auditorium where all cultural activities and creative competitions are conducted. Annual Ganesh festival -Vakratunda is a 5 days long event wherein students give cultural performances. Visarjan procession is the highlight of vakratunda. The annual social gathering- Plexus is a mix of indoor and outdoor sports competitions, cultural events displaying creative ideas & showcasing talents. Cultural activities include debate, skit, music, dance, fine arts and drama. The creativity of students is displayed through art work depicted in activities like best out of waste, t-shirt painting, drawing, poster competitions, essay writing etc. Fashion shows and college band performances are equally enjoyed by students & faculty avidly. Medical colleges in and around Pune are invited to participate in these competitions. Winning performances of students are awarded. For the smooth conduct of these events faculties are appointed as facilitators who supervise and provide guidance and support to students. All logistic support and budgetary provisions are made by the institution. The staff and students enthusiastically participate in all these events.

In the college library, a dedicated reading space “Dr. A. P. J. Abdul Kalam Vachan Katta” for non-academic fiction and non-fiction based books and newspapers is available for the staff and students. Literary events-quizzes, symposia and elocution competitions- organized boosts these budding doctors as well as clinicians to be lifelong learners.

The institution promotes and motivate the student to participate more and more in intercollegiate, state, national, sports as well as cultural events for their holistic development.

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

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

##### Response:

MIMER Medical College and Hospital with its sprawling green campus spread over 42 acres, is situated at the outskirts of Pune city and is surrounded by historic forts like Tung, Tikona, Lohgad, hill stations like Lonavala, Khandala and spiritual places like Aalandi, Dehu and Bhandara hill. Institute is easily accessible by Pune-Mumbai expressway, Talegaon railway station and bus stand which benefits the students, staff as well as patients for easy connectivity.

**1. UG/PG Hostels:** Well ventilated and semi furnished rooms of double/triple occupancy are provided to the students. Amenities like common rooms, reading rooms, gymnasium, visitor room and washrooms and 24/7 RO water supply, power supply and WiFi facilities are provided in the boys and girls hostel. Mess facility is provided for wholesome and nutritious food. The rectors and wardens supervise the hostels. Adequate security and CCTV cameras are provided in the hostels.

2. **Staff quarters:** Staff quarters are available for the faculty who wish to stay in the premises.
3. **Canteen:** There are two vegetarian canteens in our campus which provide hygienic & tasty food.
4. **Medical facilities:** Dr. BSTR Hospital is a 720 bedded tertiary care hospital providing quality health services at very nominal and affordable cost. There are ten well equipped operation theatres where speciality and super specialty surgeries are performed. It also has 24/7 accident and emergency department, dialysis unit, surgical and medical ICU, NICU, PICU. All the ICUs are well equipped with monitors, ventilators and portable x-ray machines. Blood bank, lab and radiology services and pharmacy are available round the clock. BPL/IPF/MJPJAY schemes are available in the hospital for eligible patients. During COVID pandemic, hospital has installed liquid O2 plant along with 60 bedded COVID ICU and 150 O2 beds.
5. **Help desk:** is provided at the OPD entrance to guide the patients and relative in the campus. During COVID pandemic, 24/7 COVID Helpdesk services were available.
6. **Facilities for Physically Challenged (Divyangjan):** For specially abled people ramp facility is provided in the college, hospital and hostel buildings. Wheel chair facilities, specially abled washrooms and lift facilities are available in the campus.
7. **Signages: Proper signages in English and Marathi** are in place to guide the visitors, patients and their relatives in the premises.
8. **Roads and Parking:** Campus has tar and concrete roads and pedestrian footpaths. Designated parking areas are created for faculty, students, visitors and patients.
9. **Drinking water supply:** Institution has RO plant installed in the premises. Water coolers are installed at various places.
10. **Fire and Safety:** Fire extinguishers are installed in college and hostel buildings. Hospital is in process of installation of central fire protection system.
11. **Power Supply:** 380 KVA generator backup is available to support power failures. At critical places UPS backup is provided.
12. **Roof Top Solar Panels:** 550 KVA solar power generation system provides alternate source of energy.
13. **Eco Friendly Practices:** Biomedical waste disposal plant, sewage treatment plant, composting facility and rain water harvesting are few of the eco-friendly measures taken up by the institute.

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

#### 4.1.4 Average percentage of expenditure incurred, excluding salary, for infrastructure development

**and augmentation during the last five years**

**Response:** 35.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
587.05	672.95	1160.13	1126.30	245.83

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

**4.2 Clinical, Equipment and Laboratory Learning Resources**

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

**Response:**

MIMER Medical College and Dr. Bhausahab Sardesai Talegaon Rural

Hospital is recognized for 150 undergraduate seats & 14 postgraduate programs in various subjects. The required infrastructure & teaching-learning facilities mandated by regulatory bodies are available as per norms.

720 bedded tertiary care teaching hospital is the biggest in taluka, serving the patients in and around Talegaon. 24/7 accident and emergency, blood bank, lab and radiological services and emergency labor room are available. State of art medical and surgical ICUs, ICCU, NICU, PICU and operation theater complex of 10 well equipped OTs are available to serve the patients. Department wise male and female wards with prescribed number of beds and other ancillary services are available. The well-lit, well ventilated, horizontal architecture design of our hospital is patient friendly. The OPD complex comprises of routine and super speciality OPDs and 24/7 pharmacy. Medical record department is located near the OPD complex. During COVID pandemic, liquid oxygen and oxygen generation plants were installed in the hospital.

All the equipments mandated by the regulatory body are available in all the departments. Additional equipments required for super speciality services, fellowships such as Harmonics, laparoscope, endoscope, colonoscope, ERCP, Uroflowmetry, C-arms, BERA, OAE, Advance Fundus Camera, Optical Coherence

Tomography, YAG Laser, Automated Perimeter, CO2 Laser, PUVA chamber and Intense Pulse Light Laser are also available.

All lecture theatres are equipped with ICT enabled tools. For small group interactive teaching sessions Seminar rooms, Demonstration rooms and Clinics rooms attached to OPD and wards are available in all the departments. The departmental museums are replete with specimens, models, charts and photographs to facilitate teaching-learning process. Central skill lab provides facilities to conduct hands on training workshops for the students. Community Medicine department is in charge of RHTC, UHTC for the extension activities conducted such as field visits, school health camps, health surveys etc.

A well-equipped and automated Central Clinical Laboratory has all the required instruments and equipments to provide diagnostic services. All the equipments in the laboratory are covered under AMC/CMC and regularly take part in IQ and EQAS programs. During COVID pandemic, Microbiology department established NABL accredited RT-PCR lab. 24/7 functional blood bank is approved by FDA has whole blood and component facilities available.

Central Research Laboratory is equipped with state of art equipments such as Fluorescence Spectrophotometer, ZEISS Fluorescent Microscope, UV visible Spectrophotometer, Plate Reader, Ultrasonicator, Bio incubator, Biosafety Cabinet level 2 for pursuing high end research activities.

During Covid-19 pandemic as per the government guidelines the hospital has triage area, flu OPD, Swab collection centre, Isolation wards, Covid wards with donning & doffing facilities, Covid OTs, COVID ICU and 24/7 COVID Helpdesk. The expanse of hospital building helped us to provide uninterrupted COVID and Non COVID services simultaneously. A COVID isolation centre with capacity of 100 beds in collaboration with RSS Jana Kalyan Samiti under the name “Shri Nathubhau Bhegde COVID Care Centre” was also a part of COVID services. COVID Vaccination centre is functional since January 2021 till date.

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

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

**Response:** 381831.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
266868	265394	419011	410568	373403

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

2020-21	2019-20	2018-19	2017-18	2016-17
27035	28088	41101	39536	38155

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

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

**Response:** 718

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

2020-21	2019-20	2018-19	2017-18	2016-17
723	685	682	630	644

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	43	51	44	39

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

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

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

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

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

### 4.3 Library as a Learning Resource

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

##### Response:

Mahatma Gandhi Central Library provides a "gateway" for students and faculty to access various resources, both print and digital. Institution has subscribed to electronic journal database and provides 40 computer workstations for students and faculty for the access of the same. Library services includes MUHS Digital library, National digital library, DELNET, UpToDate, Global periodical services, D space digital repository and library web portal.

Library has E-granthalaya 3.0 software.

ILMS Software: E-granthalaya

Nature of Automation: Fully automated

Features at a glance:

Data Entry Modules In E-Granthalay:

- Database Administration
- Library Administration
- Master Data Module
- Books Acquisition
- Cataloguing Module
- Circulation Module
- Serials Control

- Micro-Documents Manager
- Budgets Module
- Search /OPAC

DELNET helps promote resource sharing among member libraries and thus provides better services to researchers.

Recently library has installed 'KOHA' software for better management of library material.

- Name of the ILMS software: KOHA
- Nature of Automation: Library is a Fully Automated
- Version: 3.22.07.000
- Features of KOHA software:
  - Accessioning of all books
  - Students, Faculty member & others membership data filled from the year 2017 to till date.
  - Labeling & barcoding of the books
  - Through this software we can access information by keywords such as title, publishers, calls No.and authors.
  - Online public access cataloguing
  - Generate the books summery reports.
  - Generate Subject wise Book Report

One terminal is available for students to search information of availability and issue of Books using web Online Public Access Catalogue (OPAC). Complete information about the users along with circulation status, fine status, contact details, reading & circulation history etc. can also be obtained.

MUHS Digital library is web based electronic storage and access environment that enables accessing information from remote location. All the institution affiliated to MUHS get this facility complimentary from the university. During COVID pandemic, university has provided e-lectures on various subjects available free of cost for all the students benefits. Faculty of our institute has contributed in development and delivery of these e-lectures. Institution is in process of development of e-curriculum in the form of pre-recorded lectures covering all the topics and subjects.

Book database is created along with user's database. Issue return process is fully automated and manual cards are kept as supporting documents for students and faculty. Book issue and return is carried out with the help of barcode system. Each book and user's borrower cards are bar coded.

During COVID pandemic, the library provided access to e-books through Wolter-Kluwer online portal. Recently library has subscribed UpToDate (database portal for clinicians) and Global periodicals. UpToDate is an evidence based clinical resource platform which provides clinical decision solutions that will help improved patient outcomes. All the faculty and postgraduate students access this facility through their mobiles as well.

Automation of library increases efficiency and productivity of library staff and thus improves quality of services rendered by the library. Institution is in process of installation of TATA iON digital campus,



learning management software system which will further aid to ease the use of library access.

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

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

##### **Response:**

Medical science is a continuously advancing discipline. One of the major objectives of medical education is to keep students abreast with advancements of medical science. To be life-long learners, constant source of authentic knowledge approved by scientific bodies is required.

Mahatma Gandhi Central Library has a wide collection of medical books, journals/ periodicals, newspapers, CDs, videotapes, DVDs, e-books, data bases and other formats. In addition, institute has collection of books on variety of subjects other than medical subjects such as philosophy, Yoga, Literature, Management, Education, Biographies etc.

The books are classified according to the DDC systems and catalogued according to AACR II systems

1) Total Books - 14208

Text Book	7214
Reference Books	1447
Book Bank	581
Pustakpedhi	279
Donated Book	4047
Non Academic Book	293

2) Total No. Print of Journals - 65

Foreign	25
Indian	40

3) Total No. of Online Journals -

Delnet	1613
Global Periodics	1834

MUHS	1605
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4) Non-Books Material

Non book material	
CD's	619

- Library Book Issue timings: 9 AM – 6 PM (Monday to Saturday)
- Reading Room open for Students: 24 Hours

Journals with very high impact factor such as Lancet, New England Journal of medicine, JAMA, BMJ, Annals of Internal Medicine, WHO Global Periodicals etc. are available.

4) 293 non-academic books including fiction and non-fiction are available in the library.

5) E- Resources –The institute has made available various e resources such as e-Journals DELNET, NCERT and digitalized manuscripts

The library is also connected to the database of MUHS, Nashik. This helps the students to access a huge resource of journals related to health sciences. Approximately 1600 e-journals, e-books, articles can be accessed through MUHS Digital Library.

6) We are recently registered with NDL of India from 26th Feb, 2020.

National Digital Library of India -National Digital Library of India (NDL India) pilot project (MHRD) is a framework of virtual repository of learning resources with a single-window search facility. Now we can Access 60 types of learning resources.

Through this NDL we can obtain following Information.

- Learning Resources- Technical Reports, Manual, Album, Monograph,
- Subject Domain- Computer Science, Information & general works, Literature, Philosophy & Psychology.

Discipline-specific learning resources from ancient Indian languages are also available on NDL portal.

Digitalized traditional manuscripts are available on National Mission for Manuscript an initiative by the ministry of culture government of India. <https://www.namami.gov.in/>

The Rare Book Society of India is a virtual space hosting a collection of rare books which the readers can download and read.

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

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

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

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

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

**Response:** 67.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
36.76	85.15	85.21	71.87	58

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

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

##### Response:

The Mahatma Gandhi Central Library is corner stone for academic achievements of MIMER Medical College. It offers well curated and modern collection of quality books, journals & research resource material. The Institute has well equipped library with sitting capacity of 300 and airconditioned digital lab with 40 nodes and LAN connectivity. Allied facilities for digital scanning, printers and photocopiers are available.

