



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SMT KASHIBAI NAVALE MEDICAL COLLEGE AND GENERAL HOSPITAL

S. NO. 49/1, NARHE, OFF MUMBAI-PUNE BYPASS, PUNE

411041

www.sknmcgh.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sinhgad Technical Education Society (STES) is the parent body of Smt Kashibai Navale Medical College and General Hospital (SKNMC & GH).

Smt. Kashibai Navale Medical College & General Hospital was established by Prof. M. N. Navale in 2006 in memory of his reverent mother Late Smt Kashibai Navale.

The intake capacity is 150 students per year for MBBS. Our MBBS degree is recognized by Medical Council of India (Now National Medical Commission) and also by Ministry of Health and Family welfare, Government of India –New Delhi. The college is affiliated to Maharashtra University of Health Science, Nashik. At present, SKNMC & GH offers undergraduate and various postgraduate programs.

As a teaching institute due importance is given to promote research acumen in teachers and the students. The institute has also formed a research society and publishes a journal “Medical Journal of Basic and Applied Research.” The institute successfully conducted the first national conference of the Research society in February 2020, paving the path for innovative research in the field of medicine

The college is run by well qualified and experienced specialists and super specialists and supporting staff and is equipped with latest diagnostic facilities to provide holistic care to the needy. SKNMC&GH has provided free of cost services to all patients for 10 years and even as of date the hospital provides free treatment to Indigenous and Economically weaker section patients and also patients in the field practice areas of RHTC, Lonavala and UHTC, Kondwa and state of art medical care is provided to general category patients at minimal cost.

In the face of the present unprecedented COVID 19 pandemic, our institute has emerged as one of the important tertiary care hospitals catering to COVID patients, from Pune Municipal Corporation (PMC) limits as well as from nearby villages (Gram Panchayats).

The institute has obtained Pre-Accreditation Entry Level NABH certification on 13 January 2019. We also have established a NABL accredited and ICMR approved molecular biology Lab in Sep 2020 and have been conducting RT PCR and Rapid Antigen Test.

Vision

Smt. Kashibai Navale Medical College and General Hospital envisions to be recognized as a center for excellence in medical education and research with a teaching hospital of global standards to serve the people in the region of Pune and neighbouring districts with advanced and modern medical facilities at an affordable cost, with special focus on rural population and to be renowned for innovations in curriculum, science based patients care and need based community service, thereby becoming the preferred destination for aspiring students.

Mission

Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbuing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity & technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant Society.”

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Institution recognized by Medical Council of India (Now National Medical Commission), New Delhi offers programme in undergraduation, postgraduation.
2. Student Centric Modern Teaching Learning Methods with ICT support and LMS Moodle
3. Faculty Development programs are conducted periodically.
4. Self Sustained Ecofriendly and safe campus
5. Reputed Hospital catering to poor, rural and tribal patients
6. State-of-Art infrastructure
7. Team of well qualified, reputed, experienced and dedicated faculty
8. Supportive & responsive management
9. NABL accredited and ICMR approved Molecular Biology
10. Hospital : Entry level NABH accredited
11. Skill labs with BLS, ACLS, ATLS, PALS training programs as well as value added courses.
12. Strong outreach activities
13. Central Research Lab awarded continuation of SIRO (Scientific and Industrial Research Organisation) by DST (Department of Science and technology, Govt of India)
14. Research society of the institute is registered with the charity commissioner
15. A biannual journal “Medical Journal of Basic and Applied Research” is published by the Research society of the Institute
16. Licensed Blood Bank as per FDA norms
17. In House Linen Department which is over and above the minimum statutory requirements of the regulatory authorities.
18. The institute has full time security personnel employed exclusively for the campus of the Institute
19. Annual report of the Institute is compiled and published giving all the details of Departments, Infrastructure and Physical facilities available in the institute along with the teaching and clinical material for training the students thus ensuring a complete transparency.
20. Transport to and from the place of work is made available to the teaching and Non Teaching staff of the institute who request for the same.
21. The RHTC and UHTC are owned and administered by the Institute.

Institutional Weakness

1. Slow pace in having international collaborations on large scale.
2. Inability to get international students (NRI) due to NEET examination.
3. Consultancy and extension activities need improvement.
4. Focus for Research & Development, Consultancy, needs to be enhanced at institutional level through collaborations with the other organizations.
5. International academic tie-up's needs to be initiated at institutional level.

Institutional Opportunity

1. Scope for increasing National and International collaborations.
2. Scope for strengthening Alumni Network.
3. Encourage faculty to take up PhD program.
4. Initiation of Super speciality services
5. Initiation of more value added courses
6. The students have become more demanding. The students have a large potential, which can be honed by Establishing Advance laboratory for students.
7. The interdisciplinary research in niche areas is the need of the day, which gives opportunity in all Areas
8. To develop centre of excellence for research
9. To have more funded research projects from government & non-government agencies
10. Accreditation of institute by national and international agencies
11. To start PhD courses

Institutional Challenge

1. Attract post-graduate students in non-clinical and para-clinical branches of medicine.
2. Initiation of advanced simulation learning
3. Make available Government Research Grants.
4. Scope for strengthening Alumni Network

1.3 CRITERIA WISE SUMMARY

Medical Part

Our Institute follows guidelines given by Directorate of medical education and state CET Cell, Govt. of Maharashtra for the UG & PG admission process.

All the students are exposed to quality health care and patients safety procedures during their clinical posting. Our hospital follows WHO guidelines and other protocols regarding patient safety procedures including infection prevention and control practices.

Few of our faculty have acquired additional qualification beyond the eligibility requirements from the recognized universities, which is a good asset to our institute.

The institution has introduced various objective methods to assess the attainment of competencies. Described by MCI/NMC for the MBBS students, apart from the summative and formative evaluation institute has conducted special programme for slow as well as advance learners.

Institute have introduced panel discussion and Instructional sessions on medical, legal, ethical and social issues

involved in organ transplantation for all the residents.

Our hospital strictly follows the WHO immunization guidelines for child immunization.

Medical education unit cell conducts various faculty development programs like Basic Course, Revised Basic Course, Health Science education technology workshop, Research methodology workshop.

Our hospital is NABH accredited and molecular laboratory of our institute is NABL accredited.

Institute has policy to provide prophylactic immunization like hepatitis “B” students and staff working in SKNMC&GH Pune.

Many insurance policies are provided by the institution to cover the employee and the students, as they are exposed to contemporary medico legal practices.

Curricular Aspects

Smt. Kashibai Navale Medical & General Hospital caters to Undergraduate & Postgraduate programmes as per the guidelines of National Medical Commission & Maharashtra University of Health Sciences, and offers curriculum prescribed by the honorary statutes. Academic sapience, development of persona and attributes of research-oriented minds form foundation of the vision & mission of the Institute.

The curriculum is operationalized within the framework of academic calendar proposed by the MUHS. Curriculum planning genesis avails contribution of Heads of the departments along with Curriculum committee & phase wise sub committees. The details of courses’ delivery & timely assessments are made known to the students before commencement of the program. The resources of the Institute are well utilized for effective implementation of curriculum.

Interdepartmental activities help in integration and development of lateral thinking of the students. Interdisciplinary teaching involves catering to physiotherapy, dental & nursing students.

Real life experiences in form of field/community visits, clinical postings help them identify demographic issues and various value added courses lead to versatility of cognitive, skills & attitudinal domains and their growth. Celebration of National/ International days, social awareness and inclusiveness through multiple camps and programmes sensitize the students about human values, right to health, & their societal responsibilities.

Progress of the institute in right direction is ensured through structured feedback mechanism from various stakeholders. The analysis of feedback contributes in identifying pertinent pointers for improvisation and act as stepping stones leading to academic excellence.

Teaching-learning and Evaluation

The process of admitting students to the programmes is by a transparent, well-administered mechanism, complying with all the norms of the concerned regulatory agencies including state and central government. Institution ensures equity and wide access of student community from different socio-economic, cultural and educational backgrounds.

Creative and Innovative teaching-learning methods such as ICT enabled learning management system, simulation-based training in skills lab, ICT Ecosystem for research etc help to enhance educational standards. Extramural activities for students are managed accurately and efficiently in achieving positive outcome for students' development. Leadership, research and social activities are always encouraged.

Well qualified, skilled and experienced teachers encourage self-improvement, accountability, and innovations in teaching learning process. Institute conducts programs designed to improve the performance of faculty members in education and research. Mentorship programme is effectively followed to address students' academic and personal concerns.

The graduate attributes and learning outcomes are clearly stated as per the guidelines of MUHS and NMC. Continuous internal evaluation is transparent and robust. The entire teaching-learning and evaluation process is monitored by a well-structured system with multilevel monitoring ensuring the achievement of stated learning outcomes in terms of knowledge, skills, attitudes, values and responsiveness.

Parent teacher association keeps a tract of the students' attendance, performance and convey/communicate to their parents through regular parent teacher meetings. Excellent infrastructure, dedicated faculty and student-centric teaching-learning processes have resulted in satisfactory pass percentage of graduate and post-graduate students. Student database for current batch is provided for executing student survey.

Research, Innovations and Extension

The focus of SKNMC has been on basic science, its applied aspects with community based medical research. College has taken a number of steps to strengthen and promote research initiatives by students and staff .

The creation of the central research facility is a continuation of development to support interdisciplinary research. Research society was established in Feb 2108. It has started publishing Medical Jr of Basic and applied Research biannually from last year to promote research culture. Research society conference is organised every year to provide platform for presentation of research work.

Innovation and Incubation Cell was established on 8th Jan 2020 with the mission to promote creativity and innovation related to healthcare by providing an interdisciplinary platform to the budding minds of medical and technology field. The incubation cell is going to initiate following activities in coming year-Site management organisation, field of analytics in support with IT industry, Device manufacturing. These activities will function on the creativity and motivational mechanism to facilitate academia-academia / academia-industry collaborations.

The institute has ethics committee working as per ICHGCP guidelines looking after Students and other research projects. During study period there were 502 publications in national and international peer reviewed MCI recognised journals. Total 46 book chapters have been authored by faculty. Total 26 research projects received a total grant of INR 95,46,203/- from agencies such as UGC, DST ,ICMR, MUHS ,DBT etc.27 faculty members have received International Fellowships. College has 29 functional MoUs with various other reputed institute and companies during the report period. Students Research Forum has also been constituted which facilitates Research activities among students

The institute's commitment to the community is well known. Community programmes have consistently been implemented to enhance health care services through RHTC and UHCC. Students have excellent opportunities

to explore and participate in outreach programmes for the local communities. 63.63 % students participated in total 277 various activities.

Teachers of the institute are recognized as PG guides (22.25%). All PG students and faculty are involved in research Methodology workshop and MET Training. Many Teachers also represented their research work at National and International conferences.

Infrastructure and Learning Resources

Conduction of UG and PG programs need adequate infrastructure and teaching learning facilities. Institution provides all the necessary and optimum learning resources for academic, clinical, and community-based teaching-learning in the form of classrooms, demonstration rooms, seminar halls, well-equipped laboratories, museums, clinical skill lab, urban and rural health training centres.

Institution has Gymnasium facilities and equipment separate for Boys and Girls and a playground for football and cricket to support the physical, cultural, and recreational requirements of students and staff. Facilities for Indoor Games are also available to support extracurricular activities.

Institute has various campus facilities such as student hostels with mess, staff quarters, canteen, bank, roads and signage, greenery, STP, ETP, solid waste composting, etc.

Information about patient safety and care, good clinical and laboratory practices are followed in a state of the art 1012 bedded multi-speciality hospital.

The hospital provides diverse and adequate clinical materials to students.

In the medical institute, library is the most important learning resource in terms of books, journals, reference books, manuscripts. Library OPAC for remote access, library management systems (LMS), e-Journals, e-consortia, eBooks, e-Repository ,and SWAYAM membership are the recent advances in these learning resources.

The institute has spacious, air-conditioned, safe, and clean central library with computer lab and an audiovisual room.

ICT-enabled facilities are effectively utilized in academic and administrative processes.

Maintenance committee looks after periodic replenishment and maintenance of infrastructure.

Student Support and Progression

Our Institute ensures that the students experience the best of academic and social environment in the campus for their holistic development.

Institution implements a variety of Capability enhancement and development schemes for overall development of the students. Lectures, workshops, training programs and conferences are conducted for soft skills, language & communication skills, yoga, personality and professional development of the students.

Anti-ragging cell, Students Grievance Committee and Women Grievance Committee function actively in the Institute.

Facilities like Scholarship, free-ship, mentorship, Student Council Career Counseling cell are provided to the students. Career Counseling cell conducts sessions to guide and help students to pursue higher education globally.

Institute encourages students for organizing as well as actively participating in sports activities, cultural events and conferences. The highlight of student representation is the National level Students Conference (MediAce), an annual feature, being organized entirely by our students heading various committees wherein students from all over India participate. Our students are also members of Medical Students Association (MSA) of India. Student representation functions as an avenue for expression and representation of student welfare issues by actively engaging with the college administration to ensure that student' rights and privileges are maintained.

Our Institute has a registered Alumni association to facilitate activities for development of our Institute. Institutional Alumni Association maintains and enhances a highly engaged and vibrant community of alumni worldwide. Alumni give support to institute by guiding the students, by contributing and donating in kind as well as giving feedback to the administration. One of the objectives of Alumni Association of our institute is to provide funds for the research projects.

Governance, Leadership and Management

The Institute sets an example of effective leadership, at various levels of management. It has a clearly defined vision and mission statement. To accomplish this, it has a well formulated strategic plan document. While formulating the strategic plan and deployment document, the institute has ensured involvement of all stakeholders.

The institute envisions being a centre of excellence for medical education and research. The management facilitates research activities by students at the undergraduate level itself, by facilitating and Supporting the students in organising national conference MEDIACE which helps them to nurture not only their research skills, but leadership and organisational skills as well.

The institute has implemented e-Governance in all areas of operation, which facilitates efficiency and promotes transparency. The administration strives to be paperless in all the internal communications.