The library has collection of more than 13658 books and 134 journals barcoded for easy retrieval. Library Reading rooms are open round-the-clock throughout the year. Two separate reading halls of 150 sitting capacity each for UG students are available. Separate reading rooms for PG students, staff and journal room are available. The book issue timing is 9 am to 6 pm. Book bank facility is available.

Students are introduced to library-facility in orientation program conducted during the foundation course at the time of admission.

For remote access of library usage one can use library website, DELNET, MUHS Digital Library portal and National Digital Library portal. Library books database is available on Koha and can be accessed for availability, issue and return of books.

The library displays new arrival of books and journals for the information amongst the faculty and students. Reference books and journals are available for reading only during the library issue hours.

Every year library staff coordinates book exhibition in the premises, showcasing the latest editions and new launch which provides exposure regarding the vast availability of books in all the subjects. The exhibitors offer good discounts on purchase of these books. Faculty, students and institute take advantage of this opportunity.

Latest issues of journals are displayed in a journal reading room. Hard bound copies of old journal issues

are archived in records. Students and faculty have access to these journals during library issue hours. Online portals such as Global Periodicals, MUHS Digital Library, National Digital library can be accessed for searching references for their research and recent advances in medical science. UpToDate database portal is available for better understanding of evidence-based medicine for clinicians. Postgraduate students use these search methods for their PG dissertations and other research work.

The subscription to peer reviewed; highly indexed online national and international journals enable the faculty and students to explore newer depths of knowledge in the field of health sciences and research.

In addition to central library each department library is equipped with good collection of text and reference books for faculty and postgraduate students for academics and research.

Separate section of non-academic books/newspapers are also available under “Dr. A. P. J. Abdul Kalam Vachan Katta”. To promote reading special award for “Best Reader” amongst the student and faculty is given during Annual Research Society conference every year.

The library committee supervises the overall functioning of the library. Committee organizes training sessions for usage of newly purchased database platform for faculty and students. Representatives from student community are invited members of library committee for direct communication of their inputs/suggestions.

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

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

**Response:** Any Three of the above

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

**4.4 IT Infrastructure**

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

**Response:** 100

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

Response: 33

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

Response: 33

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

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

**Response:**

IT facilities and digital infrastructure are an indispensable part of any institution. Institution regularly tries to update its IT facilities.

The institution currently has 25 Mbps dedicated leased line. This has been upgraded from the initial 15 Mbps. We are in the process of further increasing it to 1000 Mbps. This high speed leased line will meet the requirement for effective implementation of digital campus/learning management software and will also cater to the increasing IT needs of the institution. As and when required institution hires dedicated leased line of 20 Mbps for uninterrupted streaming of live surgical workshops.

Well-equipped digital lab with 40 computers with LAN connection and printer is available in Mahatma Gandhi Central Library. Students and faculty has access to this lab for procuring reading and research material.

All the departments, lecture halls and demo rooms are ICT enabled. All the departments have LCD projector, computer, printer with UPS facility. Seqrte Antivirus is installed for safety and security of IT facility.

During the COVID pandemic online teaching and assessments were conducted via Zoom/Microsoft Teams/Google Meet platforms. Many online workshops, webinars, seminars were also conducted for which institution purchased Zoom licenses for hosting 500 participants.

Systems are equipped with various software that includes Cisco Webex, Zoom, SPSS, UpToDate, DELNET, KOHA, e-Granthalay 3.0, Hospital Management Software and Tally ERP. These software helps in efficient and smooth functioning of academics, administrative and financial related work.

The Biometric attendance is practised in the institution since 2014. Upgradation of these biometric machines has been done in the year 2021. In addition to routine finger biometric, face recognition facility is also made available for the staff. Identity card software has been purchased by the institution in 2016.

Institution has IP phone facility since 2012. New IP phones are purchased as per requirement. The new hospital building is equipped with latest IT facilities. N-computing systems have been installed.

High configuration (Intel I9 processor, Benq 32" LED Monitor with 6 GB RAM, 8 TB HDD) computer system for Photography department is purchased to facilitate video recording of lectures and its editing as a part of creation of digital library. This system also takes care of designing of e-brochures, souvenirs, certificates etc. for the institutional programs.

The institution has recently upgraded its website which is now more informative and user friendly.

Institution is in process of implementation of Digital campus and learning management software with TATA iON.

The premises is secured with CCTV cameras and institution further wishes to strengthen its security vigilance infrastructure in near future.

The Hospital Management Software system is more than 7 years old. The new HMS software purchase is in process.

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

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

**Response:** <50 MBPS

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

## 4.5 Maintenance of Campus Infrastructure

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

**Response:** 64.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
1297.17	1387.46	1246.42	1044.07	1484.39

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

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

**Response:**

The institute has sprawling campus housing the college building, hospital complex comprising of OPD Block, IPD Block, laboratories, UG –PG girls and boys hostels, quarters for teaching and non-teaching staff and sports grounds. Needless to say, it requires regular maintenance for upkeep of the same.

Maintenance committee comprises of members from maintenance, civil, electric, water, garden, IT and administrative departments. This committee facilitates timely maintenance of college and hospital building physical infrastructure, library, laboratories, equipments, IT facility and sports facility etc. It deals with preventive maintenance, long-term plans for renovation of property and repairs/replacement of equipments. The committee meets twice a year to consider proposals received in the intervening period.

Taking into account the necessity and urgency of repair works of infrastructure/equipments, need for replacement in view of advanced and newer options available, the maintenance committee finalizes proposals and makes recommendations to the higher authorities through purchase committee. Proposals are put forward in view of prescribed purchase policy, procedures and protocols stipulated by college authorities. Due cognizance of inevitability of repairs/replacement of delicate equipments and available



budgetary allocation is also looked into. Administrative authorities takes the final decision.

Monitoring of current Annual Maintenance Contracts (AMC)/ Comprehensive Maintenance Contracts (CMC) is also one of the major responsibility of this committee. Taking in to account record of maintenance of any equipments/instruments, the committee also proposes necessary changes and explore newer options for these maintenance contracts. Annual pest control contract is in place. Continuance of different leases including lease for internet connection are dealt on priority.

The committee also handles maintenance and upgradation of IT facility of the institute.

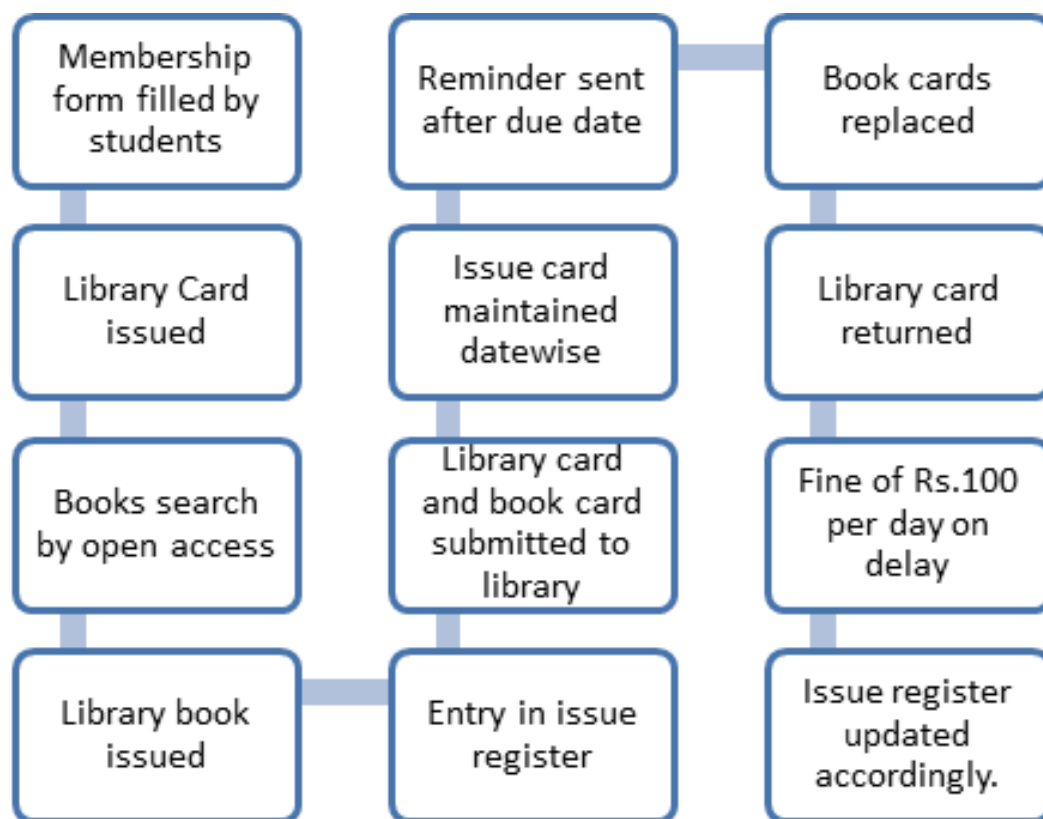
The biomedical engineer looks after day to day maintenance of laboratories and hospital equipments and instruments. The committee ensures proper operation of equipments supplied as per manufacturers' specifications and optimal utilization is ensured by faculty and trained technicians. Civil engineering department looks after the repair and maintenance of the infrastructure. Solar power generation plant, Sewage Treatment Plant (STP), Rain Water Harvesting, Composting facility and RO system are maintained by the committee.

Garden and lawns are maintained by the gardening department. Recycled water from STP is utilized to water the plants. Composting is a regular practice generating organic manure which is used for greener garden and lawns. Well maintained novel herbal garden and toxicology garden are established in the premises for academic purpose.

24/7 electric department takes care of repair/maintenance of electric infrastructure of the premises including UPS, Diesel Generator, Sound System etc. Transition from conventional electric devices to energy saving devices is an ongoing process.

Physical verification of inventory is conducted by condemnation committee. Irreparable and unserviceable articles and equipments are written off following due condemnation procedure. Proper disposal of e-waste is taken care of as part of sustainable green practices.

**System for Library Usage (to be confirmed as per latest library committee guidelines)**



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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

**Response:** 27.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
243	254	198	189	189

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

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

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

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

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

**Response:** 27.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	314	245	95	241

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

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

**Response:**

The International Student Cell coordinates and facilitates all activities for the international students who secure admission for undergraduate and postgraduate courses and/or internship, observership etc. This cell also extends their support to the students/alumni who wish to pursue their higher education abroad.

The international student cell comprises of:

- Chairman- Principal
- Co-chairman – Vice principal
- Clerk from student section

The institution has 15% NRI/Institutional quota for undergraduate admission and 50% (35+15) NRI/institutional quota for postgraduate admission where the international/NRI students can be admitted. Though these many admissions are permitted by the admission regulatory authority of the state, the actual number of students admitted as NRI are very less. The institute also has visiting foreign students from other countries for internship/observership. The International student cell acts as a facilitator for these students during their course tenure. The cell orients them with the institutional environment, rules and regulations, local culture and helps their interaction with their peers. Efforts are made to provide maximum exposure and benefit to these students in their area of interest.

This cell also caters to the students/Alumni who are interested to pursue education abroad. They are provided with all the relevant documents needed for applying for international exams/higher studies/clerkships and training in Foreign Universities after due verification. The cell guides student section to process applications from Educational Commission for Foreign Medical Graduates (ECFMG), Medical School Performance Evaluation, PLAB/USMLE exams appearing forms etc. Letter of Recommendations are also issued.

For Visa/Electives/International conferences, letter of recommendation and other necessary documents are issued to the students. Confidentiality is maintained for the documents demanded by Education Verification from Educational Commission for Foreign Medical Graduates (ECFMG) and Medical School Performance Evaluation.

Many of our students are members and office bearers of International Federation of Medical Students Association (IFMSA). Through this association students apply for student exchange/research exchange programs. Records of these exchange programs are maintained by international student cell.

Apart from the academic part, efforts are made to give them a glimpse into Indian culture and traditions by making these foreign students a part of the MIMER family.

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

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

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)

**3. Periodic meetings of the committee with minutes**

**4. Record of action taken**

**Response:** All of the above

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

**5.2 Student Progression**

**5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years**

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

**Response:** 18.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	37	31	14	09

**5.2.1.2 Number of students appearing in state/ national/ international level examinations**

(eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	97	96	97	100

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 7.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	11	15	13	9

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

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

**Response:** 0.95

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

Response: 2

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

## 5.3 Student Participation and Activities

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

**Response:** 15

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

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	4	0	2

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

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

**Response:**

To get the better understanding about their rights and responsibilities and as one of the important stakeholders of the institutional framework student council is constituted as per the norms laid down by MUHS under section 50 (11) of the Act, and consists of:

1. The Dean/ Principal – Chairperson
2. One teacher nominated by the principal – Member
3. Programme officer of NSS – Member
4. Director of sports or i/c of physical education- Member
5. Officer in charge of cultural activities of the College- Member
6. One student\* from each Batch (UG & PG) nominated by the principal–Member (\*The student is one who is engaged in full time studies in the college and have secured highest number of marks in the preceding annual examination)
7. One student nominated by the principal who has shown outstanding performance in the following field:
  1. Sports
  2. NSS
  3. NCC
  4. Cultural activities
  5. Research or other extra-curricular activities
8. Two female students nominated by the principal who have shown good performance in at least one



of the above activities.

Provided that at least two of the students from Point No. 7 & 8 shall be those belonging to the SC/ST/VJNT/OBC categories

The selection procedure involves inviting applications from students, followed by interviews. The term of the student council is for one academic year i.e., 1st August to 31st July; the details of which is communicated to the university every year.

This body represents the student community at the institutional level. The council meet twice a year and SOS for better communication between the administration and student community. The committee looks after matters concerning student welfare and puts forth the suggestions/issues/grievances of the students to the proper authorities.

Various activities of the student council are:

- 1.To work towards promoting discipline and a learning conducive environment in the institute
- 2.To provide opportunity for development of students leadership skills through their participation in planning and execution of academic/cultural/sports events
- 3.Co-ordinating participation of students in intercollegiate academic, cultural and sports events
- 4.Conducting cultural events like the “Vakratunda” - the Ganesh festival and “Plexus” the annual social gathering
- 5.Organising students’ sports events

College also has “Student Research Council” (SRC) established for encouraging students to take up research work. They keep the students updated about various research opportunities and students’ conferences/workshops/seminars inside & outside the institute. The SRC coordinates with the department of Clinical Research and Incubation Centre to promote research culture within the students community. Students are encouraged to take up departmental projects, ICMR-STs and STRG projects under the guidance of the faculty.

Students are also a part of various academic/administrative committees such as IQAC, Anti ragging, Library and NSS etc. The participation by students in all these committees ensures active involvement of the students in organizing various academic and non-academic activities, and to develop a rapport between students and administration of the institute.

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

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

**Response: 2**

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

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

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

## 5.4 Alumni Engagement

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

**Response:**

“MAEER’S MITIANS A PAST STUDENTS/ALUMNI ASSOCIATION”, PUNE, (M.S), INDIA, was formed into a Society under the Societies registration Act, 1860 and is a registered trust since 2006. This is the official registered alumni association for the trust MAEER’s MIT Pune.

The Alumni association of MIMER Medical college ‘MITIANS Medicos, MIMER Medical College, Talegaon Dabhade’ has been formed under the aegis of the apex body ‘MAEER’S MITians A Past student Alumni association’. This apex body, in turn, has the responsibility to supervise, guide, coordinate and control the overall functioning and working of all the units of past students/ alumni association of the various colleges/institutions under the trust MAEER.

The Alumni association has its independent managing council for management and administering all their activities in accordance with the aims and objectives and the mission of the institution.

The managing council of association consists of the following:

1. Chairman – The Principal
2. Executive Chairman
3. Vice Chairman
4. Secretary
5. Joint Secretary

6. Treasurer

7. Five members

Members of the Alumni association can be of various categories/classes, the criterion for which has been clearly laid down in the regulatory document. The categories are:

- Patrons
- Donors
- Life members
- Affiliated life members
- Honorary life members
- Institutional life members
- Student members

The alumni association endeavours to strengthen their objectives by:

- Offering mentorship to the students through guest lectures, webinars etc.
- Strengthening the bond between the institution and alumni
- Career guidance and networking
- Promoting the culture of peace and harmony, human welfare, upliftment of the society and providing quality, affordable health care to all in alignment with the vision and mission of the institute

The alumni association also helps to co-ordinate reunion of various batches, helping them to reconnect with each other and with their alma mater. Since 2019 to commemorate the silver jubilee year of the institute and foundation batch, the institute has declared the official “Reminiscence- Down the memory lane”, A yearly alumni meet for all the passed-out students. Every batch who will be completing their 25 years of admission will be organizers of this event along with the institution. This is to instil in them the spirit of bonding with the institution and to carry forward the legacy of values, ethics and spirituality that the institution stands for.

The association contributes towards the development of the institute by various means such as:

- Donation of books
- Monetary donations
- Career guidance
- Campus enhancement measures like: tree plantation, signages etc.

The alumni association has the autonomy and freedom to establish local centres in any part of India or abroad, as per the prescribed norms in the rule book. The association meets thrice in a year. Due to COVID pandemic, the institute could not organise the alumni meet for the year 2020.

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

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

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

**Response:** B. Any four of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

- **VISION:-**

MAEER MIT Pune's MIMER Medical College, Talegaon Dabhade envisions creating dedicated Medical professionals. Who are globally competent, morally responsible and socially committed and highly dedicated to the noble cause of providing all possible healthcare services for the poor and downtrodden masses of the Maval region in particular and society in General, with a humane and holistic approach.

- **MISSION:-**

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

Guided by the clear mission and a strong vision the institute has developed a robust academic and administrative governance.

#### **1. Infrastructure medical facilities**

The campus of institute is spread over 42 acres and has good infrastructure complying with all the minimum standard requirements laid down by the regulatory authorities. The college building situated in serene surroundings has spacious airy ICT enabled classrooms, well equipped laboratories, airconditioned dissection hall, museums, state of the art Mahatma Gandhi Central Library, Central skills lab and Central Research laboratory. All these ensure a positive and conducive learning environment. The medical college is well supported by a 720 bedded hospital providing speciality and super speciality services. The affordable quality care provided to the entire Maval region ensures sufficient clinical material for the training of undergraduate and postgraduate students.

#### **2. Training**

Adequate, experienced and dedicated teaching faculty delivers the academic content through a well organized teaching schedule. This is monitored by an active curriculum committee. The Medical Education Unit help and sensitizes all the faculty for the effective delivery of the curriculum by conducting regular workshops. Innovative methods of teaching learning and assessments are practiced to achieve the attributes of a competent medical graduate.

### 3. Building an academically vibrant environment

Apart from the regular classroom teaching the students are motivated to participate in various quizzes, symposia, workshops, conferences, celebration of academic and health days.

### 4. Innovative practices in medical education and research

Value based medical education is the distinctive feature of the institute. The department of Clinical Research and Incubation Centre promotes research environment and scientific curiosity within the student community and guides them to take up research projects.

### 5. Community healthcare

The tertiary care hospital caters to the rural population of Maval taluka and also reaches to the community through various outreach activities with student participation. Various health schemes such as MJPJAY, MIMER Maval Jan Arogya Yojana, ESI scheme, adoption of villages, tie ups with NGOs and companies ensures that all sections of society receive good healthcare.

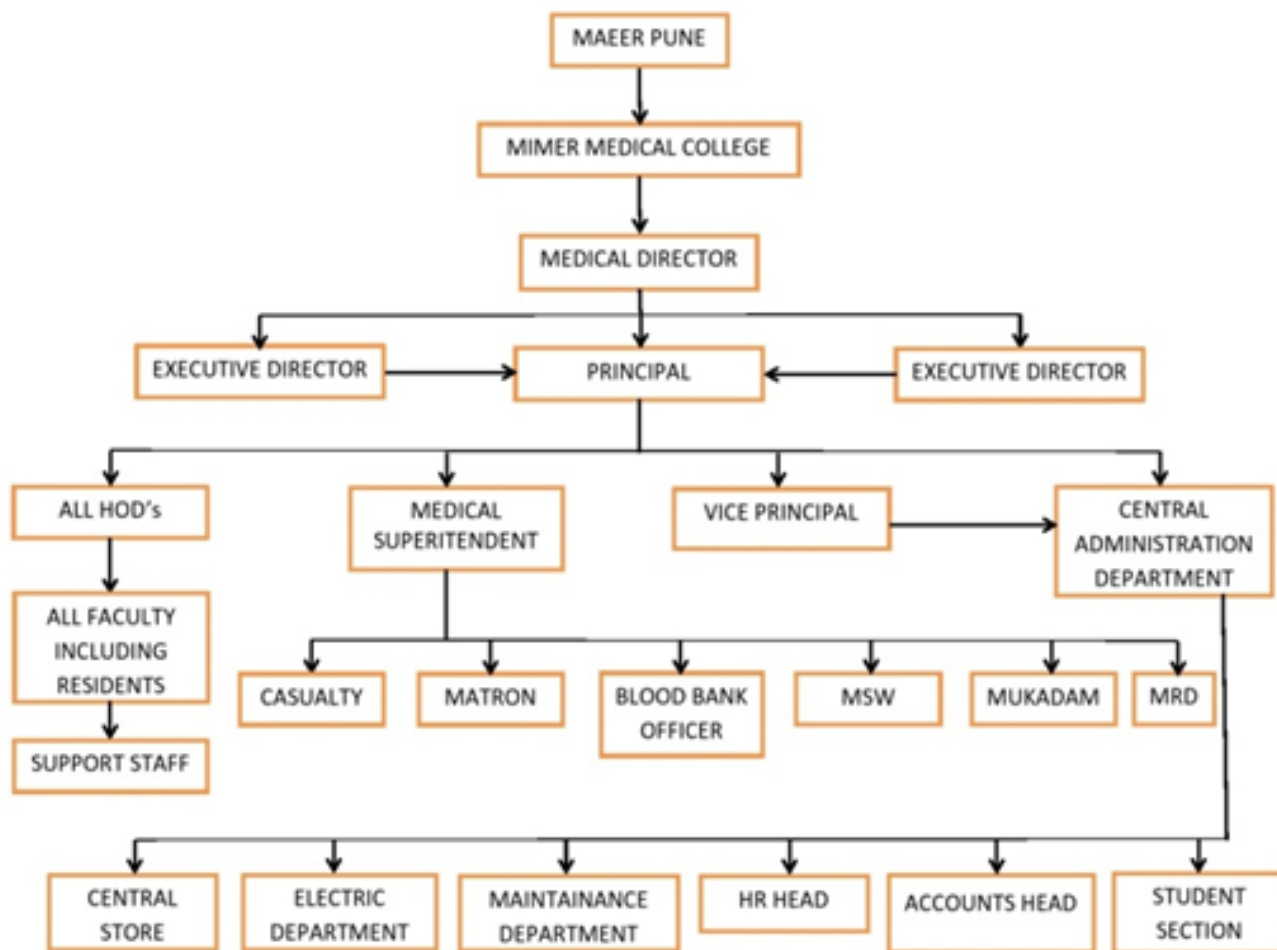
The institute endeavors to improve its academic and health care services on a constant ongoing basis by teamwork and collaboration of all stakeholders.

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

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

##### Response:

The Institute works under the umbrella of parent trust MAEER. On behalf of the trust, Medical Director and Executive Directors looks after the overall planning, development and governance of the institute. The Principal is academic and administrative in-charge of the institution.



**Decentralization** of the institutional activities has been the key for effective implementation of all policies of the institute. All the head of the departments works under the guidance of the principal.

All the HODs have the freedom of planning and implementation of the desired objectives of the institute at departmental level with inputs from the head of the units and other faculty members. Each member of the department has designated responsibilities pertaining to academics and patient care. The supporting staff also contribute towards these ends. All these activities foster good leadership policies, administrative and communication skills.

All Heads of the Departments and Head of Units are members of the college council. Meetings of the council are held every month to discuss various issues and planning and implementation of events such as conferences, workshops and seminars, conduction of exams, declaration of results etc. All the HODs conducts post college council departmental meetings to convey all updates/decisions taken during these meetings.

The medical superintendent heads the day-to-day administration of the hospital. The matron is the in-charge of the nursing staff and is ably assisted by team of deputy nursing superintendents. Each ward of the hospital has a ward in-charge who monitors the patient care delivered by the nursing staff. The mukadam assists the medical superintendent and matron in-charge by preparing and monitoring the duties of all the non-teaching staff of the hospital. Medical Social Workers serve as an important link between the patients and the hospital administration.

Central administrative office of the institute coordinates the work of all ancillary department of the hospital and the college.

**Participative management:**

A culture of participative management prevails in the institute. Implementation of academic, research and administrative activities is carried out by active participation from the faculty members through formation of various committees. More than 30 functional committees with designated portfolios aid in smooth conduct of the programs and activities. Representatives of undergraduate and post graduate students are also members of these committees. Their participation in these committees helps in bridging the gap in between the student, faculty and the management of the institute. Feedbacks from all these committees are taken into consideration while making the decisions.

Recently new committees namely Annual event committee, Media centre and ICT committee and e-condemnation committee etc. have been formed.

The management of the institute has always believed in giving freedom at the workplace and at the same time giving complete responsibility for the work.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.2 Strategy Development and Deployment**

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

**Response:**

The Principal is administrative head and in-charge of the College and Hospital.