SKNMC & GH, being a renowned teaching institute, encourages active participation of teachers in conferences, seminars, symposia, to ensure the quality of academics. The institute reimburses the Registration fee of National/ International Conference/ Seminar/ Symposia attended by the teaching staff. In addition, the Institute pays PG Allowance of Rs.2500/- monthly & Study Allowance Rs.10000/- yearly to the entire teaching staff.

Institutional Values and Best Practices

SKNMC & GH has a very conducive environment for Gender Equity. Several activities and programs curricular and co-curricular, including celebration of international women's day are carried out throughout the year to enhance gender equity on the campus and in day to day working. Security is provided separately for girl's hostel for undergraduates including lady security staff. A day care centre is available on campus. Girl's

Common rooms is available separately for undergraduate students.

SKNMC is very conscious about energy conservation. In this aspect, the light fittings of almost the entire campus are now LED type. Also solar energy is generated above rooftops of hostels. Energy audit has been carried out to look into areas for further improvement for energy conservation.

The disposal of solid, liquid, electronic and biomedical waste is carried out as per the standard guidelines with a separate biomedical waste management committee monitoring the process. The leftover food waste is converted into manure with the help of Organic Waste Converter and utilised on campus.

The institute celebrates several National and International commemorative days and weeks as well as important festivals towards this end. Wastewater recycling has been carried out regularly on the campus in the form of sewage treatment and filtration plant thus ensuring optimum usage of this precious resource.

The campus has pathways earmarked only for pedestrians and has copious green cover in open spaces. A green audit of the institute has also been performed to identify areas for improvement. The hospital has a disabled friendly environment with provision of ramps and lifts at various places as well as provision of disabled friendly washrooms.

Proximity to the highway confers an advantage to the institute by increasing accessibility to referrals from remote and distant places. SKNMC makes special efforts towards fulfilling its social responsibility through its activities and processes. Initiatives for sensitization to rights and duties and inculcating values as well as providing an inclusive environment are carried out as planned activities. SKNMC

SKNMC has an established code of conduct for various cadres of employees as well as students. A committee also functions to monitor the implementation of the code. Programs on professional ethics are organized regularly by the institute.

Of the several best practices which are followed in the institute, following two are mentioned below:

1. Garbage to Green Garden: Organic Waste Converter
2. Promoting research

The institute provides medical and surgical services to the needy and poor patients from in and around the city at minimal rates.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT KASHIBAI NAVALE MEDICAL COLLEGE AND GENERAL HOSPITAL
Address	S. No. 49/1, Narhe, off Mumbai-Pune Bypass, Pune
City	PUNE
State	Maharashtra
Pin	411041
Website	www.sknmcgh.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Krishnakant B. Patil	020-67537271	9922958458	020-24699884	dean@sknmcgh.org
IQAC / CIQA coordinator	Sanjyoti Panchbudhe	020-67537333	9823368003	020-24699884	naac_cell@sknmcgh.org

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

Date of establishment of the college	28-09-2007			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Maharashtra	Maharashtra University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	View Document	27-05-2019	60	Recognition by MCI for MBBS

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	Yes
If yes, nature of recognition	Department of Scientific and Industrial Research
Date of recognition	01-04-2019

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	S. No. 49/1, Narhe, off Mumbai-Pune Bypass, Pune	Urban	21.6	175826.6

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Medical	66	HSC	English	150	150
PG	MS,Anatomy	36	MBBS	English	2	0
PG	MD,Physiology	36	MBBS	English	2	0
PG	MD,Community Medicine	36	MBBS	English	4	1
PG	MD,Biochemistry	36	MBBS	English	2	0
PG	MD,Pathology	36	MBBS	English	7	7
PG	MD,Pharmacology	36	MBBS	English	2	0
PG	MD,Microbiology	36	MBBS	English	2	0
PG	MD,General Medicine	36	MBBS	English	9	9
PG	MD,Paediatrics	36	MBBS	English	6	6
PG	MD,Psychiatry	36	MBBS	English	3	3
PG	MD,Dermatology	36	MBBS	English	3	3

PG	MD,Respiratory Medicine	36	MBBS	English	2	2
PG	MS,General Surgery	36	MBBS	English	10	10
PG	MS,Orthopaedics	36	MBBS	English	5	5
PG	MS,Ophthalmology	36	MBBS	English	3	3
PG	MS,Otorhinolaryngology	36	MBBS	English	3	3
PG	MD,Radio Diagnosis	36	MBBS	English	5	5
PG	MS,Obstetrics And Gynaecology	36	MBBS	English	8	8
PG	MD,Anesthesiology	36	MBBS	English	21	21
PG Diploma recognised by statutory authority including university	PG Diploma, Diploma In Public Health	24	MBBS	English	1	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	90				54				64			
Recruited	55	35	0	90	22	32	0	54	31	33	0	64
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				27				36			
Recruited	0	0	0	0	6	21	0	27	16	20	0	36
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
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				999
Recruited	500	499	0	999
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				163
Recruited	93	70	0	163
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	54	35	0	22	32	0	31	33	0	207
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	20	0	16	20	0	62
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
 										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	14	2	0	16
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	85	0	0	0	85
	Female	65	0	0	0	65
	Others	0	0	0	0	0
PG	Male	42	1	1	0	44
	Female	37	2	3	0	42
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	9	9	8	12
	Female	9	11	10	5
	Others	0	0	0	0
ST	Male	6	6	6	3
	Female	2	1	2	3
	Others	0	0	0	0
OBC	Male	22	28	31	17
	Female	15	17	16	16
	Others	0	0	0	0
General	Male	43	28	45	63
	Female	57	60	60	60
	Others	0	0	0	0
Others	Male	48	22	30	32
	Female	25	48	20	9
	Others	0	0	0	0
Total		236	230	228	220

General Facilities	
Campus Type: S. No. 49/1, Narhe, off Mumbai-Pune Bypass, Pune	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes

• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	271
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	592
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• 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	Day Care facilities for Staff's Children, Linen Department, Kitchen for Patients, Central Clinical Laboratory, Blood Bank, Nuclear Medicine, Wet Waste Management facility, Yoga and Meditation Room, Temple

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	236
* Girls's hostel	1	201
* Overseas students hostel	0	0
* Hostel for interns	2	157
* PG Hostel	4	229

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Smt. Kashibai Navale Medical College & General Hospital, Pune (SKNMC&GH) is a part of Sinhgad Technical Education Society (STES) which itself has many institutions under them across various disciplines. To name the few we have like Medical, Nursing, Physiotherapy, Engineering, Management, Arts, Sciences, Commerce, Law. It was founded by Professor M.N. Navale who is an engineer by qualification and Management expert and academician by work. There is thus no surprise that “Multidiscipline and Interdisciplinary activities play an important role in functioning of this Institute also. This starts from the very entry of the 1st MBBS student into this institution. We have a “Foundation course” for the newly admitted 1st MBBS students who are taught various interdisciplinary subjects such as language, Arts of Communication, sports, Yoga, computer and IT and also orientation of various other courses taught in the campus such as Dental, Nursing and Physiotherapy. The multidisciplinary approach continues furthers when we arrange visits to various institution of Public Health importance when he/she is exposed to “Holistic approach’ and the importance of various other sectors of the society who contribute directly or indirectly to Human health. This also is clearly reflected in our vision / mission statement. However, this Institution is affiliated to “Maharashtra University of Health Sciences” (MUHS) Nashik, Maharashtra, India and the institute follows the Curriculum laid down by the university. But we do undertake various projects in the areas of Community engagement and services such as Health educational activities in the field practices areas of the Institute,</p>
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	<p>Multispecialty diagnostics camps, where students/ Faculty actively participate and thus help them in attainment of holistic & multidisciplinary education. Currently we do not have a multidisciplinary flexible curriculum that enable multiple entry and exit at the end of the 1st, 2nd, 3rd year of undergraduate education since there is no such provision laid down by the statutory regulatory authority the NMC. We however have various certificate course for the students managed by various departments like Forensic Medicine & Toxicology department running a course and Microbiology department running course on Biomedical waste management. In future we would like to start credit-based courses and curriculum.</p>
2. Academic bank of credits (ABC):	<p>Till date our institution has not registered under the Academic bank of credits (ABC). We wish to register for the same in near future.</p>
3. Skill development:	<p>Regarding skill development under vocational education, we have a Community Health Officer course which is affiliated to MUHS, Nashik which help students to gain employment as Community health officer at a subcenter level under Primary Health Centre. This is a one-year course with General Medicine, General Surgery, Obstetrics & Gynecology, Pediatrics, Orthopedics, Public health as subjects. Practical aspects of the subject, emergency management before referring the patient to the higher center are taught in this curriculum. The Institute also has a skills lab as a mandatory requirement of National Medical Commission (NMC) where students are imparted skills of various procedures on mannequins and Simulators. Informally soft skills like doctor-patient communication, bedside manners, behavior in hospital premises are taught to students.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, life-skills etc by organizing guest lectures from the learned faculty from BRAMHAKUMARIs and Alandi dewachi sansthan. Currently we have not associated with NSDC. We wish to be associated with them in near future.</p>

	Currently we have not integrated our self with Indian Knowledge system (teaching in Indian Language, culture, using online course). We wish to start them in near future.
5. Focus on Outcome based education (OBE):	As per the new Competency Based Medical Education Curriculum started by the NMC, the MBBS course is a outcome based education program. The learner knows before the start of the session what he /she should learn at the end of the session.
6. Distance education/online education:	Currently we do not have any Distance education/Online education courses. We wish to start them in near future. However, our students experience blended learning in which they learn via electronic/online media as well as traditional face to face learning.

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
852	841	791	751	671
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
247	228	175	133	146
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
236	230	228	220	182
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	318	353	374	374
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
271	318	353	374	374
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
2787.01	3042.42	2588.23	2627.42	3047.71
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Being a health Institute, Smt. Kashibai Navale Medical College & General Hospital, Pune, scrupulously adheres to the regulations and follows curriculum prescribed by statutory/regulatory bodies' viz. National Medical Commission, University Grants Commission & Maharashtra University of Health Sciences. The Institute ensures effective planning, delivery & evaluation in conformity to its vision and mission of enhancing quality of medical education and imparting student centric training. The Competency Based Medical Education introduced in 2019 resonates with the objective of Institute of creating competent physicians, relevant locally, nationally & globally.

The "given" Curriculum is planned emphasizing theory and hands on learning through

Practicals, clinics, field visits, research projects, internships and community postings.

Curriculum committee, Phase wise curriculum sub-committees, in accordance with heads of departments and coordinators are involved in strategic planning and implementation of curriculum for year wise academic calendar provided by MUHS. Phase wise Master time table, individual departmental time table depicting competency, faculty, mode of delivery, teaching-learning methodology are prepared well in advance. Ample scope for clinical exposure through case based learning, ward visits, clinical postings instils patient service giving attitude and cognitive aspect in students. Aetcom module spread through all phases aids in inculcating reflection for human values. The structured alignment & integration, horizontally & vertically provides platform for problem based learning. The evaluation in form of internal assessment exams are conducted in structured manner with prior notifications. Formal /informal feedbacks from stakeholders are helpful in necessary modifications of curriculum implementation.

Medical Education Unit through periodic workshops and faculty development programmes imparts training to the faculty and facilitates them in developing innovative teaching and assessment methods. MET & Curriculum Implementation Support Programmes workshops are carried out as per NMC norms. Internal Quality Assurance Committee takes a review and timely advises for improvisation. Ethics committee provides valuable inputs to the research domain in the curriculum.

Spacious lecture halls, Auditorium, tutorial rooms equipped with LCD projectors, sound system, and Internet facility 24x7 ensure effective use of ICT tools by faculty for delivery of course and knowledge transfer.

Central library and departmental libraries are resourceful with wide range of books, journals, magazines. E-learning facilities and LMS platform have proven to be beneficial for better understanding and boost for blended learning.

Laboratories with adequate instruments are useful in imparting the required skills to the students.

Co-curricular and extra-curricular activities are integral part of the planning/ implementation process. Students' seminar, Quiz competitions, workshops, National level Students' conference such as MEDIACE, benefit students in form of highly interactive platform for academic excellence and collaborative research, all the while strengthening the self directed adult learning. Advanced learners find a scope for enhancement through such activities. Students are enlightened on various relevant topics within and beyond curriculum, through guest lectures by faculty from renowned institutions and organizations.

Implementation of Mentor-mentee program forms a backbone for personal growth and professional development of stakeholders. The slow learners actively benefit from the informal counselling provided during the mentor-mentee meets and other remedial measures.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

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

Response: 0.99

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
5	2	4	4	1

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 27.5</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 55</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 200</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>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</p> <p>Response: 4.5</p>	

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

2020-21	2019-20	2018-19	2017-18	2016-17
110	41	21	10	5

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

1.3 Curriculum Enrichment

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

Response:

SKNMCGH provides a healthy, inclusive academic environment for its students. Collaborative efforts to include various cross-cutting issues as immanent aspect of curriculum are carried out in form of arranging guest lectures, awareness programmes, celebrating National/ International Days, community visits, display of posters, booklets and activities of committees specific for the cause as well as incorporating likewise topics during orientation & foundation classes along with curriculum.

Gender: Students are educated on gender equality, rights and their roles through awareness programs carried out by Womens Grievances and Sexual Harassment redressal and Gender equity committees, sensitizing them regarding Vishakha Guidelines, LGBTQ issues.

Environment and Sustainability: Students are guided through “learn by example” to be responsible in conserving natural resources and protect global ecosystems for future well being through various programs like plastic free campaign, Swatch Bharat Abhiyaan. Courses throughout programmes focus on topics related to environmental health, biomedical waste management & disaster management.

Human Values & Professional Ethics: One of the pillars of Indian Medical Graduate is leadership, and values & virtues practiced during education influence the future leaders. Human values such right conduct, discipline, integrity, peaceful coexistence and Professional Ethics of accepted standards of personal and professional behavior enhance character of students. Through orientation programmes for UGs/ PGs, Interns and inclusion of relevant topics during Foundation course, the purpose of instilling human values and ethics is served. AETCOM Modules spread horizontally and vertically throughout the programme and

courses help the students to imbibe important morals, skills that can shape their personalities. Hippocratic Oath/Cadaver Oath undertaken by students makes them reflect about their societal responsibilities and respect for brotherhood. Every student is mandated to go through institutional code of conduct and expected to conduct himself/herself in a manner which contributes positively to an environment in which respect, civility, diversity, opportunity and inclusiveness are valued. Anti-ragging committee is active in spreading word of caution through posters displayed all over campus. National level conference of MEDIACE organized annually by students' sets an example of team work, time management, communication skills and self confidence.

Health Determinants, Right to Health & Demographic Issues: The factors that have significant influence on health determination and consequently right to health are addressed by the institute by providing opportunities for physical and psychological well being of the students. International Yoga Day is celebrated and students are encouraged to avail the facility of Yoga and Meditation training offered by Yoga instructor in the campus. Student Counseling Cell provides first point of contact to address any allostatic load, guiding them appropriately. Mentor Mentee system plays significant role in shaping their personalities. Annual events such as Escalades, Syncytium, Moraya, etc. are the platforms to explore their hobbies, indulge in sports and experience positive environment of belongingness. Students get exposure to demographic issues through community postings and field visits conducted by Community Medicine. Various events such as Breast Feeding Week, Blood Donation Camps, Organ Donation awareness lectures etc. get them closer to the real life social issues and reflect about their role in the society.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

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

Response: 11

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

Response: 11

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

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years**Response:** 9.16

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
212	33	9	119	0

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

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:** 58.69

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

Response: 500

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

1.4 Feedback System

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

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

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 93.99

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
69	82	58	61	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
74	92	61	63	46

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

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

Response: 93.38

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
236	230	228	220	182

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
245	245	245	245	194

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

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

Response: 1.83

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
4	3	2	8	3

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 3:1

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

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

Response:

In SKNMC, extramural activities for students are managed accurately and efficiently in achieving positive outcome for students' development. Institution has well designed infrastructure supporting such activities. We are encouraging students to nurture their intellectual ability, maturity, leadership, and their life-long commitment to the idea of service to the society. Orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women's empowerment, etc. The institution holds lectures on moral and ethical values during the white coat ceremony which gives clinical orientation to the students before commencement of III year. During this, lectures are taken on Communication, Doctor-Patient relationship, Code of Ethics, Confidentiality, Common malpractices, Research Ethics, and Patient Record Maintenance.

Social activities/ community services: Students are sensitized to national integration, art and culture, women's empowerment, empathy and other issues through various programs conducted throughout year, such as "National Days" are celebrated on 15 August & 26 January. No tobacco day, peace day, blood donation and organ donation camps make them aware of social responsibilities as a good citizen. Students are encouraged to perform flash mobs on issues like "Swacha Bharat Abhiyan", "Save girl child" etc.

Women's day is celebrated with great enthusiasm every year, when speeches and workshops on women safety, career options, personality development, cybercrime, women empathy and empowerment programs are organized.

Club activities:

- 1. Cultural club-** The institution is highly concerned about the holistic development of the students. Celebration of cultural weeks enhance their talent in dramatics, singing, dancing, sports, crafts, and photography. It also nurtures their feeling of duties, responsibilities and mutual respect for each other's religion. Cultural events are conducted during Ganesh Festival. Students are also encouraged to participate in cultural activities held at "Pulse", AIIMS Delhi.
- 2. Sports club-** The institution has an indoor, outdoor games facility such as cricket, basketball, volleyball etc. Sports events such as MEDIFEST is organised every year with full enthusiasm.
- 3. Health club-** Mentors guide the students about Exercise, Yoga and Diet. Eminent guests are invited to highlight the importance of self-discipline and lifestyle modifications. The students are free to avail the gymnasium facility provided by the Institution. Well-equipped gym with qualified trainers

are available. They are encouraged to eat healthy diet and abstain from fast foods. Conduction of Yoga classes and Art of Living foundation course is routine in the course. Students are actively involved in these techniques of relaxation and rejuvenation. International Yoga Day is also celebrated every year. Stress management and personality development programmes are periodically organised by department of psychiatry. A full fledge running hospital facility within the campus is available to attend to the medical needs. Immunization is ensured prior to admission into the institution. Student psychological council exists to address with psychological issues.

Leadership: Students are encouraged to take part in quiz, debates, poster presentation, paper presentations in state, national and international conferences. Students organise national conference MEDIACE every year.

Research: Undergraduate students are encouraged to do ICMR projects. Research Methodology workshops are regularly conducted for post graduate students.

File Description	Document
Link for any other relevant information	View Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

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

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

Response:

- **Experiential learning:** Students are stimulated for doing maximum interaction with patients to improve communication skills. Simulator based learning is conducted such as BLS (Basic life support) training, securing IV line, central line, catheterization, suturing techniques etc. We encourage students to do maximum practice (trying things out, making things happen with perfection) by giving them hands on training on simulators. Post graduate students in the clinical

departments are given the opportunity to treat the patients and perform surgeries under supervision and guidance by faculty.

- **Participatory learning:** For the Post Graduates, the teaching schedule involves journal clubs, case discussions and seminars. Students present research papers and posters at National and regional conferences. Students participate in academic competitions like quiz and debates.
- **Problem solving methodologies:** Students are directed to solve case puzzles, various tasks so as to stimulate the clinical acumen. In clinical departments, group discussions are carried out and students are acquainted with possible complications and anticipated problems of the particular medical condition.
- **Self-directed learning :** E- library (central and departmental) is fully equipped for e- learning. Various CDs, DVDs for better demonstration of certain topics, surgical procedures are available.
- **Patient-centric and Evidence-Based Learning:** During clinical posting, students interact with patients taking the history and carry out examination. A thorough discussion is then carried out regarding the diagnosis and management for the particular patient. Students keep updating themselves with the latest research or literature-based evidence on current trends and the effectiveness of various treatment modalities.
- **Reflective learning:** The students keep the record of their clinical experiences, observation and management of specific clinical problems. During didactic lectures, they are encouraged to note the key points in the note books. They are provided with log books in which they are directed to complete the assignments and refer it before examinations.
- **Learning in the Humanities.** The institution holds lectures on moral and ethical values during the white coat ceremony and foundation programme. During this, lectures are taken on Communication, Doctor-Patient relationship, Code of Ethics, Confidentiality, Common malpractices, Research Ethics, and Patient Record Maintenance. Personality development programmes and communication skills programmes are periodically conducted by department of Psychiatry. By celebrating National days and various activities such as “Anti-tobacco day” and “Swacha Bharat Abhiyan”, the citizenship spirit is inculcated in their minds. The student’s role as a good citizen is projected by holding diagnostic and treatment camps for the underprivileged and adopting villages where satellite centers are situated.
- **Project-based learning:** Students are encouraged to perform research projects such as ICMR projects, research publications under guidance of faculty. This helps to enhance their knowledge and interest in research and their analytical skills.
- **Role play:** Planned and structured role plays such as celebrating “Swach Bharat abhiyan”, “save girl child” and “Anti-tobacco day” are used to deliver components in the curriculum in clinical rotations of medical programme. Students enjoy along with learning the course objectives.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

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

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

Response:

The Institute follows an advanced Learning Management System by following means:

- **E-Classrooms:** The ICT enabled classrooms provide an effective communication channel between teachers and learners. In addition to black board, Overhead projector(OHP), other modern audiovisual aids like LCD projectors, computers, pen drives, and laser pointers are used. Power point presentations of lectures are carried out in ICT enabled lecture halls. The halls have internet facility to interact on webinars and enhance e-learning. The campus is Wi-Fi enabled. E- book reader helps the direct relay of books in the classroom.
- **E-Demonstration rooms and seminar rooms:** Well equipped with ICT tools, interactive digital white board makes the teaching-learning process effective. Video recording and photographs of special clinical cases are later used for teaching-learning process.
- **E- Library (Information resource centre):** The library has computers for access to e-journals, e-books, databases and for acquiring knowledge from e-resources. CDs, DVDs for recent advances and surgical demonstrations are made available. Students are encouraged to get information through these various sources which in then integrated together to make it meaningful & useful by the faculty. The institution subscribes to online journals, DELNET, MUHS database which is freely available for easy reference by the staff and students. The UG and PG students are encouraged to use the internet facilities available in each department. All presentations of lectures are available in the e-library for easy access to students when needed. Central library has made available MUHS UG and PG Question papers, Faculty publications, SKNMC PG thesis, E-Resources and E-Books on Web-OPAC software (URL- <http://192.168.5.130/w27/>) that is accessible throughout the institute. ICT Ecosystem for Research is available in the central library that includes Google Search

Engine, plagiarism cheque etc.

- **E- communication:** Students are communicated via e-mail and social media and are updated regularly on e-learning modules. Various teaching material like x-rays, photos of embryology models, histology slide photographs, question bank, photos of specimens and instruments, videos of surgical procedures are sent via e-mail to the students.
- **E-Courses:** Institute organizes e- courses such as research methodology workshop, to provide a communication channel between course-teachers and respective students.
- **Audiovisual relay system:** Live relay of surgical procedures from the operation theatre to the classroom is available, also from distance places to the institute.
- **E-training of faculty:** Faculty has access to online resources, such as scientific databases, portals, electronic journals etc. These resources are utilised by them for effective teaching. Faculty development programmes for delivery of e-content and e-courses, such as Research Methodology workshops, MET (Medical Education Technology) workshops are conducted regularly.
- **Telemedicine** through internet and social media is being facilitated at the institution for discussion and advice on treatments by the faculty for patients reporting to practitioners in remote areas. Telepathology by slide scanner is available in Pathology department.
- Electronic Medical Records facility (**IMPACS**) shows all radiological investigation records of the patients that can be used in teaching learning process.
- Online submission of Post graduate students' dissertation is done on MUHS website.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 3:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 271

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document
Link for any other information	View Document

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

Response:

In addition to being logical, well read and well organised, we emphasis on our students to be creative, imaginative and lateral thinker. Our well trained faculty encourage student's journey from "knowing that" to "knowing how" and "knowing why".

- **Problem based learning (PBL):** Students are asked to work on various tasks, virtual patients with case puzzles and management of surgical complication scenarios. PBL encourages creativity through "brainstorming". Clinical decision making during clinical postings, particularly with unusual condition, requires both analytical and more intuitive thinking capacities. Case presentations are regularly conducted for Undergraduate and postgraduate students.
- **Experiential learning:** Students are stimulated for doing maximum interaction with patients to improve communication skills. Simulator based learning is conducted such as BLS (Basic life support) training, securing IV line, central line, catheterization, suturing techniques etc. We encourage students to do maximum practice (trying things out, making things happen with perfection) by giving them hands on training on simulators. Post graduate students in the clinical departments are given the opportunity to treat the patients and perform surgeries under supervision and guidance by faculty.
- **ICT enabled system:** ICT enabled classrooms, seminar rooms, library, audiovisual relay system, interactive white boards and e-readers help in effective teaching learning process. Seminars, quiz, journal clubs and case presentations are organized UG and PG students. IMPACS software keeps the records of radiological investigations that are used for treatment purpose and teaching-learning as well.
- **ICT Ecosystem for Research** is available in the central library that includes Google Search Engine, Data Analysis, Research Authoring, Plagiarism Check and Support Utilities. Students are encouraged to do research and participate in paper presentation, poster presentation in National and international conferences. Students' national conference "MEDIACE", is organized every year.

- **Reflective learning:** The institution provides assignment log books to each under graduate and post graduate student at the beginning of the academic year. The students complete assignments as suggested by the staff members of the respective departments and submit for evaluation. The assignment books are retained by the students for use in preparing for university examinations. Question banks are provided after topic completion.
- **Group discussion** enhances communication skills, analytical skills, learning styles and sharing of knowledge. .
- **Guest lectures:** Eminent speakers from diverse and relevant fields are invited by the institute during students' conference "MEDIACE". In addition, each department organises guest lectures by eminent persons in their field.
- **Inclusion of humanities in the curriculum:** The institution holds lectures on moral and ethical values during the white coat ceremony and foundation programme. During this, lectures are taken on Communication, Doctor-Patient relationship, Code of Ethics, Confidentiality, Common malpractices, Research Ethics, and Patient Record Maintenance. By celebrating National days and various activities such as "Anti-tobacco day" and "Swacha Bharat Abhiyan", the citizenship spirit is inculcated in minds of students. The student's role as a good citizen is projected by holding diagnostic and treatment camps for the underprivileged and adopting villages where satellite centers are situated.
- **Integrated teaching and Clinico-pathological correlation (CPC) meetings** are conducted regularly to project the importance of multidisciplinary collaboration.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 100	
File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

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

Response: 2.79

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
11	8	9	9	9

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Link for additional information	View Document

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

Response: 10.74

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

Response: 2911

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Link for additional information	View Document

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

Response: 10.92

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
49	46	42	29	9

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

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

Response: 2.4

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	12	14	9	13

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Awards claimed without certificates will not be considered	View Document

2.5 Evaluation Process and Reforms

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

Response:

The annual academic calendar is provided by MUHS and is updated on the website www.muhs.ac.in. It is designed taking cognizance of summer, winter vacations and leaves. Meticulous planning of teaching schedule for both undergraduate and postgraduate are done as per the academic calendar. This is uploaded on website and given to students at the commencement of the academic session. The students are given the log books and Standard operating protocol for reference and maintenance of records.

Master plan:

Institutional curriculum committee prepares the master plan in terms of number of hours allotted to each subject as per the course objectives prescribed by MUHS and MCI. The committee also decides the dates for CIE (Continuous Internal Evaluation).

Teaching plan and rotation plan:

Didactic lectures, practical demonstrations, clinics, tutorials, integrated teaching programme, clinic-pathological meetings and integrated teaching are planned accordingly.

The rotation of clinical posting is also organised taking into consideration number of hours for different subjects. In post graduate courses, rotation to the allied subjects is planned by each department.