### Committees for Structured Organization

<b>A- Statutory</b>
College Council
Anti-ragging Committee
Institutional Ethical Committee (IEC)
Medical Education Unit (MEU)
Curriculum committee
Women's Grievance Redressal/ Vishakha /Sexual Harassment Redressal Committee
Pharmacovigilance committee
Student Grievance Committee
Student Council
<b>B- Non Statutory</b>
IQAC -Internal Quality Assurance Committee
Alumni Committee
Institutional Journal Committee
Annual Event Committee
Media Center &ICT
Purchase Committee
Hospital Infection Control Committee
Condemnation Committee / Maintenance Committee
N.S.S. Committee
Differently Abled Person Committee
Parent Teacher Association Committee
Waste Management Committee
Patient Grievance Committee
Internal Assessment Committee/Examination Cell
Employee Grievance Committee
Library Committee
Mentorship Committee
Feedback Committee
Internship Committee / Placement Cell
International Students Cell
Research Committee

The **College Council** is the apex body of the institute and comprises of Executive Directors, Principal and Medical Superintendent along with all the head of the departments and head of the units. Non-faculty members of this committee are matron in-charge, pharmacy store in-charge, administrative officer, human resource head and medical record section in-charge. Meetings of the council are held every month to discuss various issues and planning and implementation of events such as conferences, workshops and seminars, conduction of exams, declaration of results etc. All the HODs conducts post college council departmental meetings to convey all updates/decisions taken during these meetings.

The **Anti-ragging Committee** boards are displayed at the prominent locations in the premises. The boards mention the rules about prohibition of ragging as well as details of committee members. During the indoctrination week, the members of anti-ragging committees are introduced to all the newly admitted students and parents. Surprise visits of canteen, hostels etc. are carried out.

The **Institutional Ethical Committee (IEC)** duly approved by DCGI is pivotal for all research related activities of the institute. All the research proposals of faculty and students are presented before the IEC who reviews the ethical aspects related to the projects. Approval of the IEC is mandatory for all research projects.

**Medical Education Unit (MEU)** ensures upgradation and enhancement of teaching learning skills of the faculty. The MEU conducts regular training of the faculty in RBCW/CISP/AETCOM to help proper and methodical implementation of the CBME curriculum.

The **Curriculum committee** meets ahead of every academic session to prepare the academic calendar and to plan for effective implementation of course contents as per prescribed norms. The committee along with the phase in-charges and a departmental representative prepares the master timetable which includes integration (horizontal/vertical) and periodic evaluation.

The **Women's Grievance Redressal/ Vishakha /Sexual Harassment Redressal Committee** is formed as per the guidelines given under the Sexual Harassment of women at workplace (Prevention, Prohibition and Redressal) Act 2013. The committee details are displayed in prominent places. The committee is prompt in addressing the complaints if any and submits an annual report to the concerned authorities.

**Pharmacovigilance committee** creates awareness about identifying and reporting Adverse Drug Reaction (ADR) amongst healthcare providers. It also identifies ADR occurring in patients and reports them to appropriate authorities. Our institute now has its own ADR Monitoring Center (AMC) under PvPI since February 2021.

**Student Grievance Committee** is constituted as per norms of MUHS and is prompt in addressing every student grievance.

**Student Council** is formed to ensure involvement of students in organizing various academic and non-academic activities. The committee looks after matters concerning student welfare and puts forth the suggestions/issues/grievances of the students to the proper authorities.

All these committees ensure the effective deployment of strategic plan and participative management from the faculty in the organization.

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

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

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

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

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

The Institute has an effective welfare policy for all staff.

All employees are provided free OPD consultation. All nonteaching staff of the institute are provided with health care facilities at subsidized rates and their immediate family gets free treatment worth Rs. 50,000/- per year. Preventive health and screening camps such as Bone density, Ophthalmic checkup, Pap smear camps etc. are conducted. Holistic health is taken care of by providing yoga and meditation sessions.

Discount on tuition fees is offered to the wards of the employees securing admission to any of the units under MAEER trust. Assistance is provided for obtaining bank loan for the staff. Research society provides financial assistance/sponsorship to the teaching staff for research activities, presentations in national and international conferences/workshops, publications is provided. The institute provides indemnity insurance policy for all the employees working in the hospital.

The employees rendering excellent/extraordinary services are appreciated by awards, appreciation certificate and felicitations on special occasions.

Faculty who fulfil the eligibility criteria as per norms and the merit of their appraisal form are promoted irrespective of the vacancy available in the department. Number of people employed in each department is as per their workload and not restricted by MUHS/NMC norms. Flexible work arrangements are provided for employees in special situations. Employees acquiring additional qualification while in service are provided with added monetary benefits and/or promotions. Various training programs are identified for different cadres and the staff are enrolled for the same. Free WIFI facilities are available.

A well-defined leave policy is in place. Casual, Sick, Earned, 6 months paid Maternity leave, on duty leave, special leave for research, examinations, trainings, conferences and academic activities, compensatory off are provided.

Accommodation is provided in the campus for teaching and non-teaching staff. Recreation facilities are also provided. Well-equipped gym facility is available free of cost for faculty. Transport facility is provided at nominal charges. Creche facility is available. Canteen and mess facilities are available at subsidized rates. Uniforms are provided free of cost to the staff on regular basis. Safety and security of all employees is ensured by round the clock security and a CCTV secured campus.

The institute provides employment to differently abled individuals as per their abilities. The campus also has special facilities for such employees.

Employee grievances are addressed effectively and promptly by the Employee Grievance and Women's Grievance Redressal/ Vishakha /Sexual Harassment Redressal Committee.

During COVID pandemic, the staff who were posted in COVID wards were provided with free protective gears. They were also provided with free accommodation and food facilities during their duty and 7 days quarantine period. The staff and their immediate family members who contracted the disease were provided free treatment, hospitalization including ICU facilities. Isolation facilities were also provided for mild disease. Free COVID Vaccination was done for all staff. During the lockdown period free transportation facilities was provided for all employees working in all shifts. Thus the institute is committed to look after the overall welfare of each employee.

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

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

**Response:** 4.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	11	11	08	10

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

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

**Response:** 8.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	5	12	5

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

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

**Response:** 15.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	27	43	32	34

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Link of AQARs for the last five years	<a href="#">View Document</a>

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

**Response:**

Annual performance assessment for teaching & non-teaching employees is carried out in an impartial &

confidential manner for the period of August to July each year. For this purpose a well thought over appraisal form has been designed by the institute and has been revised as per suggestions from various employees. Separate forms are created for teaching and non-teaching staff.

For teaching staff, appraisal form consists of A to E parts.

- Part A - Includes personal information
- Part B - Deals with Teaching activities
- Part C -Research activities
- Part D -Initiative by employee
- Part E- Personality assessment
- Marking system of the appraisal form

<b>Rating Scale of Employee Appraisal Form</b>		
<b>Sr.no</b>	<b>Rating</b>	<b>Score</b>
01	Needs improvement	60 and below
02	Satisfactory	61 – 70
03	Good	71 – 80
04	Very Good	81 – 90
05	Excellent	91 and above

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

These forms are sent to each teaching and non-teaching staff for self-appraisal, after which, it needs to be submitted to the respective HODs. After due evaluation by HOD the forms are submitted to the principal office in a sealed envelope. The principal and management do the final performance appraisal. For administrative office staff, the interim appraisal is the HR head, while for the nursing & allied staff of hospital, it is the Matron and the Medical Superintendent. Non teaching staff of the institute gets special allowance of Rs. 1282/- per month since 2016.

The entire process is followed in a strictly professional, impartial and confidential manner. Management meticulously considers the assessment done by each authority, re-assesses it wherever required & then accepts and finalizes the appraisal report. Faculty who fulfil the eligibility criteria as per norms and the merit of their appraisal form are promoted irrespective of the vacancy available in the department.

The employees with under par scores in appraisal are counselled in a strictly confidential manner and are provided opportunities for improvement. Repeated negative remarks results in postponement of annual increment, promotions and/or delayed DA hike. Employees in the probation period also undergo

due appraisal. Those who underperform are given a short duration of continuity of employment and are counselled for betterment of scores. Good score in the subsequent appraisal results in long term service. In case of any queries, the administration office along with the HR department addresses the employee to their satisfaction.

Unbiased and clean practices of appraisals provide a positive work atmosphere. The employees rendering excellent/extraordinary services are appreciated by awards, appreciation certificate and felicitations on special occasions. MIMER Medical College has a negligible attrition rate with many employees having put in more than 2 decades of service.

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

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The mobilization and utilization of all resources is essential for the optimization and progress of any organization.

The major source of income of the institute is through the collection of tuition fees, hostel fees and hospital earnings. Research grants are obtained from various bodies like DST, DBT, MUHS etc. Increase in UG and PG seats, fellowships, PhD, PG-DMLT, CCMP and certificate courses has contributed in significant financial development of the institution.

The hospital has increased its capacity from 500 beds to 720 beds. The hospital manages to meet its financial requirements for self-sustainability in spite of quality health care services at subsidized rates. Companies from neighbouring MIDC conduct health programs under their CSR which also adds to hospital income. Some facilities such as canteen, mess etc. are outsourced on rental basis. Economic benefit is achieved by green practices such as rooftop solar panels, use of recycled treated water for gardening, recharge of ground water resource through rain water harvesting.

Utilization of funds can be broadly divided into various categories such as salaries, running expenses, statutory expenses, development, upgradation and maintenance of infrastructure, student welfare, research, faculty development, hospital expenses and patient management. Available funds are accordingly earmarked for expenditure of every financial year. Each department sends its requirement for the budget in



the prescribed format which is compiled and with the due approval of institutional authorities it is further sent to the trust office for final approval. Every year in the budget meeting of the trust the institutional budget is presented and due approval is obtained.

The budgetary provisions for the assigned purposes are scrupulously followed by various committees such as purchase, maintenance and condemnation. The institution follows the policy of annual rate contracts which nullifies the market fluctuations. All purchases are always covered with extended warranties, AMC's and CMC's.

Efficient service by the maintenance department results in optimal utilization and durability of equipments and infrastructure which avoids unnecessary wastage. Regular stock taking is carried out by the condemnation committee which submits its report to the institutional authority. Buy back policy is in place. Wherever possible the old furniture is repaired and reused. The condemnation committee monitors the effective disposal/recycling of condemned articles.

Effective and efficient use of man power is looked into by the department of Human Resources.

During COVID pandemic, upgradation of COVID compatible hospital infrastructure was called upon which added to sudden financial burden. It was a challenge to provide patient care along with protection of health care workers. For minimal exposure, senior faculty members were given the responsibilities of online teaching and helpdesk etc. while the rest of the faculty including pre and para joined hands together to share various responsibilities of the huge surge in patient care. Providing COVID care to a large number of patients resulted in substantial revenue generation.

This strategic planning to maintain transparency, accountability and responsibility at each level of administration helps the institute for proper mobilization and utilization of resources in terms of finance as well as manpower.

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

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

##### **Response:**

Maharashtra Institute of Medical Educational and Research Medical College and Dr. Bhausaheb Sardesai Talegaon Rural Hospital is established under the umbrella of MAEER Trust in the year 1995. MAEER Trust is registered under Maharashtra Public Trust and Society Act in the year 1983. As per the statutory provisions of law every year a statutory auditor is appointed and approved by the trust, who conducts the

audit of all the institutions under MAEER. The balance sheet and the audit report is duly approved by the Board of Trustees which is then submitted to all concerned authorities. For e.g. Joint Charity Commissioner, Pune.

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

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

Every year in the month of February the statutory auditor compiles the audit report and the balance sheet of the trust and presents the same in the budget meeting of the trust. All the trustees present discuss the audit report at length & breadth. Due diligence is given to all the suggestions by the auditor. CAFO takes the responsibility to implement the suggestions if any by the auditor as well as trustees for improving/correcting the financial practices of the trust.

Due to good financial practices, the trust is under ICRA “A+” rating since many years.

The secretary of the trust is also head of finance of the trust. He takes review of all unit audits on quarterly basis. He is responsible to look after effective implementation of budgets & audit report follow ups.

In the budget meeting & review meeting of the trust, secretary gives a presentation of the reports. After all due discussions & suggestions the approved changes are communicated to all units.

Cautious& judicious use of financial resourcesplays a major role in theprogress of institution. Strong internal & external audit systemhas contributedto the expansion& development of the institutein positive way since inception.

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

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

**Response:** 22.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
19.43	00	00	00	2.64

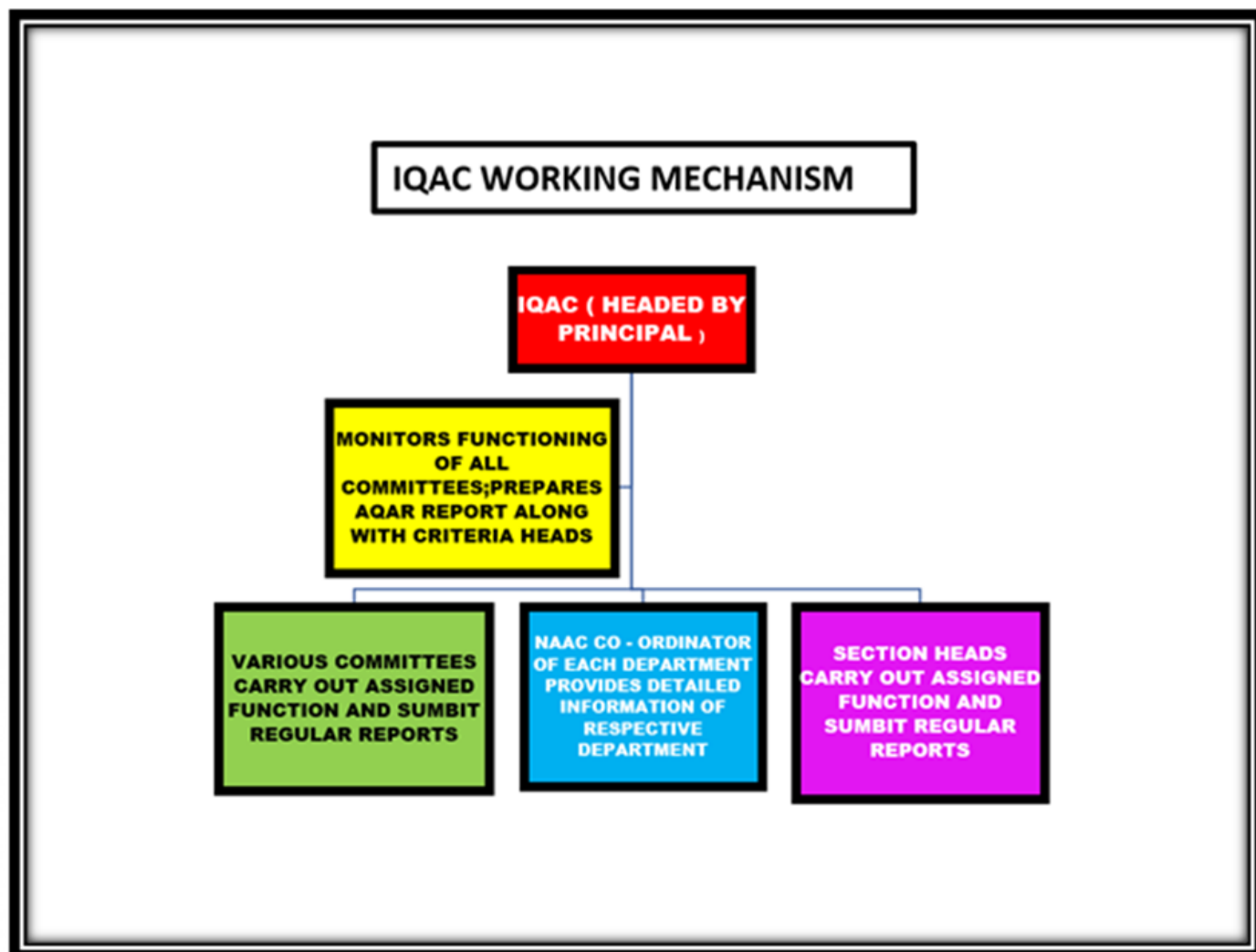
File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

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

**Response:**

On September 2011, the institutional steering committee now known as Internal Quality Assurance Committee (IQAC) was constituted according to NAAC guidelines. The head of the institution is the chairman of this committee. The members of the committee include faculties from various departments, senior administrative staff, representatives of students, parents and nominees from local society and alumni.



#### ACADEMICS:

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

MEU conducts regular training sessions for the faculty in RBCW/ CISP/ AETCOM etc. which keeps the teachers updated with medical education technology advances. The IQAC contributes to upgradation and effective usage of ICT tools which was of great utility in upkeeping the teaching and evaluation during the Covid -19 pandemic.

#### RESEARCH:

**On the research front**, IQAC enabled the formation of “Department of Clinical Research and Incubation

Center” which facilitates the research activities of faculty and students, reflected in the increasing number of ICMR and MUHS projects and publications in indexed journals. The Central Research Lab is at the forefront in research related to nanotechnology and nanorobotics. Grants for projects is received from various Government and non-Government agencies. Their work is published in reputed international Journals.

“MIMER Medical Journal” was started under guidance of the IQAC. The committee also reviews activities such as guest lectures, conferences, CMEs, workshops etc. It has helped organize lectures on distinctive topics such as Intellectual Property Rights (IPR), Good Clinical Practices etc. Value-added and Add on courses were also conducted.

#### ADMINISTRATION:

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

#### HEALTHCARE SERVICES:

We strive to impart **quality and affordable health care** to the masses. Adherence to quality practices in diagnostics, following **SOPs in clinical practice**, monitoring by the Pharmacovigilance committee, introspective morbidity and mortality meetings, CPCs, tumor board meetings help upkeep the standards of healthcare.

Preparation and timely submission of **AQAR** according to the guidelines of NAAC is one of the prime responsibilities of IQAC. The IQAC ensures compliance to previous NAAC peer team recommendations. The institute seeks **upgradation of its own standards** by volunteering in accreditation processes like NAAC and ranking systems like India Today and All India Survey on Higher Education.

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

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

**Response:** 13.46

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	44	60	0	0

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

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

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

File Description	Document
Report of the workshops, seminars and orientation program	<a href="#">View Document</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
AQAR submitted to NAAC and other applicable certification from accreditation bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:** 17

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	3	6	3

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

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

**Response:**

Believing in equal opportunities to all, the institute has kept no stone unturned for promotion of gender equity. Institute has a policy to give equal opportunity to both male and female students/employees, which is reflected in institutional practices.

The institute has ensured that both male and female students are equally represented in all the committees like IQAC, student council, anti-ragging committee, NSS, library committee, student research cell and gathering committee.

The institute observes international women's day, contraception day, gender sensitization programs for teaching and non-teaching staff. Community education programs and health promotion activities related to women's health are organized in the hospital as well as in the community by various departments. Bone density camps, screening programs such as PAP smear examination, self-breast examination, contraceptive advice etc. are conducted for female employees of the institution.



Department of community medicine organizes interactive sessions at Urban Health Training Centre (UHTC) Talegaon Dabhade and at Rural health training centre (RHTC). The faculty and students conduct awareness programs and talks regarding the personal health and environmental hygiene for females in the community. Awareness regarding women empowerment and their rights are also stressed upon during the various activities. Involvement of students, in these activities ensures their sensitization regarding gender equity.

Specific facilities are provided to females like breast feeding room, day care centre, counselling room etc. Female employees are given maternity leave with full salary for 6 months. For all class of employees, pay band is at par for males and females.

Boys and girls hostel with round the clock security ensures the safety of students. The in time for girls hostel is 9:30 pm. Female students and their parents have to take permission from the rector before leaving the hostel for holidays/outing. Reading room, mess and gym facility is available in both the hostels.

Separate girls and boys common rooms are available in the college premises with adequate facilities. Round the clock security along with CCTV cameras are in place. While on campus, utmost precautions are taken to safeguard the safety of female community- students, employees, patients and their relatives.

Institute has women's grievances redressal committee in accordance with The VISHAKHA guidelines. This committee conducts regular meetings and addresses issues related to women's grievances. The counselling services are available by qualified clinical psychologist and counsellor.

The management and administration of the institute ensures that women get a fair representation at all levels such as various committees, departments and in leadership and governance of the institute. The institute has elaborate action plan to promote gender equity.

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

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

**Response:** B. Any four of the above

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

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

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

**Response:**

The institute has 720 bedded tertiary care hospital and residential facilities for the faculty and students. The management of degradable and non-degradable waste is streamlined. All types of waste have designated disposal procedures.

- **Solid waste management**

The solid/food waste generated from canteens, mess, hospital kitchen and residential quarters is collected, segregated and sent for proper disposal to composting pits and to pig farm. Manure generated from the composted solid waste is used for gardening.

- **Liquid waste management**

The institute has Sewage Treatment Plant (STP) of 300 MLD capacity, installed in the premises. The waste generated in the college, hospital, hostels and staff quarters is treated through this plant. The recycled water generated through this STP is used for gardening purposes. As a safe practice liquid waste generated from labs, blood bank, labour room, OT and laundry is processed through Effluent Treatment Plant (ETP) before discharging it into STP.

- **Biomedical waste management**

Biomedical waste generated from the hospital and medical college is handled as per standard protocols laid down by Maharashtra Pollution Control Board (MPCB). Institute has a MoU with 'Life Secure Enterprises' - a government approved biomedical waste management agency located in the premises. Biomedical waste disposal is done by segregation of waste in specified colour coded bags and bins as per

the guidelines of Central Pollution Control Board (CPCB's) February 2017. The colour coded bags and bins are provided to all departments, laboratories, wards, ICUs and OTs so that the waste is segregated at the source itself. The sign boards mentioning segregation procedures are displayed at these areas.

Workshops are conducted for students and employees regarding safe bio-medical waste handling practices and proper implementation of the same. The bio-medical waste management committee oversees all these activities and ensures strict compliance by regular monitoring.

During COVID pandemic, institute has strictly followed guidelines issued by all the concerned authorities from time to time for proper disposal of biomedical waste.

- **E-waste management**

The institute follows buy-back policy while purchasing new electronic equipments. As a part of good practices, the institute reutilizes the working parts of condemned CPUs, printer etc. The rest of the e-waste generated in the institute is handed over to e-waste management firm for disposal.

- **Waste recycling system**

To protect and sustain our environment, institute follows go green initiatives. The recycled waste water from the STP and manure generated from the solid waste composting plant is used for gardening purposes. The paper waste generated from institute is sent for shredding. Wherever possible the old furniture is repaired and reused. The condemnation committee monitors the effective disposal/recycling of condemned articles.

- **Hazardous chemicals and radioactive waste management**

As a safe practice hazardous liquid waste generated from labs, blood bank, labour room and OT is processed through Effluent Treatment Plant (ETP) before discharging it into STP.

The institute does not generate any radioactive waste, however Atomic Energy Board (AERB) Licence is obtained. Safety equipments such as lead jackets, TLD badges are used against radiation exposure.

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

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

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

**Response:** All of the above

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

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

**Response:** B. Any four of the above

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

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

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

**Response:** B. Any four of the above

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

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

**Response:**

The union of Science and Spirituality alone will bring Harmony and Peace to the mankind is the philosophy followed by all the institutions under the umbrella of MAEER. The institution firmly upholds the principles of tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities to create an inclusive environment.

To celebrate cultural and communal diversity institution celebrates festivals like Ganesh Festival, Diwali, Eid, Christmas. Birth anniversaries of social reformers and freedom fighters like Chatrapati Shivaji Maharaj, Dr. Babasaheb Ambedkar, Mahatma Jyotiba Phule, Mahatma Gandhi, Lal Bahadur Shastri, Pandit Nehru and others are also celebrated. National Days are celebrated with equal fervour thus displaying unity, integrity and inclusiveness.

Students admitted to this institute are from different socio economic, cultural, regional and linguistic backgrounds. They are groomed to develop the culture of 'Vasudhaiva Kutumbakam' through various activities such as celebration of Rashtriya Ekatmta Divas, Ek Bharat Shreshta Bharat Abhiyan, Constitutional day celebration, Matrubhasha Divas, surgical strike day etc. Since 2019 National Medical Commission has introduced foundation course as a part of new CBME curriculum which includes interactive sessions on academic ambience, language, interpersonal relationship, communication skills, Local and English language programs.

Institute displays zero tolerance policies towards any kind of discrimination. This is reflected right from the recruitment policies to routine working environment and promotions. Gender equity is promoted and given due importance.

The area surrounding the medical college and hospital has diverse population in terms of religion and socioeconomic background. Talegaon Cantonment, CRPF and NDRF camps are in the vicinity. This along with two major MIDC's namely Talegaon and Chakan with Multinational Companies contribute to a mixture of multilingual population from various socioeconomic strata.

People from diverse social backgrounds seek medical services at the institute irrespective of religion,

caste, creed and gender.

The hospital serves the patients from rural Pune such as Maval, Khed, Shirur, Mulshi etc. through its free outreach health camps and extension activities. The institute has implemented the government health scheme such as Mahatma Jyotiba Phule Jan Arogya Yojana (MJPJAY), super speciality services for ESI, reserved beds for BPL/IPF patients to cater to the low socio-economic population of the region. Multidisciplinary health camps are organized on different occasions, festivals and other social gatherings like 'yatra', 'urus' etc.

The institute has also started MIMER Maval Jan Arogya Yojana through which health cards are distributed to families of around 65 villages and is planning to cover 180 villages of Maval taluka. To create belongingness in students towards the society institution has started with adoption of village scheme where the students from first year are allotted the families. The students look after the health needs of these family member and accompany them during their visit our hospital throughout their MBBS course.

NSS students actively participate in the village health camps and community health surveys along with promotion of national integration, communal harmony and community healthcare.

The parent trust MAEER conducts many programs/seminars/conferences pertaining to World Peace, communal harmony, inter religious, interfaith dialogue where the institute participates actively.

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

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

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

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

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

##### Response:

MIMER Medical College and Hospital takes efforts to celebrate all important National as well as International commemorative days, events and festivals to highlight their importance and foster a sense of unity, integrity, harmony, tolerance and brotherhood.

Celebration of Independence Day and Republic Day with a spirit of national pride and enthusiasm has been a tradition in the institute. The topper of final year university exams gets the honour of hoisting the flag. On this day, institute also honours its outperforming staff with a certificate as a token of appreciation.

The institute is affiliated with Maharashtra University of Health Sciences (MUHS), Nashik. The foundation day of MUHS is celebrated every year by the institute. The university flag is unfurled in presence of staff and students followed by distribution of academic awards.