Continuous Internal Evaluation (CIE):

- Evaluation blue print is prepared by each department keeping in mind the syllabus, the must know and desirable to know topics.
- Due weightage is given to each topic considering clinical importance.
- Question papers are set based on the weightage and value. This ensures complete coverage of the syllabus.
- Theory papers are set by the respective departments as per MUHS and MCI guidelines.
- Formative assessment for undergraduate students is conducted during the clinical postings and a written prototype is given to the evaluators with parameters for assessment of the clinical skills being tested. This ensures transparency and validity. The parameters for assessment which includes cognitive, affective and psychomotor domains are also explained to the students.
- Summative assessment includes 2-3 internal assessment examinations as stipulated by the MUHS. For postgraduate students, a summative prelim examination is conducted prior to the university examination which is similar to university examination.
- Question paper of internal assessment examination is drafted by the concerned in-charge faculty and approved by head of department. Prior to the examination, question papers are kept in a

sealed envelope which is opened on the day of examination in front of the students. Non-teaching faculty are concerned only with technical support for the examination and do not actively participate in the examination process.

- The Institute adopts the policy of complete transparency in the evaluation process. Each department has provision of showing answer sheets of internal assessment to the students. The faculty is approachable and students can discuss the queries with teachers to find out the way they could improve the performance. Students are shown the final copy of their internal assessment marks and they sign it before submission to the university. Grievance committee looks into redressal matters in certain cases and an arrangement of additional examination is made depending upon valid reasons.

NAAC

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

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

Response:

In SKNMC, the various activities related to examinations such as display of examination schedule, conducting examinations, and dealing with students' grievances, guiding students in various examination related tasks etc. are performed systematically, in time and efficiently.

Continuous internal evaluation process:

- At the beginning of the semester, students are informed about the internal assessment schedule as per the MUHS guidelines.
- The question papers for the internal assessment exams are prepared well in advance and kept in safe custody.
- Two invigilators are assigned to each hall. The corrected answer scripts at random are verified by Head of the department to ensure the standard evaluation process.
- The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately. The records of internal assessment are maintained in individual files for each student. The students sign their internal assessment marks prior to submission to university.
- An internal audit is carried out prior to online submission of internal assessment marks to university.
- The internal assessment records are again audited by a central observer appointed by MUHS. This ensures fairness and accuracy and avoids malpractice.
- The grievances are addressed by institutional Grievance committee, and if necessary, forwarded to the university by examination section.

University examination:

Pre-examination process:

- The hall ticket is generated and issued by the university online, after verification of the attendance record of the student.
- Institution helps students to solve grievances related to university examination form, such as not finding subjects belonging to back log while filling online examination form, overlapping of examination dates etc.
- Examination schedule is displayed on students' notice board so that grievances such as overlapping, omission etc. are brought to the notice of the concern.
- This rough draft is sent to the university with suggestions and grievances.
- The university corrects the mistakes and sends back the final draft to the institute.
- This final draft is displayed on the notice board 1.5 to 2 months before the commencement of the theory examination.

Examination process:

- The controller of examination controls the conduct of examination.
- To ensure confidentiality, examination centre allotted to the students is other than the parent college.
- A flying squad looks into the process of conduct of exam and avoid malpractice.
- Evaluation of the answer sheets is done centrally at CAP centres. The answer sheets are coded to prevent malpractice. The theory exam papers are set online with secret passwords and user names. The externals are appointed to ensure fairness and the convenor ensures confidentiality during the

practical examination.

- The university ensures that the appointed examiners have no relatives appearing for examination in that year.
- Examination halls are equipped with CCTV cameras.

Post examination process:

- Results are declared within 4-6 weeks after examination. Faculty members guide the students about the rechecking and revaluation process as per MUHS guidelines. Guidelines for obtaining Photocopy of Theory Answer Books, Mark-slips and Verification/ Re-totaling of Marks are available on MUHS website.

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

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

Response:

In SKNMC, the examinations are conducted as per the guidelines of MUHS and MCI.

Following examination reforms have been carried out by the university and the institution.

- Since the year 2017-18, the inclusion of communication skills as criteria for assessment during the practical examination.
- Remedial internal assessment examination is conducted for students who are unable to achieve standards in the CIE (Midcourse improvement policy).
- **Process integrating IT:** The automation in the examination process has been implemented since the year 2016-17, the marks of internal assessment examinations are submitted online on the MUHS website, which was done manually prior. During university examination, automated system of allocation is followed, wherein the Institute level user has to login with user credentials like user name and password to ensure the valid user. When user provides details about the students and staff, the system will allocate the students to each respective center and supervisor to each block from faculty list. The user downloads the reports of allocated information and follow the format for examination as per allocated by the system. The practical appointments and practical marks entry is done online on the MUHS website- www.practical.muhs.edu. This process greatly reduces the manpower error and time consumption. It benefits by reducing the complexity involved in the allocation of examination duty. All the details of student information, faculty information, examination time table information, examination duty allocation information are stored in the central database thus one can access the information whenever needed. A flying squad ensures the avoidance and discouragement of examination malpractices. The results are announced on the MUHS website and are displayed on the college notice board. The names of the toppers in each year are later displayed on the college website. Since 2016, the postgraduate students' dissertation submission and evaluation process is done online on MUHS website.
- **Competency-based assessment:** The MBBS course was compartmentalized as pre-clinical, para clinical and clinical. The evaluation methods were also conformed to this curricular plan. The new curriculum implemented since 2019 demonstrates an effort at dissolution of boundaries between the three stages of training with an early exposure to patients and clinical practice areas (“early clinical exposure”) and “learning while doing” (a student doctor) approach. Similarly postgraduate trainees develop different competencies at various seamless stages of training with an overall goal of being able to deliver specialist health care.
- **Workplace-based assessment:** Direct observation of procedural skills during practical examinations, clinical evaluation exercise (Viva-Vose), Case based discussion (Patient history taking, examination and discussion about the management) are the common methods followed.
- **Self-assessment:** During CIE, each department has provision of discussing answer sheets of theory examination with the students. This helps the students for self- assessment and students can take faculty guidance for improvisation. Students note the final copy of their internal assessment marks and sign it before submission to the university.
- **OSCE/OSPE:** In the CIE, OSCE/OSPE has not been introduced, however during post end examinations, these reforms are practiced by few departments.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The institution has clearly stated learning outcomes (Generic and programme specific), graduate attributes and course outcomes for all of its academic programs as per MUHS and MCI guidelines. The teaching schedule is designed with a goal to create an “Indian Medical Graduate” (IMG) possessing requisite

knowledge, skills, attitudes, values and responsiveness, so that she or he may function appropriately and effectively as a physician of first contact of the community while being globally relevant.

The Indian medical graduate should:

1. be competent in diagnosis and management of common health problems of the individual and the community.
2. appreciate rationale for different therapeutic modalities, be familiar with the administration of the "essential drugs" and their common side effects.
3. possess the attitude for continued self learning and to seek further expertise or to pursue research and documentation skills.
4. be able to work as a leading partner in health care teams and acquire proficiency in communication skills.
5. be able to appreciate the socio-psychological, cultural, economic and environmental factors affecting health.

Subject objectives for each subject (programme specific outcome) have been derived from these graduate attributes. It is envisaged that the educational process necessary to attain the graduate attributes by the completion of the course will require the objectives of each subject to build sequentially over the four years of the program. The subject objectives are derived in this way and are designed to allow the student to understand what they need to achieve in the individual subject in the context of the larger goal of attaining the graduate attributes for the course.

- Meticulous planning of the teaching schedule is done fulfilling the learning outcomes and graduate attributes.
- The institution conducts an orientation program at the beginning of the course when the stake holders are explained and given the copies of curriculum and examination manual.
- At the commencement of the academic term every year, the students are informed about the internal assessment and university examination, distribution of marks and attendance criteria for the examination. Notifications are displayed on the college website (www.sknmcgh.org) periodically. This is also discussed during the Parent Teacher meetings.
- The students are given the journals and log books for reference and maintenance of records.
- The timetables and the academic calendar are prepared meticulously to incorporate the academics and extramural programs to enhance the learning process.
- The internal assessment marks are displayed on the notice board and the evaluated papers are shown to the students. This helps the students for self- assessment and students can take faculty guidance for improvisation. Students note the final copy of their internal assessment marks and sign it before submission to the university.

- The teaching staff is made aware of the learning outcomes, graduate attributes and course outcomes during the curriculum plan meetings and college council meetings. The entire curriculum, academic calendar and teaching schedule is uploaded on the MUHS website as well as college website to ensure easy accessibility.

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

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

Response: 87.68

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
243	193	176	139	146

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
256	224	213	146	165

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

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

Response:

The graduate attributes and learning outcomes are clearly stated as per the guidelines of MUHS and MCI. The teaching schedule is designed with a goal to create an “Indian Medical Graduate” (IMG) possessing requisite knowledge, skills, attitudes, values and responsiveness, so that she or he may function appropriately and effectively as a physician of first contact of the community while being globally relevant.

Teaching- learning and Assessment of knowledge:

- Teaching schedule including didactic lectures, bed-side clinics, tutorials and practical demonstrations is meticulously planned so as to cover all the “must know” topics.
- Students are encouraged to obtain knowledge using modern learning tools in the e-library.
- During continuous internal evaluation process (CIE), compatibility of education objectives and learning methods with assessment principles are achieved successfully by giving appropriate weightage in terms of marks to the systems and subtopics within the assessment questions.
- Remedial classes for slow learners and remedial examination to assess the improvement are conducted.
- Advanced learners are encouraged for doing research projects, participation in quiz, debates etc.

Teaching- learning and Assessment of skills:

- Training programmes are organized in the Skill labs to enhance clinical skills.
- Postgraduate students are trained to perform surgeries under supervision of faculty
- Postgraduate teaching activities include case presentations, journal clubs, seminars, and group discussions every week.

Teaching- learning and Assessment of attitudes, values and responsiveness:

- Students are taught about doctor- patient communication, behavioral Science and Ethics during clinical postings. The students are educated about the etiquettes and mannerisms necessary for working on patients.
- Communication skills, personality development and stress management workshops are regularly organized.
- The values such as participation/empathy, communication/sharing, self-awareness, moral integrity, sensitivity/trustfulness, commitment to ongoing professional development, and sense of duty linked to the practice of the medical professionalism are defined by various professional oaths such as PCPNDT and MCI Oath.
- By celebrating National days and various activities such as AIDs day and Anti-tobacco day, the citizenship spirits is inculcated in minds of students. The student's role as a good citizen is projected by holding diagnostic and treatment camps for the underprivileged and adopting villages where satellite centers are situated.
- Since the beginning, during dissection of the human cadaver, students are sensitized for giving respect to the human body. During clinical postings, with interaction with patients, students are learning to communicate effectively, feeling and showing respect and empathy, building up a therapeutic relationship based on confidentiality and joint responsibility.
- During Internal assessment practical examination, students are asked to take the case history of patients in front of the examiner.

The entire teaching-learning and evaluation process is monitored by a well structured system including Dean, curriculum committee, Time table-examination committee, Head of the department, teaching faculty and students as well. Regular feedback from students help in the assessment of teaching learning process. This multilevel monitoring ensures that the stated learning outcomes have been achieved. The level of attainment of program / course outcomes is indicated by the minimum and maximum marks achieved by the students. The passing percentage of the stakeholders ensures that the learning outcomes of the Institute have been achieved.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

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

outcome analysis**Response:**

Parent Teacher Association Committee has been constituted to maintain the communication between parents, teachers and the students. This committee coordinates between the Time table-examination committee, grievance committee, anti-ragging committee and mentorship committee to keep a tract of the students' attendance, performance and convey/communicate to their parents.

Frequency of PTA meetings: PTA meeting is held annually.

Parent Teacher Association aims at-

1. Offering a platform of connect between the parents and the institution.
2. Keeping the record of attendance, internal assessment results, academic and extracurricular achievements of students and faculty, and addressing the summary to parents.
3. Keeping a tract of the students' academic and behavioural performance and convey/communicate to the parents.
4. Addressing the student grievances.
5. Updating the parents about various institutional efforts such as Anti-ragging move, Grievance committee, and mentorship committee.
6. Overview of student feedback analysis.
7. Display of the extracurricular performance of students in cultural and sports events.
8. Acquiring parent inputs for academic improvement.
9. Communicating college expectations to the parents.
10. Encouraging parents for involvement in all student activities.
11. In case of any issues, the committee guides the parent and the student to their respective subject teacher/the mentor for student's better performance.
12. In case of any suggestions given by the parents, the committee discuss it with the higher authorities about its implementation.

Key points, remedial measures undertaken and outcome analysis of PTA meetings in last 5 years:

- Parents were sensitized about the anti-ragging move and to encourage their wards to report any ragging incidence, either as victim or even as witness.
- Due to the Dengue epidemic in 2016, parents asked about the protective measures. The anti-mosquito fogging is being regularly done in the campus.
- Parents discussed about the safety measures in hostel. After the recent episode of fire in few hospitals in 2018, parents were anxious to know about the fire-safety measures in the hospital and the hostel. They were pacified by explaining the details of fire safety and the availability of fire extinguishers in the hospital and hostel as well. Other amenities were also highlighted.
- Students' performance in the cultural and sports events was highlighted and appreciation note was added for the students who received the token for their extraordinary achievements.
- Parents requested to notify them about the periodic performance and attendance of their wards. Students' attendance and performance is periodically informed to the parents.
- Parents requested to arrange for food options in the mess and to start breakfast in the mess. As the remedial measures, the healthy and hygienic breakfast options were started in the SKN canteen.

- Consumption/possession of alcohol, smoking or use of tobacco, narcotic drugs and the related products are strictly banned in the hostel and institutional premises. Violation of the rules is treated as serious offense resulting in stern disciplinary action.
- Covid appropriate behaviour is mandatory in the hostel and institutional premises.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.04

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: 22.25

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
86	88	78	74	50

File Description	Document
List of full time teacher during the last five years.	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Link for Additional Information	View Document

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

Response: 1.58

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
7	4	4	8	3

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years**Response:** 26

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
4	4	2	4	12

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

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge****Response:**

Innovation and Incubation Cell was established on 8th Jan 2020 with the vision

VISION STATEMENT

To promote creativity and innovation related to healthcare and medical education technology by providing an interdisciplinary platform to the budding minds of medical and technology field. To create a working environment where three important pillars of societal development i.e. Medical, Engineering and Business management will come together for cultivation of entrepreneurial capabilities among students and faculties.