Institute celebrates various National and International days of importance like International Yoga Day, World Health Day, Organ donation day, World Women's Day, World No Tobacco Day, World AIDS day, World Leprosy Day, World Heart Day, World Tuberculosis Day, World Mental Health Day, World Suicide Prevention Day, World Alzheimer's Day, World Elderly Day, World Arthritis Day etc. The concerned departments organize health awareness programs for the community on these occasions. Rallies, street plays, health talks, outreach camps, free distribution of medicines are some of the activities carried out by the institute to commemorate these days. Various activities like essay, poster and quiz competitions are organized for the students on these occasions thereby making them understand the significance of these days.

To celebrate the contribution of the services of health care workers and also as a reminder of our duties and responsibilities various days like Doctors Day, Teachers Day and International Nurses Day are celebrated.

The institute has a tradition of celebrating Ganesh Festival which is one of the main festivals of Maharashtra. Various cultural events are organized during the five day long celebrations. Art and cultural activities like painting, dance, sports, debate, etc. bring out the hidden talents and creativity of students. Teaching/ non-teaching staff and students enthusiastically takes part in all these events including the grand visarjan procession along with the traditional 'Dhol-Tasha' on the last day of the festival. Other festivals such as Diwali, Dussehra, Holi, Eid, Christmas etc. are celebrated with equal enthusiasm and gaiety.

Celebrating and observing national, international commemorative days, events and cultural festivals helps to inculcate values, traditions, integrity, unity, belongingness and responsibility amongst the students.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### 1. Title of the Practice: -

Community Healthcare and Outreach Programs

#### 2. Objectives: -

In accordance with the vision and mission of the institute to provide healthcare services to the poor and downtrodden masses with a humane and holistic approach and to adopt the principle of "Health for All" at affordable cost, following objectives are formulated.

1. To provide quality healthcare services in the form of screening, diagnostics, treatment and preventive measures.
2. To create awareness on personal health and environmental hygiene
3. To involve the community for effective implementation and better outcome of these services.
4. To provide quality and affordable tertiary healthcare services through Dr. BSTR Hospital.

#### 3. The Context:-

The institute is situated in the Maval taluka comprising predominantly of the rural masses. Dr. BSTR hospital has filled the void of an affordable tertiary care centre in this region. This 720 bedded hospital is the largest health service provider of rural Pune.

With the strong central healthcare facility, institute also gives equal importance to outreach programs/activities. The institute strives for the upliftment of the healthcare of the entire Maval region by



reaching out to the most remote areas.

#### **4.The Practice: -**

The area of need is identified by the department of Community Medicine through surveys, screening programs and free diagnostic camps. They coordinate with respective clinical departments to design and implement community healthcare and out-reach activity. Each health camp team consists of experienced Doctors from various specialities, Nurses, Students & Social workers.

Institute's Rural Health Training Centre and Urban Health Training Centre cater to the rural and semi urban population of the region. Institute has also adopted 16 villages in Maval taluka and has MoUs with various NGOs and companies to provide healthcare services.

During COVID pandemic, the institute was designated as the only Dedicated COVID Hospital in the Maval region. NABL accredited RT-PCR lab and COVID vaccination centre are functional.

The institute has also started MIMER Maval Jan Arogya Yojana through which health cards are distributed to the families for discounted healthcare services.

To create belongingness in students towards the society, institution has started with adoption of village scheme where the students from first year are allotted the families. The students look after the health needs of these family members and accompany them during their visit to our hospital throughout their MBBS course.

#### **5. Evidence Of Success: -**

Over the past 5 years there has been a steady increase in the number of patients seeking healthcare facilities at Dr. BSTRH. The 15% rise in the OPD services and 15% rise in the IPD services and procedures reflects the success of our community and outreach program/activities.

Type of camps	2016-17	2017-18	2018-19	2019-20	2020-21
Multispeciality and Village Camps	91	70	51	39	72
Schools Health Camps	6	6	6	2	0
Womens Health Camps	21	23	25	8	16
NSS Camps	9	8	16	15	7
Religious Procession Camp	5	2	2	1	0
Blood Donation Camp	24	31	25	22	38

### COVID-19 Patient Details for Year 2020-2021

Duration	IPD	OPD	COVID Immunization	RT-PCR Tests
09/06/2020 to 16/01/2021	1200	4542	10,143	4200
23/03/2021 to 04/07/2021	789	6979	(27/01/2021 to 31/08/2021)	(Till 31/08/2021)

The institute received the “Best Medical College and Dedicated COVID Hospital of the Year” award by 4th edition Navbharat Healthcare Awards 2021 for exemplary services during COVID.





## 6. Problems Encountered and Resources Required.

- a. Accessibility to the villages
- b. Lack of infrastructure facilities for setting up the health camps.
- c. Lack of Support and Response from the community due to work time constraints and health related myths.

### BEST PRACTICE 2: -

#### 1. Title of the Practice: -

Promoting Research Environment amongst Faculty and Students

#### 2. Objective: -

1. To inculcate and promote research environment in the institute
2. To conduct training programs
3. To promote quality publications in reputed indexed journals
4. To promote innovative temperament
5. To enhance visibility and recognition in the field of research

#### 3. The Context:

As the world is moving towards evidence-based medicine, constant upgradation of knowledge is required to meet the needs of the society. Insight through medical research can provide healthcare solutions. The institute has established Research Society, Central Research Laboratory(CRL), Department of Clinical Research and Incubation Centre to provide avenues for the faculty and students to contribute in this direction.

#### 4. The Practice: -

**Research Society** along with Medical Education Unit conducts workshops, provides grants for research

projects, presentation in conferences, publication etc. for faculty. It also arranges monthly research society meetings, guest lectures and annual research conference.

**Central Research laboratory** focuses on development of new nano materials for early diagnosis and treatment of cancer, submucosal fibrosis and non-invasive prenatal prognosis of genetic diseases. CRL aims to empower faculty and students in pursuing hard core research by providing high end research infrastructure.

**Department of Clinical Research and Incubation Centre** was established on 2nd December 2019 with the aim of guiding students and faculty through the research process, to help identify funding agencies and facilitate procurement of grants. The department also guides the participants about generating a research idea, developing a research proposal, data entry and analysis, use of reference management software, selection of journal, critically reviewing a research paper etc.

Courses like “Orientation to Clinical Research for Postgraduates” and “Certificate Course in Clinical Research” have been started to help students to identify the vital areas of research and empower them with all the technical knowledge and skills in conducting research.

#### **5 .Evidence of Success:**

There has been growth in the quality and quantity of research activities by the students and faculty in terms of ICMR-STs, STRG, LTRG projects. The institute presented highest number of projects at the MUHS Research Society Conference 2019 amongst all the medical colleges in the state.

CRL has received grants totalling 1 crore, from government agencies such as Department of Science and Technology and Department of Biotechnology. Ongoing projects include Biomimicking nanorobots for targeted Anticancer drug delivery, studying behaviour of cancer cell on dynamic surfaces and producing wound dressing material for nosocomial infections. Work from CRL has been published in highly reputed journals such as Scientific Reports (Nature Publication), Biomaterial Science, Nanoscale Advances etc.

Dr. Shashwat Banerjee, Head CRL has secured a place in the list of World Scientist and University Ranking 2021.

**Publication year-wise:**

YEAR OF PUBLICATION	No. of Publication
2016	71
2017	78
2018	51
2019	57
2020	53

**Funded Research Project:**

Year wise projects	No. of Projects
2016-17	1
2017-18	4
2018-19	14
2019-20	29
2020-21	16

**Funded ICMR Projects:**

Year wise projects	No. of Projects
2016-17	0
2017-18	2
2018-19	11
2019-20	11
2020-21	13

**6.Problems Encountered and Resources Required:**

- 1.Procedural delay in the acceptance and publications of research work
2. Inadequate knowledge about funding agencies and their procedure

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for best practices page in the Institutional web site	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

#### Response:

#### Value-Based Healthcare Education:

The parent body of the institution Maharashtra Academy of Engineering and Educational Research (MAEER), believes in value based professional education. The founder trustees of MAEER believe in the golden words of Swami Vivekananda "The union of science and spirituality alone will bring harmony and peace to mankind". The motto of MAEER is "To harness the knowledge of Science and Technology for the welfare of society". The founder President and Managing Trustee of MAEER is the UNESCO chair holder for Human Rights, Peace and Democracy since 1998.

With this background, MIMER Medical College and Dr. Bhausahab Sardesai Talegaon Rural Hospital remains committed to impart ethical, humane, moral, social and spiritual values among its students.

Further, as a validation of the institutional policy for value-based medical education, the UNESCO Chair in Bioethics (Haifa) has identified MIMER Medical College as The National Bioethics Curriculum Implementation Centre since October 2017. This is of vital importance as the Medical Council of India has also realized the need for incorporating the above mentioned values in the medical curriculum and has introduced the AETCOM module for the same.

Few of the faculty have undergone Training Of Trainers program and are recognized as trainers for the UNESCO Indian Bioethics Programme. They take an active part in training healthcare professionals all across the country. Many of the faculty of the institute are trained for 3T-IBHSC program. The students from the institute have presented the posters and research papers in Ethos 2018 and 2019, and received awards for the same. The faculty of the institute participated in BIOETHICON, Chennai 2019 as panelists, presenters and delegates.

The institute also participates in organizing the World Parliament of Science, Religion and Philosophy Conference at the iconic Saint Dnyaneshwara World Peace Dome, Loni Kalbhor, Pune. It is attended by world-renowned spiritual leaders, eminent scientists, educationists, philosophers and students from all across the globe. Students and faculty from the institute actively participate in this mega-event. A Vice Chancellors conclave of the leading universities deliberating over the inclusion of value-based principles in education was the highlight of the World Parliament held in the year 2018.

Every program conducted in institute essentially begins with a specially designed World Peace Prayer and concludes with Pasaydan which is a universal prayer for the welfare of human beings.

Different activities like life skill training program for 1st year students, poster competitions, talks on important ethical aspects by experts, Yoga training, Bioethics lectures, Bioethics Day, Constitution Day, Matrubhasha Diwas, Rashtriya Ekatmata Diwas are conducted by students of institute with the aim of inculcating holistic values.

With the intent of grooming the students with social values the institute has started a programs of village adoption where in the undergraduate students are allotted families for the entire duration of course. This helps them get oriented to the rural way of life and understand the problems of the downtrodden by continuous interaction.

Thus the institute envisions the medical students to be a great asset to the society.

File Description	Document
Link for appropriate web page in the institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 8. Medical Part

### 8.1 Medical Indicator

<b>8.1.1 NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.</b>	
<b>Response:</b> 91.63	
8.1.1.1 Institutional mean NEET percentile score	
Response: 91.63	
File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	<a href="#">View Document</a>
Upload for list of students enrolled for the MBBS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

As a 25 year old premier institution in the health care domain, patient care and patient safety is our prime concern. Quality health care is the umbrella under which patient safety resides and MIMER Medical College strives to produce a safe, effective, patient centered timely and equitable care for its patients. We are one of the best tertiary care center in Maval region. All the clinical specialities including few super speciality services are available under one roof. We have the biggest ICU and NICU in the taluka providing services at subsidized rates. During COVID this hospital served as only DCH in Maval taluka. In first wave we started with 20 bedded ICU for COVID patients which was expanded to 60 beds during the second wave and more than 150 Oxygen beds were created for COVID patients.

Students are taught about the standard guidelines with regards to preventive, diagnostic and therapeutic aspects of disease through didactic lectures and practicals. BLS training is carried out during first MBBS practical classes and post-graduation programs. Safety measures like prevention of needle stick injuries and post exposure prophylaxis are explained. Fire mock drills are carried out at regular intervals to help tackle uneventful situations. Students, interns and post-graduates are sensitised for such activities.

The institute has Antibiotic policy and Antimicrobial stewardship programmes which guides the clinical departments for rational use of antibiotics. The infection control committee follows "National Treatment guidelines for Antimicrobial use in infectious diseases." Didactic lectures related to infection control,



seminars on infections like tuberculosis, leprosy, HIV are conducted.

The emergency department and ICU follows standard protocols (SOP's) for management of emergencies. The resident doctors are oriented towards these guidelines during the orientation program and regular postings. Workshops like CPR, discussion about safe blood transfusion practices were conducted. The interns and residents are sensitized about the internal and external quality assurance programs followed in the Central Clinical laboratory during their lab postings.

During COVID-19 Pandemic all the safety guidelines issued by respective authorities were conveyed to all the students from time to time. Preliminary and regular training of interns and post-graduates regarding the COVID 19 protocols were provided by various medium like online sessions- iGOT courses (Integrated Online Government training) on Diksha platform, Swayam courses etc and through lectures. Hands on demonstration of Donning/Doffing, handling of medical emergencies, sample collection, sample transport and biomedical waste disposal practices were conducted by the faculties of respective departments for interns & PGs. The interns provided their services at COVID helpdesk and residents served patients at our DCH and also at the Wipro COVID Care Center, Hinjawadi in association with Zilla Parishad, Pune. They also carried out the patient registration and swab collection duties efficiently. The interns and residents performed their duties efficiently at our COVID vaccination centre too.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 1.35

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

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

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

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

##### **Response:**

The goal of Undergraduate (UG) medical training is to produce 'doctors of first contact' or 'primary care physicians'.