MISSION STATEMENT

To encourage innovation and entrepreneurship in healthcare and medical education technology so that it will enhance accessibility, affordability and scalability of healthcare tools to all sections of society so as to achieve **World Health Organization's goal "Health for all" in its true sense.**

TARGET AUDIENCE

This initiative will encompass all the faculty members, undergraduate, postgraduate students; persons engaged in academics and funded projects, from Colleges/ Institutes under the ambit of Sinhgad Technical Education Society along with collaborations with industry partners and other academic and research institutes of repute.

Objectives of the centre

- Encourage students and faculty for innovation, idea generation and product development
- Provides seed fund to transform an idea into a product
- Arranges workshops for students and faculty in the field of entrepreneurship
- Help with the patenting process

Currently three broad domains are decided in which we would like to initiate the activities of innovation and incubation cell, these are as follows

1. To develop SMO (Site Management Organization) for conducting clinical trials.
2. To develop field of analytics (Big data) in support with IT industry.
3. Device manufacturing

File Description	Document
Link for details of the facilities and innovations made	View Document

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

Response: 106

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
26	15	21	28	16

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 0.65

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: 244

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

Response: 374

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

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

Response: 0.8

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

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

Response: 0

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

3.4 Extension Activities

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

Response: 277

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
46	53	74	58	46

File Description	Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document

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

Response: 63.63

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
255	364	620	650	537

File Description	Document
Institutional data in prescribed forma	View Document
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	View Document

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:

Our institute has been actively involved in the management of Covid pandemic as a “Dedicated Covid Hospital” since 30 March 2020. our institute was first to sign a memorandum of undersatanding (MOU) with Zilla Parishad, Pune and later Pune Municipal Corporation to be the partners in covid care for Pune District.

Till the end of 2020, more than 1600 patients were admitted and more than 1400 were discharged after successful treatment. We have 416 Isolation beds designated to Covid positive and suspects (90 beds with oxygen supplementation facility and 26 Intensive Care Unit (ICU) beds). The institute is authorised by the ICMR for conducting trials of Convalescent Plasma as a treatment modality in Covid . RT PCR laboratory and Rapid Antigen Testing Centre for COVID 19 is started from 2020

Certificate of Excellence was awarded to STES`s Smt Kashibai Navale Medical College in recognition of outstanding performance and premium quality work for Best Dedicated COVID Hospital of the year by MIT-ADT University. The award was received by Mr Prakash Patil at Mumbai on 30 Aug 2021

The medical students, interns and faculty are involved in various community outreach health camps and activities. Institute has been on the fore front in implementing health related schemes and programme for the rural community. The activities are undertaken like a awareness programme regarding water-borne and air- borne communicable diseases, non- communicable diseases- cardiovascular diseases, diabetes, prediabetes, cancer, mental health, addiction, , blood donation , mother and child health , health camp,free check up, Immunisation etc. The institute carries out various special demonstrative activities on personal hygiene, sanitation drive, importance of cleanliness, hand washing, nutritional during ANC by arranging rally, role play, displaying posters and small group communication with villagers

These immense efforts on the part of the institution have been well recognized by the

community, local administrative bodies, and educational institutes. As a token of appreciation these bodies have given certificates of appreciation to the students and the faculties who have contribution in this area.

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

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:

Medical Council of India regulations on graduate medical education, is oriented towards training students to undertake the responsibilities of a physician of first contact who is capable of looking after the preventive, promotive, curative & rehabilitative aspect of medicine. During the internship period students are exposed to community aspects of health care and of rural health care services and trained accordingly, so that the fresh graduates can function efficiently under such settings.

It is essential to provide health services to the rural population as India is a country where majority of the population resides in rural areas. Hence Rural health care is important for overall improvement of its health indicators.

During the posting of community medicine and internship, the medical students and interns respectively are encouraged to participate in various community outreach health camps and extension activities which are organized in the field practice areas of urban health training centre and rural health training centre. The medical students have to mandatorily undertake family case studies in the community during which the students learn to help out the families with social issues such as alcohol addiction, smoking addiction, broken family, mentally retarded child, handicap, unemployment etc. hence in this manner the students are sensitized to important social issues. The medical students and interns also undertake various health education sessions. Therefore right from their undergraduate days, the students and interns are sensitized with the health problems of the rural community.

- We have arranged many blood donation camps and multi-diagnostic camps in villages and urban slum areas around Pune.
- Our hospital got empanelled in 2018 for Mahatma Jyotiba Phule Arogyadaya Yojana (MPJAY), BPL, through this patients' receive free treatment.
- The Obstetrics and Gynaecology department provides free services to all pregnant women through Matru Vandana & Janani Suraksha Yojana.
- RNTCP is run by the Respiratory medicine department through which free OPD and IPD treatment for tuberculosis patients is provided.

- Department of Paediatrics/ Community Medicine provides free vaccination to under-five children.
- Department of community medicine provides free primary health care services to the poor and needy through its urban and rural Health centres .

In the face of the Covid 19 pandemic, our institute has emerged as one of the important tertiary care hospitals catering to Covid patients, from Pune Municipal Corporation (PMC) limits as well as from nearby villages (Gram Panchayats). We have 416 Isolation beds designated to Covid positive and suspects (90 beds with oxygen supplementation facility and 26 Intensive Care Unit (ICU) beds). The institute is among the few institutes authorised by the ICMR for conducting trials of Convalescent Plasma as a treatment modality in Covid.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document

3.5 Collaboration

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

Response: 13.4

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

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

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document

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

Response: 29

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 29

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

- Institute is recognized by Medical Council of India (MCI) (now National Medical Commission) and is affiliated to Maharashtra University of Health Sciences, Nashik and runs medical undergraduate and post-graduate program.
- Adequate teaching-learning facilities exist in the Institute to maintain the quality of academic and other programs which include ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, well-equipped laboratories, skills labs, etc. This is all in line with the stipulated regulatory requirements.
- Institute has floor area in accordance with the regulatory norms and ensures optimal use of infrastructure. The institute has ICT enabled lecture halls, in the college building. They can also be used for teleconferencing. It has 2 spacious examination halls in college building with 250 seating capacity. Seminar room is present in departments.
- Institute has well-equipped laboratories with required area each in various departments as Anatomy, Physiology, Biochemistry, Pharmacology, Pathology, FMT, Microbiology, Community Medicine and a central laboratory also where good clinical and laboratory practice guidelines and safety measures are adopted.
- Central laboratory provides round the clock support for pathology, microbiology, and biochemistry laboratory services for admitted and outdoor patients.
- Institute has adequate infrastructure for learning in the community. Multi-diagnostic camps, cataract camps, and school health services are conducted as part of community service which helps in the learning of students in the community.
- There is one Rural health centre at the nearby village Kusgaon and one Urban health centre at Kondhwa for the training of students in community-oriented primary health care, and rural-based health education for the rural community. These centers have adequate teaching rooms and dormitories for students to stay during their peripheral community postings and camp. Adequate transport facility is provided by the Institute for carrying out field visits.
- Institute has attached MCI approved specialty hospital which not only provides quality health care but also serves as a learning resource to undergraduate and post-graduate students.
- It has all the necessary infrastructure and facilities to ensure effective clinical learning and patient care services.
- Clinical skill lab is established on the 3rd floor library building where simulation models and mannequins are available to enhance medical students with skills, knowledge and attitudes required for their practice.
- In the Otorhinolaryngology department, we have a temporal bone dissection lab for postgraduate students, which has an operating microscope, suction machine with other instruments for dissection. In pathology department we have DECAHEAD microscope available for PG student for teaching and specialty work for diagnosis of complicated cases.
- We have a wet lab in the ophthalmology department as a training tool for residents to develop competency in cataract surgery.

- Institute has a central research lab (CRL) where all required equipments are available for training and research purpose.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document

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:

- Institute has adequate supportive facilities on the campus to support physical and recreational requirements of students and staff.

It has sufficient infrastructure for the UG and PG students to participate in

various indoor and outdoor sports activities. A qualified physical education instructor (Physical Director) is also appointed to look after the sports activities and to ensure the physical fitness of students.

- Sports facility: (Outdoor events)

Sr no	Type	Area(meter)	Year of establishment
1.	Playground	100×50	2005
2.	Basketball court	28×15	2005
3.	Football	100×50	2005
4.	Kabbadi	12.5×10	2005
5.	Cricket	100×50	2005

(Indoor events)

Sr no	Type	Area(meter)	Year of establishment
1	Gymnasium girls	21.5×7	2014
2	Gymnasium boys	7×12	2014
3	Table tennis	Boys- 7.6x6 Girl- 9x7	
4	Chess	Boys- 6x7	2014

		Girl- 11x7	
5	Carom	Boys- 6x7	2014
		Girl- 11x7	
6	Yoga hall	Boys- 6x6	2014
		Girl- 10.5x7	

- Every year students participate in various sports activities at the Institute, Zonal, Inter-zonal and Inter-University level.
- Institute has provided the facility of well-furnished gymnasium with sufficient equipment to ensure the physical fitness of students and faculty. Good numbers of students are utilizing the facility of gym having user rate of more than 5%.
- Institute organizes extracurricular activities like WHO Day, Blood Donation Camp, Swachhata Abhiyan, National Sports Day, Organ

Donation Rally, WorldHIV/AIDS Day, tree plantation drive, World Yoga Day & Annual Sports Day.

- Yoga center is also available where yoga and meditation sessions are organized to promote a healthy lifestyle amongst students and staff.
- We create a stage with ramp for our annual gathering every year, with all the latest arrangements for light and sound at college ground.
- Following these various sports, cultural and literary activities are organized in the college followed by the final annual day. Our management has one closed air conditioned auditorium 'SMT KASHIBAI NAVALE AUDITORIUM' where annual functions are conducted.
- Varieties of musical instruments are available to facilitate cultural activities as Fresher's Day, Ganesh festival, Krishna Janmashthami, Shiv Jayanti, MVP Samaj day, Dandiya, Women's day, Teacher day, etc are also organized. On every Republic Day, we keep the patriotic singing session to pay tribute to our Martyrs and also to develop the concept of nationalism amongst students.
- Institute also conducts special Faculty Night to support the recreational needs of staff where all teaching staff performs and students are called an audience. This provides not only a platform for faculties to perform but also, they serve as role models for students as far as their extracurricular talent enhancement is concerned.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

- The Institute has adequate general campus facilities and separate hostel buildings for boys and ladies. Boy's hostel has 1 UG and 2 PG wing. Ladies hostel has 1UG and 2PG wing. Quarters are also available for staff on the campus. Also 1 separate wing is given for family of PG Students
- Hostels are provided with amenities that include adequate washrooms, commonrooms, visitor's rooms, and dining facilities. The hostel has a separate kitchen and dining hall with an adequate seating facility. Separate security persons are appointed for the hostel. Regular pest control measures are carried out at the hostels and staff quarters to ensure hygiene.
- Each floor in the hostel and college building is provided with adequate toilet block facilities along with separate toilet blocks for the disabled.
- Each building has a first aid box, fire extinguisher, and a suggestion box for students to give feedback. Water purifiers are installed for safe drinking water. All water coolers are cleaned at regular intervals.
- Institute has appointed a dietician who makes a nutritious food menu in consultation with students and also checks and maintains the hygiene and quality of food. Food waste from mess and hostel is taken up for composting in the organic waste processing plant. The compost thus generated is utilized for gardening. Electricity backup facilities, safe drinking water, and solar water heaters are available at hostels.
- The hostels are under the surveillance of CCTV for the safety and security of students. Institute has attached the hospital to provide emergency services to students and faculties staying on the campus. Institution premises is having a Thane Janta Sahakari Bank, Narhe branch. ATM facility is also available on the campus.
- LED tube lights are available to save and conserve energy.
- Signages are provided at appropriate locations to ensure safety and information to all. The signages at the entrance of the campus provide the required information to all visitors. Safe pedestrian pathways are available.
- Institute is located in an area with natural greenery. Green campus initiative includes restricted entry of automobiles, Pedestrian-friendly pathways, landscaping with trees and plants, eco-friendly Ganesh idol making during the Ganesh festival.
- Institute has adequate power backup in terms of heavy-duty generators having 625 KVA capacity for hospital and 500 KVA capacity for college, hostel, and staff quarter.
- Varieties of trees are planted alongside the road and beautiful landscaping is maintained in the campus.
- The institute encourages everyone to practice plastic-free campus. Solar water heaters are installed by the Institute at hostels and staff quarters as an initiative for use of alternate sources of energy. An effluent treatment plant is also available in the campus. The sewage treatment plant is located in the campus with a capacity of 1.5 lakh liter/day. The treated water from this plant is used for gardening.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document

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

Response: 11.24

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
163.6	254.8	696.6	254.8	163.6

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

- The Hospital is MCI recognized and has all the required infrastructure, facilities, laboratories, and equipment as specified in the regulation for good patient care and adequate clinical teaching-learning for undergraduate and postgraduate students.
- It is a fully functional well-equipped teaching hospital with adequate bed occupancy, with all necessary infrastructures like clinical departments, OPD, Indoor wards, OT, ICU, Casualty, Labor Room, Laboratories, Blood Bank, CSSD, ICU, ICCU, NICU, PICU, radiology unit, etc as per regulatory requirement.
- The hospital has adequate space for the offices of Dean and Medical Superintendent, hospital supportive staff, nursing superintendent's room and office along with computer and internet facility in each department and adequate waiting space for visitors. The hospital has adequate areas for clinical wards, nursing station, examination and treatment rooms, ward pantry, and resident doctor's room.
- The hospital has well equipped 23 operation theatres having advanced modular OT complex, including steel operation theatre with the laminar flow with adequate power backup and central

oxygen and suction facility.

- The hospital has clinical departments with infrastructure and equipment needed for adequate clinical teaching as per stipulated regulation.
- Hospital has all departments with the required number of beds and infrastructure facilities as per SRA. The hospital has well-equipped and updated central clinical laboratory for all investigations as hematology, biochemistry, microbiology, histopathology, cytopathology, and immunopathology round the clock for indoor and outpatients
- The hospital has an emergency department (30 bed) which is well equipped with all the necessary equipment. Hospital has a modern dialysis unit, intensive care unit, intensive coronary care unit, intensive care pediatric and neonatal unit, surgical intensive care unit, and trauma care.
- Hospital also has a pain clinic and pre-anesthesia clinic. The hospital has a central pharmacy unit running 24 hours with qualified pharmacists and other staff to dispense drugs as per the SRA.
- Institute has a well-equipped modern Cath-lab for angiography and angioplasty.
- Institute also has a well-equipped Radiology department that has all the routine as well as advanced equipment as all types of digital X-Ray facilities, 2-D Echo, Color Doppler, Mammography, 1.5 Tesla MRI, and 16 slice CT scan available round the clock.
- The Biomedical waste management and Infection control guidelines are strictly followed in the hospital. Infection control guidelines are strictly followed for the safety of patients and staff.
- Undergraduate students are regularly posted to all clinical departments by rotation where they undergo bedside teaching by the clinical faculties, also witness live surgeries in operation theatres.
- Postgraduate students work in their respective departments and they undergo medical training as well as rotation duty as specified in the PG regulation. They perform clinical/operative procedures under supervision as a part of their clinical training.
- Details of their experimental, clinical, and surgical work are maintained in the specified logbooks which are regularly signed by their guides and departmental heads.

File Description	Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document

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

Response: 482016.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
261007	466423	459441	492549	570592

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
21806	31065	31217	37175	38806

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

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

Response: 462.4

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
443	456	450	456	466

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
9	7	3	9	13

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	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document

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	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document

4.3 Library as a Learning Resource

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

Response:

The Central Library is using the SLIM 21 an Integrated Library Management Software package by Algo rhythms Consultant Pvt. Ltd., Pune with all the modules for day-to-day operations and its efficient management.

Name of ILMS Software: - SLIM 21 (Upgraded version 3.6.0)

Nature of Automation: - Fully Automated

Year of Automation: - 2007

Features: -

- Multi user software
- Easy search access to books, periodicals & managerial reports.
- Web- OPAC – Online search facility to search & Reissue books.
- User friendly Windows base software, which requires minimum training to operate.
- Retrieval of data is simple, fast & efficient using OPAC.
- Continuous up gradation of the software to accommodate library changing needs.

The SLIM 21 software has the following main models: -

- Acquisition System
- Cataloguing System
- Serial Control System
- Circulation System
- Web OPAC (Online Public Access Catalogue) <http://192.168.5.130/w27/>

Cataloguing / Acquisition-

- The software provides user-friendly cataloguing and acquisition process.
- Cataloguer has to enter Call no. or Accession no in the software.
- The software has facilities of keyword creation to enable keyword and indexed searches.
- User can add multiple material types like books, CD, video cassettes, etc. when multiple copies of books are procured and only single window data entry is required.
- Overall Status of the library books – text and reference, issued, withdrawal can be accessed.
- Accession register, reports, department library reports can be generated from this module.

Circulation: -

For issue, return, reissue of book software has a circulation module.

- One issue and return counter each is available for students.
- Student can also reissue the books through search nodes.
- Circulation transactions reports can generate by per week, per day, per month, per year with the help of this module.
- Overdue report generates by this module.

Utilities: Admin borrower module is used to know all the user transactions.

Serial control: This Module is used for the following

- Periodicals / Journals handling.

- Managing the subscription renewals, missing issues and bindery management.
- Maintenance of master file of all periodicals subscribed in the library.
- Subscription / Renewal of periodicals and journals.
- List of received, expected and missing issues can be obtained.

Web OPAC (Online Public Access Catalogue)

- User can search; browse the library collection (Books, Journals, and PG Thesis, New arrival List etc.) with the help of WEB OPAC.
- By visiting the Media List student will get Old UG/PG University exam question papers, E-Resources, Faculty research papers, E-Books etc.
- Shodhanaga
- Swayam
- E-Shodhsindhu
- NMEICT
- E-PG Pathshala
- Pub Med

Additional Equipment's: Available

- Barcode scanners: 1
- Printer to generate Bar code: 2
- Photocopy machine: 2
- Scanner
- Lamination machine for I-card
- Cutter machine

File Description	Document
Link for any other relevant information	View Document
Link for geotagged photographs of library facilities	View Document

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

Response:

- Institute has a spacious, air-conditioned, well equipped central library with books and up to date periodicals which form the backbone of available academic resources in our institution.
- All the books are classified as per NLM Classification system National Medical Library, USA (Worldwide Source of Medical Library Classification)
- It has an area of 3455 sqm with adequate seating arrangements for

Undergraduate, postgraduate students and staff.

- Library has a good lighting facility and adequate space for stocking and display of books and journals. There is a separate photocopy room. The inverter system has been installed to ensure an uninterrupted power supply to the library.
- There is a provision for a staff air-conditioned reading room, room of librarian, journal room, air-conditioned e-library with internet facility. All Reading halls are air-conditioned.
- Central library has rich collection of books and reference resources. It has total 16577 no. of books. Out of them 10262 are textbooks and 2000 are reference volumes, 4315 books are distributed to all departments, 61 journals, 3162 no. journal bound volumes, PG-Thesis, Notes for PG preparation (Marrow), and MUHS question papers, collection of World Health Organization publication. Also have collection of rare books from year 1919 to 1980, Special reports, Policies, Acts, Publication Guidelines, Reports, and Standard Treatment Guidelines are downloaded in digital format from Ministry of Health & Family Welfare site.
- Also, a good collection of (CD's) received with purchased books have been stored digitally (e-books).
- Central Library has a membership of DELNET (Developing Library Network, New Delhi)

Access Millions of Networked Library Resources through DELNET

Books Added year wise in last 5 year	2020-21	2019-20	2018-19	2017-18	2016-17
Textbooks	32	22	06	72	102
Reference volumes	82	96	96	132	164
Renewal of Journal Tiles per year	61	124	154	160	163
Rare Book	00	00	00	00	49
Other Knowledge Resources as Other Books	19	00	00	00	00

Note: The number of books includes books donated by College Alumni.

The institute library committee is constituted in the following manner:

Sr. No.	Name	Department	Designation
1.	Dr. Mardikar Priya R.	Prof.& HOD Dept. of Physiology	Chairperson
2.	Dr. Dhope Swati R.	Associate Prof. Dept. of Microbiology	Member
3.	Dr. Purandare Snehal	Prof. Dept. of Surgery	Member

4.	Dr. Ingole Jitendra	Prof. Dept. of Medicine	Member
5.	Dr. Chaudhari Shilpa N.	Prof. Dept. of OBGY	Member
6.	Dr. Dongare Dhanashree H.	Prof. Dept. of Anesthesia	Member
7.	Mrs. Jadhav Anagha	Office Superintendent	Member
8.	Mrs. Kulkarni Sadhana R.	Librarian	Member Secret
9.	Mr. Jagtap Yuvraj R.	Student	Student Represen
10.	Ms. Sonawane Shrutika V.	Student	Student Represen

Functions of Library Committee:

- To guide the librarian in formulating general library policies and regulations, which govern the functions of the library and reviews proposals for the development of the library.
- Library committee frame all the library rules and regulation for the smooth functioning of the library after due approval from the head of the Institution.
- The committee looks after effective functioning of the library, services, and growth.
- It also frames the departmental proposals of the library, purchasing books, and subscription of journals to be further approved by the competent authority.
- It provides guidance for proper documentation services and updating the library collection to all concerned.
- It formulates policies and procedures for efficient and optimal use of library resources available to students and staff
- The committee also finalizes the annual report on the functioning of the library.
- Library timings- 09.00 am to 09.00 pm

(Reading Room available for 24/7)

- Open access to textbooks and references

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

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: A. All of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document

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

Response: 78.59

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
77	92.3	85.70	80.54	57.40

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

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 Central library holdings in terms of books, journals, and other learning materials and technology-aided learning mechanisms are adequate which enables students to acquire information, knowledge, and skills required for their study programs.

Simultaneously, for effective use of such resource, we conduct Web-OPAC training which ensures the dissemination of available library resources including its in-person and remote access to all.

This is done through learner sessions/library usage programs which are routinely organized in our institute for the students and teachers by the library committee.

Such programs provide assistance to staff and students for effective and optimal use of library resources.

Following methods are used for library orientation of students and staff:

Orientation of new students, library tours for students are organized whenever a new batch of students comes or a new faculty joins the institute.

Library committee organizes workshops and training programs of students regarding use of various available e-resources of the library.

In-person and remote access to the library is monitored with help of SLIM-21 software which is installed in the year 2007.

To calculate per day usage of the library we are using SLIM software which gives us correct calculation about library usage by staff and students.

Book issue return counter is available in the library. Teachers and students issue book from the library and the records are maintained in the library manually by Newark Circulation system as well as through SLIM software.

Wi-Fi facility is available in the Central Library. Students can access e-resources through their own laptop or in e-library.

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

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to additional information	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)	
Response: 54.43	
4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities	
Response: 43	
4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution	
Response: 79	
File Description	Document
Institutional data in prescribed format	View Document
Consolidated list duly certified by the Head of the institution.	View Document
Links to additional information	View Document

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi
Response: <ul style="list-style-type: none"> • The ICT facilities and other learning resources are adequately available in the institution for the academic purposes of students. • Institute is well-equipped, connected with Computers/IT for enhancement of the student teaching-learning process. It has modern computer laboratory with adequate numbers of computer nodes as per regulatory norms with LAN and internet connectivity for use of students and staff. • With two 100 Mbps Broadband Line from TATA and 20 Mbps Broadband line from BSNL, the institute has provided round the clock internet facility with high-speed optical fiber to departments. All computers and audio-visual equipment are supported by UPS.

- The students are provided with computer facilities for undertaking academic and co-curricular activities, projects, and research activities. The computer facility has been provided to each department and is connected through LAN. Network security is ensured through Firewall Subscriptions. Antivirus is installed in all the computers to prevent, detect, and remove malware. These antiviruses are regularly updated to prevent any malware/recent virus from entering into the system.
- The digital library is equipped with computers connected to the internet for use of e-journals subscribed by college, access to e-library subscriptions like PubMed, National Digital Library, and e-content resources like SWAYAM, NPTEL, etc. The faculty members and students are provided with the login id and password for use of the internet facility to ensure browsing of academic content.
- The lecture halls are fully upgraded with the latest ICT facilities with LCD projectors and laptops for effective delivery of the teaching process in terms of PowerPoint presentations, online videos for demonstrating various operative procedures, etc. For enhanced operative clinical teaching the institute provides live transmission, recording & broadcasting of operative procedures from our OTs to classrooms and auditorium for our undergraduate students.
- The campus is Wi-Fi enabled which is updated regularly. The hostels have also been provided with Wi-Fi facility for the use of students and they are enabled with a user authentication systems for optimizing the use of the internet. Keeping in view the safety of students and staff on to high priority the campus is monitored through CCTV cameras.

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

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

Response: 50 MBPS-250 MBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years**Response:** 67.8

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
2196.5	2277.5	1811.8	1659.1	1590.8

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	View Document
Institutional data in prescribed format	View Document

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

- Institute has sufficient resources allocated for the regular upkeep of the

Infrastructure and effective mechanisms exist for the maintenance of the

Infrastructure facilities and to support the optimum use of the same.

- The college has a Maintenance Committee that oversees the maintenance of infrastructure.

Maintenance services are divided into 3 categories

Emergency, Urgent and Routine

- Maintenance Department has been categorized into different sections which are as follows

1. IT Infrastructure Maintenance

2. Civil & Infrastructure related Maintenance

3. Electrical Maintenance

4. Green practices & Sports Section Maintenance

5. Stock Maintenance

- Each section has a designated Head of the Department who monitors the maintenance work. Every department in the institute has a maintenance register which is kept at the clerk of the respective department. The routine maintenance work is noted in the register and the concerned section is informed about the same either telephonically or through a letter/mail depending on the urgency of the requirement.
- The concerned section representative carries out the required maintenance and the same is noted in the register. Finally, the register is signed by the head of the department, which is rectified by the Head of the section and so latter perused periodically by the Head of the Institute. The equipments which are covered under AMC/CMC their maintenance is carried out as per the terms and conditions of AMC/CMC. The final report is submitted to the Head of the institute with one copy with the store section.
- Routine maintenance is conducted at individual departmental level as per the requirement or the specifications laid down. All the equipments in the laboratory which are covered under AMC/CMC are serviced accordingly.
- In the library apart from routine maintenance, pest control is done regularly and the record is kept with the librarian.
- Maintenance of the classrooms is done regularly.
- Sports director is being appointed to take care of sports facilities including the gym. He takes care of the sports infrastructure. The IT section takes care of all computer nodes available in the college and also responsible for hardware and software requirements. The service provider is being employed to meticulously maintain hygiene and cleanliness in the campus so as to provide a healthy and clean learning environment.
- Classrooms, common rooms for boys and girls, staff rooms, seminar halls, and laboratories, etc. are cleaned and maintained regularly. Clean drinking water is available and fire safety is ensured. Washrooms and rest rooms are well maintained. Dustbins are placed on every floor. The Green Cover of the campus is well maintained by a full-time gardener. The transport facility is well maintained

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 51.94

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
432	372	327	617	277

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document

Other Upload Files

1

[View Document](#)**5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years****Response:** 47.44

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
193	808	178	592	115

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document

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

Sinhgad Technical Education Society (STES) has an International Student Cell centrally for all its institutes. There are students from 46 different countries on campus. The function of the cell is guidance to prospective students as regards to admission in various institutes. It also facilitates student exchange programs. Our mandate is to generate, preserve and share knowledge for developing a vibrant society.

Smt Kashibai Navale Medical College and General Hospital does not have an independent International Student Cell.