Assessment of clinical competence and proficiency in procedural skills is a requirement by the certifying bodies.

The institute being recognized by MCI and affiliated to MUHS is committed to follow the guidelines by these regulatory bodies.

The institute has introduced various objective methods for assessment of specific clinical competencies attained by medical students and interns during their course. These methods are utilized for formative and summative assessment of the students.

Broadly these methods include theory and practical examinations with maintenance of logbook.

##### **Written Assessments:**

Theory examinations include assessment by Multiple Choice Questions (MCQ), short answer questions (SAQ) and long answer questions (LAQ).

LAQ are being effectively used for assessment of complex learning situations that cannot be assessed by other means. The SAQ is an open ended, semi-structured question format and sometimes it can be clinical scenario based also. It has a better content coverage as compared to long essay question. MCQs are also incorporated in the assessment process to test in depth knowledge of the subject.

The other methods of written assessments include Modified Essay Questions(MEQ) and Patient Management Problems(PMP),case scenario based questions, which encourage complex thinking skills and help develop problem solving skills in the students.

**Practical Assessment:**

The formative and summative assessment of the practical procedures for the 1st and 2nd year students is done by skill assessment and viva voce.

Practical examinations for the final MBBS students include long and short case presentations.

Long case and short case methods provide a unique opportunity to test the physician's tasks and interaction with a real patient. They test the communication, procedural, analytical and judgment skills of the student. They also test the skills of writing of clinical notes. The short cases have added advantage of allowing greater sampling than single long case.

Viva voce provides an insight into the understanding and breadth of awareness of the subject by the student. It helps in assessing direct communication skills, presence of mind and gives an overall impression of the student.

To test clinical skill performance and competence in skills such as communication, clinical examination, medical procedures and interpretation of laboratory results the institute has introduced objective structured clinical examination/ Objective structured practical examination (OSCE/OSPE) as newer methods of assessment.

Besides all these methods of assessment, a work place based assessment in the form of a logbook is in place for the interns. A logbook has also been introduced for UG students as a method of assessment of competency based learning. Logbook helps students in focusing on important objectives which must be fulfilled within a specified period of time during their curriculum.

Thus all the desired clinical competencies covering cognitive, psychomotor and affective domains are objectively assessed.

- Knowledge, skills, attitude and communication is tested by various methods

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

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

#### Response:

Organ transplantation is one of the major medical advances and has become a lifesaving procedure for many diseases which have been previously considered as incurable. The general awareness about organ transplantation is limited in all including medical fraternity. The institute thereby carries out instructional sessions for students to spread knowledge about medical, legal, ethical and social issues involved in organ transplantation which are based on the standard State/ National level policies pertaining to retrieval, storage and transplant of human organs for therapeutic purposes. Sensitization regarding organ donation and transplantation is done from 1st year MBBS itself. For this purpose poster competition was organized for 1st MBBS students by the department of anatomy. Department of Forensic Medicine and Toxicology conducted a self directed learning session through poster presentation/powerpoint about the organs that can be transplanted, regarding the green corridor, on organ transplantation act and registration of the donor for the 2nd year students. Department of Ophthalmology has conducted eye donation fortnight to create awareness about eye bank, eye donation, keratoplasty etc. through poster competition, skit and patient education. As a part of annual research society conference a preconference workshop on organ transplant was organized. Besides this, the research society also arranges guest lectures by distinguished transplant surgeons for our undergraduate and postgraduate students and faculty.

Movies and documentaries regarding organ donation and transplant are shown to the students. Department of community medicine encourages organ donation during its community outreach programs. In addition to the awareness regarding organ donation, the institute has also made available the body donation forms in the department of Anatomy.

The instructional sessions for the students focus on medical, legal, ethical, and social issues related to organ transplantation.

#### Medical issues

- 1.Types of organs donated like kidneys, heart, liver, lungs, pancreas etc.
- 2.The compatibility issues between the donor and the recipient.

3. The medical and mental fitness of both the donor and the recipient.
4. The issues of organ rejection post-transplant and the measures taken to decrease them.

### Legal issues

1. Explaining the THOTA Act in detail
2. Issues pertaining to violation of national laws
3. Human rights violation of cadavers in public morgues like removal of organs without the consent.
4. Thefts and disappearance of the body parts.
5. Maintenance of donor registry

### Ethical issues

1. Issues important for related, unrelated donors, deceased donor etc.
2. Separate authority gives permission to minimize these issues.
3. Ethical challenges with regenerative medicine.

### Social issues

1. How the racial, gender and class inequalities giving rise to sale of organs?
2. Tendency of- Why to donate when one can buy?
3. Organ donation from third world to first world, poor to rich, black to white, female to male, from prison or shanty to rich.
4. Traditional debt peonage
5. Females giving consent for their addicted husbands etc.
6. Affordability of the procedure

The institute thus underlines the importance of organ transplantation to the students through various educational sessions and mentioning the status of organ/ body donations on their identity cards.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for National/State level policies on organ transplantation as adopted by the Institution	<a href="#">View Document</a>
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

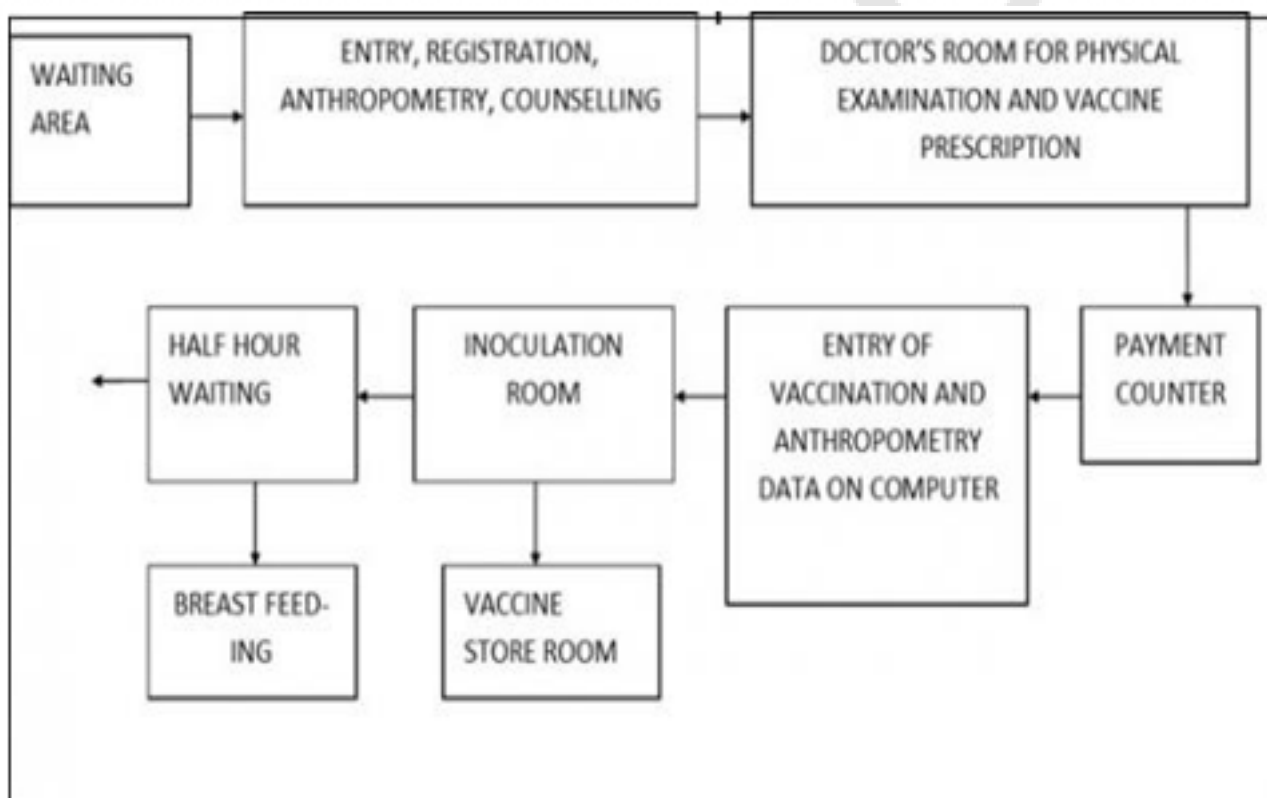
**8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.**

**Response:**

The importance of Immunization in health care and its role in prevention of various infectious diseases is well known.

The departments of Paediatrics and Community Medicine works together to improve the vaccination coverage to children in Maval region. The Immunization Clinic at Paediatric OPD is functional on all days of the week from 09:00 to 13:00 hrs. As per WHO guidelines we provide vaccines under Universal Immunization Program and also those recommended by Indian Academy of Paediatrics.

**Fig. A floor flow diagram of the clinic**



Charts of Immunization schedule are displayed prominently in vernacular language at prominent places.

**Immunization schedule adopted by the institute as per IAP recommendations:**

AGE	VACCINE
At Birth	OPV
	BCG

	<b>HEP B</b>
<b>6TH WEEKS</b>	<b>PENTA - 1</b>  <b>(DPT, HIB, HEP B)</b>  <b>IPV</b>  <b>PNEUMOCOCCAL</b>  <b>ROTA VAC</b>
<b>10TH WEEKS</b>	<b>PENTA - 2</b>  <b>(DPT, HIB, HEP B)</b>  <b>IPV</b>  <b>PNEUMOCOCCAL</b>  <b>ROTA VAC</b>
<b>14TH WEEKS</b>	<b>PENTA - 3</b>  <b>(DPT, HIB, HEP B)</b>  <b>IPV</b>  <b>PNEUMOCOCCAL</b>  <b>ROTAVAC</b>
<b>6TH MONTHS</b>	<b>INFLUENZA - 1</b>
<b>7TH MONTHS</b>	<b>INFLUENZA - 1</b>
<b>9TH MONTHS</b>	<b>MEASLES / MMR</b>  <b>OPV</b>
<b>10TH MONTHS</b>	<b>TYPHOID</b>
<b>12TH MONTHS</b>	<b>HEP A - 1</b>
<b>13TH MONTHS</b>	<b>PNEUMOCOCCAL BOOSTER</b>
<b>14TH TO 15TH MONTHS</b>	<b>MMR</b> <b>VARICELLA / CHICKEN POX</b>
<b>16TH TO 18TH MONTHS</b>	<b>PENTA - BOOSTER</b>  <b>(DPT, HIB, HEP B)</b>
<b>18TH MONTHS</b>	<b>HEP A2</b>
<b>18TH TO 19TH MONTHS</b>	<b>VARICELLA - 2</b>
<b>4 TO 5 YEARS</b>	<b>DPT BOOSTER</b>  <b>MMR</b>
<b>10 YRS</b>	<b>T. T. / Tdap</b>

<b>15 YRS</b>	<b>T.T./Td</b>
<b>FLU YEARLY</b>	
<b>OPTIONAL</b>	

Following registration of the patient, a brief physical examination is done by interns and counselling is done by the faculty, following which vaccines are administered after due consent. Proper instructions are given to the parents for any post vaccination reactions, side effects.

#### **Range of Vaccines and Monitoring :**

Apart from vaccines recommended by UIP and IAP additional vaccines like Pneumococcal and Meningococcal are also available. The cold chain is strictly maintained and periodically protocols are stressed upon. Monitoring of the activities is conducted fortnightly to ensure strict compliance of the guidelines. Sensitization meeting at PHC/Urban /Rural Health Training Centre is done to bring the focus on routine immunization measures to increase coverage.

#### **Training of Staff and Students:**

The newly inducted staff is made aware of the training modules and protocols regularly. From the beginning of the curriculum, 1st MBBS students are made aware of the program as per WHO guidelines. During the clinical postings they are initiated to the theoretical aspects of vaccines, Immunization Schedules and conduction of vaccination sessions.

The sister I/C of the clinic briefs the students about the techniques of administering various vaccines, handling of vaccines, and various precautions to be taken. Demonstration of vaccine delivery, importance of cold chain and Documentation are also undertaken. Indenting procedure and accountability is also explained.

Interns during their Community Medicine posting, educate the parents, do a survey and coordinate with the local health care workers (Anganwadi Sevika, ASHA worker) in order to increase the percentage of Vaccine coverage.

Thus the students and interns are sensitized to the organization and operational features of the Immunization Clinic of our hospital.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for report on the functioning of the Immunization Clinic	<a href="#">View Document</a>
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	<a href="#">View Document</a>

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

#### Response:

Medical graduate attributes are the qualities, skills and understandings that college community agrees its students should develop during their time with the institution and which prepares graduates as agents of social good in an unknown future.

1. Students are trained to develop analytical and critical thinking skills about the competencies through CBL, PBL. The academic progress of the students is closely monitored through continuous performance assessment. This leads to **Academic excellence** which is judged by university results of our institute and PG-NEET results.
2. The well-equipped 720 bedded hospital provides a very good clinical exposure to the students. This helps them develop **good clinical problem solving abilities and expertise**. These skills are assessed by the feedback received from various stakeholders such as faculty, peers, non-teaching staff and patients of the institution.
3. Development of **research attributes** which is evident by the number of research projects undertaken and successfully completed by our students. The number of departmental projects, ICMR STS and STRG projects are increasing every year. Establishment of department of Clinical Research and Incubation Centre guides the students and helps them to develop a research acumen.
4. Establishment of National Bioethics Curriculum Implementation Centre (NBCIC) facilitates proliferation of awareness & practice of Bioethical principles. The students actively participate in various competitions & conferences in the field of Bioethics. World bioethics day is celebrated every year with enthusiasm and the day is celebrated in line with theme of the celebration.
5. **Community service** orientation through various community outreach activities. Participation in various institutional and social debates makes them aware about the community requirements and work towards improving the same. They also learn to value cultural diversity and accept social and civic responsibilities (community surveys)
6. **Leadership qualities**, team building and good interpersonal skills are promoted through institutional academic, sports and cultural events.
7. Realization of **social responsibilities** through the student's initiatives like 'Mission Zindagi' and

‘The Grey Matter’. Mission Zindagi is an activity by the MIMER students aiming towards need based availability of required blood group in Maval region. The Grey Matter is the student newsletter started by the students, for the students with various sections from diverse fields.

8. Students are trained for effective communication skills by addressing all the competencies of the AETCOM modules.

9. **Cultural humility and inclusivity** through participation in various activities such as celebration of various days, Vakratund (Ganesh festival), Plexus (annual social gathering) and programmes conducted by World Peace Centre MAEER, Pune, India.

For attribute assessment the institute conducts formative and summative assessment for undergraduate and post graduate students, logbook for compulsory rotatory residential internship. we use various scales and questionnaires

- Emotional Intelligence Scale: It contains 34 items and measures emotional intelligence through 10 factors – self-awareness, empathy self-motivation, emotional stability, managing relations, integrity, self-development, value orientation, commitment and altruistic behavior.
- Mini Clinical Evaluation Exercise (MiniCEX): This exercise assesses clinical skills, attitudes and behaviors of the students. MiniCEX provides an overall review of how the students interact with patients.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Medical graduate attributes as described in the website of the College	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

#### Response:

MIMER Medical College recognises the fact that it is pertinent to train students to become exemplary healthcare professionals in the future by keeping pace with the dynamic nature of medicine as well as medical education.

The basic purpose of MET workshops is to sensitize the teachers about new concepts in teaching and assessment methods, to develop education strategies required for performing the role of a competent teacher, administrator, researcher & mentor and to assist clinicians to acquire competency in communication and behavioural skills.

Taking cognizance of this fact, the Medical Education Unit (MEU) of MIMER Medical College established in 1996 maintains its primary aim of training teachers to impart quality medical education.

Maharashtra University of Health Sciences (MUHS), established in the year 1998 at Nashik, started Institute of Medical Education and Teachers Training (IMETT). The faculty of our college underwent training for the same at MUHS regional centre.

In 2014, the college got its first approval to conduct the Basic workshop in Medical Education Technology (MET) from MUHS and MCI. After that regular workshops were conducted as per MUHS and MCI guidelines.

Workshops conducted for the faculty:

- Basic workshops in Medical Education Technology (Basic MET)
- Basic workshop in Research Methodology
- Revised basic workshop in Medical Education Technology

Workshops conducted for PG students:

- Basic workshop in Research methodology
- 'Resident as Teacher' - Basic workshop in Medical Education Technology

MEU also conducts communication skills workshops for interns and nursing staff. It has identified the emerging trends in medical education namely competency based education, technology in education, quality of care, alternative assessment and professionalism.

MCI has revised the curriculum for undergraduate medical education making it Competency Based Medical Education (CBME). With inclusion of training of various skills and certification of the same as well as the inclusion of AETCOM (Attitude, Ethics and Communication), in CBME, MEU has even bigger responsibility to help the faculty get accustomed to the new curriculum. In this regard, curriculum committee members underwent training at MCI nodal centre Seth G.S Medical College (KEM Hospital) Mumbai, for the implementation of the new curriculum. Sensitization of the institutional faculty members was done subsequently.

The sessions on professionalism includes fundamental principles such as primacy of patient welfare, patient autonomy and social justice. These deal with professional responsibilities such as competence, patient confidentiality, improving access to quality care and scientific knowledge.

In house Curriculum Implementation Support Programme (CISP) was conducted as per the MCI guidelines for the faculty with preference to pre-clinical faculty as it was to be implemented for 1st MBBS admission

batch 2019-20. Participants also included few faculties from para-clinical and clinical departments.

The MEU ensures that every faculty undergoes basic course of MEU and revised basic course as prescribed by the university time and again. MEU also encourages the entire faculty to undergo advanced courses of medical education technology. Coevolution of the teaching and learning practices in the college with the ever-changing arena of medical education is thus facilitated by MEU.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	<a href="#">View Document</a>
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

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

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for e-copies of Certificate/s of Accreditations	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 28.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	60	55	02	33

8.1.10.2 Number of first year Students admitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
150	150	100	150	100

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:**

The students during their second year MBBS curriculum, spread over three terms are taught and oriented to basic fundamental principles of forensic medicine. They are also made aware of various enactments like:

- MTP Act, 1971
- PCPNDT Act, 1994
- The Human Organ and Tissue Transplantation Act, 1994

- The Consumer Protection Act (COPRA) 2019 (previously 1986)
- Medical council of India act, 1956 & MMC Act, 1965
- The Maharashtra Medical Practitioners Act
- Registration of Birth & death act, 1969
- Pharmacy Act
- Drug and Cosmetics Act
- Narcotics Drugs and Psychotropic Substance Act
- Mental Health Act
- The Environmental Protection Act
- Biomedical Waste Rules
- Persons with Disability Act
- Right to the Information Act, 2005

Efforts are being taken to make them conversant with INDIAN MEDICAL COUNCIL (Professional Conduct, Etiquette and Ethics) Regulations, 2002. They are acquainted with various provisions of IPC and CrPC, medical professionals are required to deal with. Through didactic lectures, seminars and workshops students are exposed to various contemporary medico-legal practices. The department of obstetrics and gynaecology has conducted symposiums on the topic of 'RAPE' to sensitize students to its medico-legal aspect. Students are briefed about the importance of PCPNDT Act and its social significance in prevention of deterioration of Male to Female ratio by saving girl child.

Simultaneously during the clinical postings in Surgery, Medicine and Casualty they get the hands on training to deal with Medico legal Cases (i.e. viewing contusion, lacerated wound, MV/ RTA, poisoning cases) brought by Police.

Additional exposure is also achieved by arranging – inter-disciplinary seminars & Guest Lectures by experts in the medicolegal field. At the beginning of internship, orientation programme includes imparting training for preparing them for giving reports and certificates.

Students, especially interns and PG students are made to understand various government schemes like Pradhan Mantri Jan Arogya Yojana, Mahatma Jyotiba Phule Jan Arogya Yojana, concept of "Indigent Patient Fund", 'Below Poverty Line' mandated by charity commissioner, during their hospital duties. Handling of the medico legal cases and its record keeping is also taught during internship and post-graduation.

Guest lectures and interactive seminars are arranged with Experts/ Professionals from the field of insurance help them to familiarize about the third-party administrator, Indemnity Insurance and allied schemes. The institution has Indemnity policy for all the doctors and staff working in the hospital. All the postgraduate students are made aware of this scheme. This helps them in their future independent practice as General Practitioner /Specialist/ Super specialist.

In view of recent rise in violence against Doctors, ransacking of hospitals by patients' relatives the emphasis is given on the necessity of observing due diligence in treatment of patients', best ethical practices and having good PR Skills.

Thus students are made aware of various medicolegal practices that will help them to prevent negligence in near future.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	<a href="#">View Document</a>
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

## 5. CONCLUSION

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### Additional Information :

True to its Vision and Mission, Maharashtra Institute of Medical Education and Research, Talegaon Dabhade strives to provide quality and affordable healthcare to masses in and around Maval Taluka. During the Covid Pandemic, the institute was recognised as the only Dedicated Covid Hospital in the Maval Taluka. The relentless and personalized services provided, were appreciated by all quarters of the society. NABL accredited RT-PCR lab was set up, thus providing testing facilities at affordable cost. The institute has also set up the COVID vaccination center and continues to offer its services. The institute was able to provide COVID and NONCOVID services simultaneously to the community. This was a great boon to the people, especially pregnant women, as many hospitals were closed for NONCOVID services during the peak of pandemic. The dedicated team of staff at the 24x7 helpdesk work incessantly to provide a support system for the relatives. Rashtriya Janseva Nathubhau Bhegade Covid Isolation Centre was functional and offered excellent isolation facilities for the lower strata of society where home isolation was not possible.

The Central Research Laboratory is a full time research facility, where scientists carry out extensive work in the field of nanotechnology.. The Dept of Clinical Research and Incubation Centre conducts various workshops/programs to promote and galvanize the research activities among students and faculty. Establishment of the UNESCO chair of Bioethics and being recognized as the National Bioethics Curriculum Implementation Centre is a crucial step taken towards the amalgamation of imparting values along with medical education.

Activities in coordination with the parent trust

- Participation in Endowment lecture series organized annually at Maer's MIT Pune
- World Parliament on Science, Religion and Philosophy at MIT World Peace Dome on 2nd Oct every year since 2018
- Conferences on Social Issues like Climate Change
- Lifetime Achievement Awards for distinguished personalities in diverse fields
- Felicitation of selected dedicated employees from teaching units across the trust is done on Maer's Foundation Day.

### Concluding Remarks :

Fulfilling the dream of late Dr Bhausaheb Sardesai to establish a medical college and hospital in the Maval region which aims to serve the people at affordable cost, MAEER's MIT Pune established MIMER Medical College & Dr BSTR Hospital in the year 1995. It is presently affiliated to MUHS and follows all statutory guidelines laid down by MCI/ NMC.

Having started with 100 MBBS admissions, the college today stands proud with 150 MBBS seats, MD/MS in 14 subjects, Ph D, Fellowships, PG DMLT, CCMP and certificate courses.

Curriculum being the core of Medical education, utmost importance is given to curriculum planning and implementation. All efforts are taken for implementation of the newly introduced Competency based model and achieving the desired goals. Due importance is also given to "How" the learning happens. A student centric



teaching learning, ICT enabled infrastructure and experienced dedicated faculty contribute to a vibrant academic environment. Exposing the students to a wide range of extension activities helps developing a social responsibility and community connect in them. The outstanding university results of our institution over the years is a testimony of our excellent teaching learning practices

Activities of the Student Research Council, The Grey Matter, Mission Zindagi etc is a positive affirmation of the lively and dynamic student community

Immediate future plans of the institution include-

- Augmentation of Skill Lab and Digital campus facilities
- Upgradation of Sports Facilities
- Completion of distribution of MIMER Maval Jan Arogya health cards to all the talukas in the Maval region
- Provision of Health Insurance Schemes for all employees
- Upgradation of HMS software
- Accreditation of hospital and laboratory services
- Enhancement of Security services- CCTV coverage of entire campus
- Participation in NIRF to achieve a benchmark for excellence

Effective leadership with the support of an experienced faculty and vibrant student community will help achieving the desired goals and lead the institute on the way to progress

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.5	<p>Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years</p> <p>2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>6</td> <td>14</td> <td>5</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>2</td> <td>7</td> <td>3</td> <td>3</td> </tr> </tbody> </table> <p>Remark : DVV has not considered reviewer award, certificate of Appreciation, certificate of participation.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	17	6	14	5	8	2020-21	2019-20	2018-19	2017-18	2016-17	5	2	7	3	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
17	6	14	5	8																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	2	7	3	3																	
3.4.1	<p>Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.</p> <p>3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>117</td> <td>46</td> <td>67</td> <td>78</td> <td>100</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>95</td> <td>14</td> <td>40</td> <td>61</td> <td>66</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	117	46	67	78	100	2020-21	2019-20	2018-19	2017-18	2016-17	95	14	40	61	66
2020-21	2019-20	2018-19	2017-18	2016-17																	
117	46	67	78	100																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
95	14	40	61	66																	
3.4.2	Average percentage of students participating in extension and outreach activities during the last																				

five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
342	99	98	118	108

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
350	56	69	96	101

Remark : DVV has made the changes as per shared report in 3.4.1

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1298.17	1388.46	1246.42	1045.07	1484.39

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1297.17	1387.46	1246.42	1044.07	1484.39

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
433	350	335	265	243

Answer After DVV Verification :

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

243	254	198	189	189
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Remark : DVV has made the changes as per shared scholarship letters by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
22	9	11	3	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
6	3	4	0	2

Remark : DVV has not considered participation certificate and awards received in other than sports and cultural activities.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	2	5	2	6

Answer After DVV Verification :

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

Remark : DVV has made the changes as per report of sports and cultural activities by HEI.

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

6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including

online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
59	50	67	69	62

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
34	27	43	32	34

Remark : DVV has counted one teacher once for a year.

## 2.Extended Profile Deviations

### Extended Profile Deviations

No Deviations