File Description	Document
Link for international student cell	View Document

5.1.5 The institution has a transparent mechanism for timely redressal of student grievances /

prevention of sexual harassment and prevention of ragging

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

Response: All of the above

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

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: 11.77

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
4	13	16	19	41

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
247	228	175	133	146

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 16.5

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
56	20	43	17	20

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 2.02

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

Response: 5

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document

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: 10

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
1	0	3	3	3

File Description

Document

Institutional data in prescribed format

[View Document](#)

Duly certified e-copies of award letters and certificates

[View Document](#)

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:

Students are a fundamental aspect of any Institute. Student Representatives play a vital role in acting as a link between staff in the department and your fellow students. It is founded on the belief that through effective representation students become partners in their education, allowing a more active involvement and ownership of their learning.

Our institute ensures that the students experience best of academic and social environment in the campus. In order for this to happen, our college ensures that effective representation is in place to allow all students to have a voice and an opportunity to provide feedback regarding their experience. The aim of the Student representation is to ensure that every student at our institute is effectively represented to the college by a fellow student. It functions as an avenue for expression and representation of student welfare issues by actively engaging with the college administration to ensure that student' rights and privileges are maintained. It also plays an integral role in organizing various student related activities like academic, sports, cultural and extracurricular. The highlight of student representation is the National level Students Conference being organized entirely by our students heading various committees wherein students from all over India participate. Our students are also members of Medical Students Association (MSA) of India.

Student representatives are on various committees regarding library, sports, cultural, anti-ragging, women's grievance redressal and research. Students are appointed each academic year to bring a student perspective to these important committees as they deal with and discuss various aspects of College life.

The student representation in various committees in our institute is as-

1. Students Council
2. Sports & Cultural committee
3. Library Committee
4. Anti-ragging Committee
5. Women's Grievances Redressal Committee
6. Students Research Forum
7. Curriculum Committee

The college administration provides all the support to for the student members to nurture and practice leadership skills, personal enrichment and molding them into excellent managers and leaders.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View Document
Link for reports on the student council activities	View Document

Other Upload Files

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

Response: 4.6

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	1	7	6	7

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

5.4 Alumni Engagement

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

Response:

ALUMNI ASSOCIATION OF SMT. KASHIBAI NAVALE MEDICAL COLLEGE & GENERAL HOSPITAL (AASKNMC&GH), PUNE intends to maintain and enhance a highly engaged, vibrant community of alumni and friends worldwide. It was registered on 21st June 2017 under the Societies Registration Act 1860.

The Alumni Association maintains a database of all the students who are registered. These students are informed about lectures, workshops and Continuing Medical Education programs conducted in and by the Institution so that their knowledge base can be enriched. Institute provides concession for Alumnus for enrolling in National and International Conferences organized by our institute.

Continuing medical program organized by SKNMC & GH such as MediACE 2017, 7th National Undergraduate and postgraduate Medical Research Conference was held on the 10th, 11th & 12th of August 2017. Dr. Ankita Metkari, an ex-Alumni (MBBS), pursuing MS OBGY in Grant Medical College & Janshedjee Jeejeebhoy Hospital, Mumbai and Dr. Apurva Makan, an ex-Alumni (MBBS), pursuing MS surgery in Smt. Kashibai Navale Medical College & General Hospital were invited as a speaker for Panel Discussion on "What next" related to career guidance.

MediACE 2019 organized by SKNMC & GH, invited Dr. Namit Choksi, an ex-Alumni (MBBS), MPH from Harvard School of Public Health and Dr Vaishnavi Sawant ex-Alumni (MBBS), MPH from Johns Hopkins, Bloomberg School of Public Health as guest speakers for the topic "What else after MBBS?" conducted on 24th August 2019.

Alumni Association of Smt. Kashibai Navale Medical College & General Hospital provided seed money

for the events being planned by members of Alumni Association for Medifest 2017 which was organized by our institute from 23rd to 25th December 2017 and Medifest 2019 which was organized from 24th to 27th May 2019.

One of the objectives of Alumni Association, Smt. Kashibai Navale Medical College & General Hospital is to provide funds for the research projects.

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

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

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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:**

“Smt Kashibai Navale Medical College and General Hospital envisions to recognized as a centre for excellence in medical education and research with a teaching hospital of global standards to serve the people in the region of Pune and neighbouring districts with advanced and modern medical facilities at an affordable cost, with special focus on rural population and to be renowned for innovations in curriculum, science based patients care and need based community service, thereby becoming the preferred destination for aspiring students”.

- **Mission Statement:**

- Holistic development of students and teachers is what we believe in and work for. We strive to achieve this by imbibing a unique value system, transparent work culture, excellent academic and physical environment conducive to learning, creativity & technology transfer. Our mandate is to generate, preserve and share knowledge for developing a vibrant Society.”

- **Nature of Governance:**

Medical Director, Officer on Special Duty, Dean, Deputy Dean-UG, Deputy Dean-PG, Heads of all Departments, Medical Superintendent are the key governing persons. Task specific special committees are also made. (List and details attached in 6.1.2)

- **Perspective plans and stakeholders’ participation in the decision-making:** Detail in 6.2.1.
- **Activities leading to “Institutional Excellence”:**

1. **NABH Safe- I & NABH Pre Accreditation Entry Level** accredited.
2. Institute awarded as per KAYAKALP Guidelines, MOHFW,GOI for promoting cleanliness, hygiene and infection control in the Hospital.
3. **Maharashtra Medical Council accredited institute** for procuring credit points for renewal.
4. Organization of national and international Conferences.
5. Times Network **National Award for Marketing Excellence for excellence in Health Care in following categories**

a) **Best Medicines College/Hospital Award**

b) **Healthcare & Social Care Support Award**

c) **Outstanding Achievement Award Healthcare Social Causes**

by TIMES NETWORK.

6. Institute got grant of “**Registration of ethics committee relating to clinical trial or bioavailability and bioequivalence study**” from **The Central Drugs Standard Control Organisation(CDSCO)**
7. Government of India, Ministry of Fisheries, Animal Husbandry and Dairying approved our “**Institutional Animals Ethics Committee (IAEC)**” for purpose of Control and Supervision of Experiments on Animal.
8. SKNMC & GH is designated as an Adverse Drug Reactions Monitoring Centre of “**Pharmacovigilance Programme of India (PvPI)**” by Indian Pharmacopoeia Commission, Ministry of Health and Family Welfare, Government of India.
9. **MEDIACE** – This institute organizes an **International level Undergraduate & Postgraduate conference** every year.
10. **Escalades** and **Syncytium** an event organized by students every year. It includes different indoor, outdoor games and cultural event
11. **Medifest**-a sport event organized by students and teaching staff every year.
12. Our faculty contribute to large number of publications in peer reviewed National & International Journals which reflect “Institutional Excellence”.
13. Institute had replaced all ordinary bulbs by **LED bulbs** as they are ecological sound and energy efficient.
14. Institute has **Sewage Treatment Plant (STP)** and **Effluent Treatment Plant (ETP)** required for Biomedical Waste Management. It also has Organic waste converter (OWC) which converts the organic waste generated from the institution into manure which is used for gardening trees and plants of the campus.

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

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

Response:

The organogram of the institute starts with Professor MN Navale as the President and the final authority in decision making. At Institute level we have Dean, who is the administrative and academic head of the Institute. The Dean is assisted by Deputy Dean(Hospital), Deputy Dean(Academics Undergraduate), Deputy Dean(Academics Post graduate). The detail distribution of duties are mentioned in the Organogram. There are various committees in force represented by teaching staff & students. These committees have been empowered to take decisions, evolve policies & supervise their implementation. They meet from time to time. This delegation of authority down the line helped the institute to take proper decisions quickly & effectively. The institute provides free hand to the head of the department (HOD) regarding the execution of training & administration. The HOD also allots specific job responsibility to its teaching & nonteaching staff. This staff also has a free hand in planning and deriving the method of execution in consultation with HOD. In house discussion in daily department meeting with HOD and all HODs and Dean in College Council Meeting occurs regularly. Teaching & nonteaching staff is involved in decision making at various levels. They have given various responsibilities in both academic and administrative work. These duties help the staff to develop and inculcate a feeling of responsibility and also to fine tune their leadership qualities. Institute follows committee system in day to day activities. The committee members decide the day to day activities in consultation with the Dean. Thus the Institute encourages Decentralization and participative management.

The list of committee is as follows.

- 1.College Council
- 2.Medical Education Committee
- 3.Gender equality committee
- 4.Institutional Ethics Committee
- 5.Time Table Committee
- 6.Grievance redressal mechanism committee
- 7.Students Grievance redressal committee.
- 8.Students counseling cell
- 9.Sports and cultural activities committee
- 10.Patient Diet Committee
- 11.Enabling unit of different able person
- 12.UG & PG Admission Committee
- 13.Career counseling Cell
- 14.Library Advisory Committee
- 15.Anti Ragging Committee
- 16.Women Grievance Redressal Committee
- 17.IAEC – Institutional Animal Ethics Committee
- 18.NAAC Core Committee
- 19.Internship monitoring cum transfer committee
- 20.Therapeutic Committee
- 21.Radiological safety Committee
- 22.Website Committee
- 23.Pharmacovigilance Committee

24. Formation of Radiology Safety Committee
25. Blood Transfusion Committee
26. Central research laboratory committee
27. Quality Improvement, Patient & Staff Safety Committee (QIPSS)
28. Formation of Condemnation Committee
29. Linen Committee
30. Curriculum Committee
31. Alumni Association Committee
32. NABH Core Committee
33. Hospital Infection Control Committee
34. Biomedical waste management committee
35. Quality improvement patient staff safety committee
36. Medical record committee
37. Operation theatre committee
38. Annual report Committee
39. Employees Grievance Redressal Committee
40. Keratoplasty Committee
41. Maternal Mortality and morbidity committee
42. Brain stem death committee
43. Haemovigillance Committee
44. Scientific advisory committee
45. RNTCP Committee

File Description	Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

In the era of Globalization and Technological innovations, keeping in mind the need and challenges of 21st century in India as well as MCI vision 2015 and MUHS perspective plan 2017-22, Smt. Kashibai Navale Medical College and General Hospital has developed strategic plan and deployment document.

The objectives of strategic plan are

- 1.To inculcate desirable appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels among our medical students.
- 2.To develop new concepts for effective teaching and learning to fulfil the demand for internationally acceptable standards in higher education and to emphasize on self directed learning among students.
- 3.In spite of philosophy of “market force” brought about by liberalization of economy and being in Private sector of health care providers, institution has provided health facility to common public free of cost for almost 9 years and aiming to keep it at affordable prices in future as well to contribute to national development.
- 4.To reform the medical education to focus on inculcating competencies and skills during training of health care professionals for 21st century needs of India.
- 5.To strive to promote competitive merit and excellence as the guiding criteria in all academic and extracurricular matters of students which can help to develop their personality as an excellent clinician, communicator, lifelong learner, professional, leader and member of health care team as well as system.
- 6.To provide essential quality infrastructure and latest advanced technology for efficient and responsive administration, scientific management, educational transactions, conducting application based advanced research and effective institutional functioning.
- 7.To contribute to build future of medicine by encouraging need based ethical, quality research by undergraduate, postgraduate students and faculty of institution.
- 8.To empower teaching as well as non teaching staff of institution through various innovative human resource development programs on regular basis to upgrade their knowledge and skills in their respective areas.
- 9.To plan and conduct community engagement activities like awareness programs and free health check up camps for underprivileged areas near Pune.
- 10.To establish internalization at institution with culture of discipline, excellence, honesty and co-operation through various activities and celebrations.
- 11.To improve interdisciplinary interactions, research and collaborations to facilitate advancement of knowledge on the basis of reciprocity, best efforts, mutual benefits and frequent interactions.
- 12.To reach out to the call of WHO for “Health for All” and to meet the need of doctor population ratio of India, will try to increase the seats for MBBS as well as PG courses in the institution in near future.

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

6.2.2 Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration

3. Finance and Accounts
4. Student Admission and Support
5. Examination

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Welfare policy of SKNMC & GH reflects that the health and welfare of the employees is the prime concern of the institute. The institute recognizes that its employees are the most valuable resource. Healthy and conducive work environment is the cornerstone for enhancing the efficiency and productivity of the employees.

SKNMC & GH strives to provide a caring, harmonious and supportive environment to ensure their welfare, through various policies listed below:

- **PRIORITISED MEDICAL CARE** Free consultation is provided to all employees. All employees are prioritized to avail medical care and available in-house facilities.
- **FREE IMMUNISATION** The employees receive free Hepatitis B immunization. Paediatric immunization (as per the National Immunisation Policy) is available free in the Immunisation OPD.
- **LEAVES:** All employees are entitled for a specific number of casual, earned and medical leaves.
- **MATERNITY BENEFIT** The female employees are entitled for Maternity Leave of 6 months. The female employees availing the maternity leave are entitled for benefits as per the provisions in the Maternity Benefit Act 1961.

- **EMPLOYEE GROUP INSURANCE SCHEME** is applicable to all employees on scale.
- Employee Deposit Linked Insurance Scheme is applicable to all employees contributing towards provident fund.
- Personal Accident Policy with Hospitalization expenses cover is available to employees contributing towards EMBF.
- Day care facility available within the institute premises for children of employees.
- Subsidized transport facility available for the employees
- Quarters are provided for Doctors, Residents and Non teaching staff and for staff on essential duties
- In-house Yoga Sessions conducted daily for employees to ensure their physical wellbeing.

The institute has appropriate systems and checks to ensure compliance with the policy and maximum benefit to the employees. The policy shall be reviewed periodically and upgraded as per the requirements, when needed.

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

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

Response: 3.57

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
00	14	23	12	14

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

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

Response: 40.2

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
56	40	41	33	31

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

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including

online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 62.76

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
271	210	161	188	194

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

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

Response:

The appraisal is undertaken by the standard format designed by the institute, both for teaching & non-teaching staff.

The performance appraisal system for teaching staff consist of three parts

1.Part A:self-appraisal

1.Part B:Performance

1.Part C: Remarks by Reviewing officer

Part A is self-assessment on the basis of experience, approval by the university, paper publication, achievement, contribution to institutional activities, administrative work/departmental activity.

Part B is reviewed by the departmental head for each member of the faculty. This is done on the basis of students feedback, overall students result at the university per year. Work efficiency and commitment, leadership and teamwork, discipline and punctuality, innovative ideas of the faculty member also taken into consideration in part B.

Similar structured performance system also exist for non-teaching staff. This appraisal form includes

Part A: Personal information Part B: Performance appraisal

Part C: Remarks by Reviewing officer.

The points under which non-teaching staff are assessed are promptness in doing assigned work, quality of accuracy of work, punctuality, integrity.

This performance appraisal system is periodically reviewed. This system enables motivation, academic and skill development of teaching and non-teaching staff. Based on assessment report decision for promotion, increments, confirmation and continuation of job after probation period, rotation of job (non teaching) are taken. This also enables to fulfil individual goal.

If the appraisal mark unsatisfactory, reappraisal is obtained after period of 2-6 months where an opportunity to improve is provided to the faculty. This appraisal method is to enhance professional competency of the staff and not for punitive action.

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

SKNMC & GH has a well drafted resource mobilization policy in place. It ensures optimal utilization of the available resources, including skills, equipments, and services in addition to monetary resources.

The institute functions on the principle of participatory management and has decentralized all functions so that each employee actively participates in the smooth functioning of the institute. The employee is designated tasks as per his/her skills and qualities, which in turn ensures maximal utilization of particular skills at specified services.

The recruitment of non-teaching staff of the college is done according to the requirement given by the person in-charge of the department. Interviews are conducted by the selection committee to recruit the requisite staff.

The strength and reservation policy of teaching staff is in accordance with the MCI Guidelines. If the on-ground requirement of teaching staff is more, the responsibility to quantify the deficiency is given to the Head of Department. Accordingly the seats are advertised and staff is selected. The selected staff is approved by the Staff Selection Committee as per the reservation policy.

The requirement of non-teaching and support staff (nurses, technicians, ward boys, OT assistants, MPWs) of the hospital is decided by the Nursing and Medical Superintendent. The selection is done based

on interviews conducted by the Superintendents along with the members of selection committee.

With respect to the monetary resources, there is a proper representation of income sources of the college as well as hospital and the expenses incurred by the institute along with its justification.

The college receives yearly fees from the undergraduate as well as postgraduate students. The fees are approved by the Shikshan Shulka Samiti every year. The mobilization of the received fees and the justification is reported to the Samiti.

The fees are self-paid or Government funded depending on student category.

For self paid students taking new admission, the entire fee has to be paid at the time of admission as per the norms laid down in the admission procedure. From second year onwards, however, the institute allows the students to pay the fee in installments if requested so by parents and deemed appropriate by the Director/Dean. Also till date no student has been deprived from attending the exams due to non-payment of fees.

For students funded by the Government, the documents are verified in the institute and then uploaded on the Government website. This is then followed by the student log-in which is checked by the administrative department and subsequently by the Dean to complete the log-in procedure.

The Academic and Account sections confirm that all the required documents are uploaded in due format and no queries from the Government are left unanswered.

Regarding the Hospital, presently there are no bed charges for ward admissions. The charges for ICU beds are minimal. The details of charges for specific laboratory investigations, radiology investigations and special procedures (Laser, Cath Lab procedures) are attached.

The charges are reviewed by the Hospital Management Committee from time to time.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

- The College follows a proper budgeting system, with adequate resources for recurring expenses (e.g. salary, faculty, enrichment, maintenance etc), learning resources (e.g. books, and periodicals- both print and online versions), and developmental purposes (e.g. addition of new equipment and materials).
- Budgets are prepared for both recurring and capital expenditure.
- Budgets for immovable assets is prepared by the College

Management following assessment of the funds available, after providing for recurring expenditure, movable assets, repayments of loans and other cash outflows.

- Budgets are monitored by the Head Office through reports of

“Budgets Vs Actuals”. A half yearly budget review is held in the second half of October to make necessary adjustments, if required.

- President sanctions the additional budget as and when required.
- The institute ensures an internal and external audit of its accounts, as per provisions of the Societies Registration Act of 1960 (in effect today as the Maharashtra Act).
- **Section 24** of the Act provides for inspection of documents, whereby, any person may inspect all the documents belonging to the Society registered under the Act, ensuring transparency and giving little scope for ambiguity in the functioning.
- **Section 12** On matters concerning finances and accounts, as specified under this section, the Society maintains proper books of accounts in its office with respect to all sums of money received and expended by the Society.
- **Section 13** provides for submission of the balance sheet and annual list of the governing body before the Registrar of Societies. Income and expenditure account must be audited by a person, who, under section 226 of the Companies Act 1956, can act as an Auditor of Companies registered in the state of Maharashtra.
- **Section 25** of the Act states that the Registrar of Societies may in his/her own motion, or otherwise, hold an enquiry into the working and financial condition of the registered Society.
- The College Management deposes auditors from Pune for the purpose of undertaking an internal audit of the Colleges finance related records.
- A group of external auditors, comprising a team of chartered accountants perform the statutory auditing of the Colleges financial records and books as per guidelines of the Income tax Dept.
- Monthly trial balance sheets and income-expenditure are prepared.
- The internal audit is done quarterly by N.R. Kabra.
- The statutory audit is done annually by M/s K.S.Mali & Co.
- During the internal financial audit, minor objections related to some of the finance and stock related records, may be raised by the auditors, which are rectified by the college. Queries are explained to the best of their satisfaction. Any mistakes related to misclassification are rectified as well.
- The annual audit is carried out by the statutory auditor and audited statements, balance sheet and income-expenditure are prepared and placed before the Finance Committee and then before the Board of Management for their approval.
- Regular submission of Form 16 is done to I.T. Department.
- Since the college has an internal audit, there are no major audit objections except misclassification of the entries under different budget heads.

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

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

Response: 578.92

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
2.50000	0.30000	550.1559	25.73800	0.22144

File Description	Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Since quality enhancement is a continuous process, the IQAC is an integral, part of the system and works towards quality enhancement and sustenance. It's prime task is to develop a system for conscious, consistent and catalytic improvement in the overall performance of institution. For this, during the post-accreditation period, institution will channelize its efforts and measures towards promoting the holistic academic excellence including peer committee recommendations.

IQAC works towards internalization and institutionalization of quality enhancement initiatives and strives

to be a facilitative and participative voluntary system/unit/organ of the institution and not a mere hierarchical structure or a record-keeping exercise. It has the potential to become a vehicle for ushering quality enhancement through planned interventionist strategies to remove deficiencies and enhance quality.

Vision

To ensure quality culture as the prime concern for the institution through internalizing all initiatives taken with internal and external support.

Objective

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

Strategies

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks;
- b) Conduct relevant and quality academic/ research programmes;
- c) Ensure affordability of academic programmes for various sections of society;
- d) Optimization and integration of modern Teaching Learning methods;
- e) Ensure credibility of assessment and evaluation process;
- f) Ensure adequacy, maintenance and proper allocation of support structure and services;
- g) Sharing research findings and networking with other institutions in India and abroad.

Functions

- a) Development and application of quality benchmarks
- b) Parameters for various academic and administrative activities of the institution;
- c) Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- d) Collection and analysis of feedback from all stakeholders on quality-related institutional processes;

- e) Dissemination of information on various quality parameters to all stakeholders;
- f) Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;
- g) Documentation of the various programmes/activities leading to quality improvement;
- h) Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices;
- i) Development and maintenance of institutional database through MIS for the purpose of maintaining /enhancing the institutional quality;
- j) Periodical conduct of Academic and Administrative Audit and its follow-up
- k) Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

Benefits

- a) Ensure clarity and focus in institutional functioning towards quality enhancement;
- b) Ensure internalization of the quality culture;
- c) Ensure enhancement and coordination among various activities of the institution and institutionalize all good practices.
- d) Provide a sound basis for decision-making to improve institutional functioning;
- e) Act as a dynamic system for quality changes in HEIs;
- f) Build an organised methodology of documentation and internal communication.

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

6.5.2 Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years**Response:** 62

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
271	255	294	24	150

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

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

Response: A. All of the above

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

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: 8

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	1	1	1	2

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document

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

Response:

1. SKNMC believes in the principle of Gender Equal Society where the word Gender doesn't exist and there are no glass ceilings at the work place. Equal opportunity to everybody irrespective of gender is ensured in all cadres of employees. This is best exemplified by the fact that in our institute women employees Head the Department in approximately 40 % departments including several clinical departments, library, accounts, dietician, Research Society and more than half employees overall are women.

2. Payment system is transparent & employees are paid equally for a given post irrespective of gender. Promotion facilities and opportunities are equal for everybody.

3. We provide all facilities for and facilitate progress of women employee including the benefit of maternity leave for a period of 180 days to employees of all cadres.

4. Day care facilities are provided in the institution campus for young children of employees both male and female employed in the institute.

5. Separate Common Rooms are available for Male and Female students as well as separate hostels for Male and female undergraduate and Postgraduate students has been provided.
- 6) SKNMC has ‘The Body Art’ gym for boys and ‘Mind & Body’ gymnasium for girl students to encourage fitness and physical health to both girls and boys learning in the institute.
7. Security guards including female guards are available round the clock in the campus to ensure the security and safety of female students, women employees as well as female patients.
8. SKNMC celebrates International Women’s’ day each year. The programs are conducted in the institute as well as outreach activities in the Rural and Urban Health Centers by the Dept of Community Medicine.
9. The Gender Equity Committee has been established in the college which regularly conducts meetings to attend to the gender related grievances of employees. Social workers and psychologists are accessible to all employees for counseling for gender related issues. Gender Equity Committee plans for conducting various gender sensitivity activities as a part of the annual Gender sensitization action plan formulated by the committee.
10. Department of Community Medicine organized a workshop on Women empowerment at workplace as a part of the 45th National Conference (IAPSM)
11. As an initiative to increase the awareness about the problems faced by the Transgenders, a program was arranged by the Department of Microbiology wherein an interview of was conducted and the issues of transgenders were highlighted and discussed. This program was attended by doctors, students as well as other employees of the institute.
12. Programs were conducted by Dept of Psychiatry to increase awareness regarding Gender Equity in the non teaching staff of the institute on 13/14 Dec and 23 Dec 2021.
13. An Annual sensitization Action Plan has been prepared for conducting various activities to highlight issue relate to Gender Equity for all the stakeholders including students, faculty as well as non teaching staff and patients
14. Womens Grievience and sexual harrassment redressal Committee is functioning in the institute since last several years.

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

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

Response: D. Any two of the above

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

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

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

Response:

The main objective of effective waste management in the institute is to maintain safe collection and disposal of harmful waste as well as optimal utilization after treatment of solid and liquid (non biomedical) waste.

The institute follows standard guidelines and Rules 2018 for BMW management **published in the Gazette of India, dated 16th March 2018.** . BMW generated is treated by PASSCO Environmental Solutions Pvt. Ltd. since 2007 registered for and on behalf of Pune Municipal Corporation (PMC).

BMW is segregated into different colour coded bags depending on category of waste as per and disposed by delivering it to the Common Bio Medical Waste Treatment Facility (CBWTF) vehicle.

Regular BMW management training programs are organized for doctors, nursing staff, multipurpose workers and attendants and BMW management manual is available.

SEGREGATION: Segregated waste in different colour coded bags is marked with a bio hazard label, bar code and global positioning system.

Sr. No	Container	Comments
1	Yellow	<ul style="list-style-type: none"> ◦ For Human and Animal Anatomical Waste, Solid Waste, Chemical Liquid Waste, Microbiology, Biotechnology and other clinical laboratories waste etc. ◦ Solid Waste include items contaminated with blood, body fluids like dressings, etc containing residual or discarded blood and blood components.. ◦ Chemical Liquid Waste: Separate collection system leading to effluent treatment system. Chemical liquid waste is pre-treated before mixing with other waste water. ◦ Microbiology and other clinical laboratories waste is pre-treated to sterilize with non-chlorinated chemicals.
2	Red	<ul style="list-style-type: none"> ◦ Contaminated waste (Recyclable) like i.v catheters etc
3	White	<ul style="list-style-type: none"> ◦ Waste sharp collected in puncture proof, leak proof, tamper proof container after mutilation with needle cutter.
4	Puncture proof and leak proof container with blue marking	<ul style="list-style-type: none"> ◦ Glassware: broken or discarded and contaminated glass ◦ Metallic body implants

Chemical Liquid Waste: Liquid waste generated due to use of chemicals is separately collected and treated with 1-2% sodium hypochlorite for 20 minutes

Biomedical waste Management committee headed by the Dean and Head of Microbiology Department is functioning in the hospital and monitoring the process of biomedical waste disposal.

E-Waste-E-Waste from all departments is collected in the store of the hospital handed over to government authorized E-Waste Disposal Company.

Waste water recycling: The hospital has sewage and effluent treatment plant to treat sewage and the resultant is used for maintenance of garden and lawns in institute premises

Solid Waste Management: Organic waste generated in the hospital is collected and processed in an Organic Waste Composter where it is converted into compost which is utilized in the institute and shared with sister institutes for use in gardens.

Radioactive waste: Radioactive nuclear isotopes of technetium used in the department of nuclear medicine are allowed to decay for sufficient time as per the standard guidelines and then containers are sent for incineration (as per standard guidelines). Radiation safety committee functions in the institute to formulate and supervise proper disposal of radioactive waste.

Sanitary inspectors have been appointed who look after the safe collection and disposal of solid, liquid and biomedical waste

File Description	Document
Link for any other relevant information	View Document
Link for geotagged photographs of the facilities	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Three of the above

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

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

Response: D. Any two of the above

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

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document

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:

Smt Kashibai Navale Medical College and General Hospital has several avenues through which we promote inclusive environment

1. All outpatient services and indoor services are available to the patients irrespective of the religion, caste, creed, gender and place of origin, language, urban/rural and socio-economic strata. Services which are charged are at a greatly subsidized rate as compared to any other private hospital and are available free of cost to the indigent population.

2. Admission and training of students to the undergraduate and post graduate courses is as per government rules without any consideration to the religion, language, caste etc.
3. Teaching staff, paramedical and administrative staff works cohesively irrespective of the social, cultural, regional differences inherent when a large group of people from diverse backgrounds are involved.
4. The institute encourages celebration of festivals like Diwali, Dasshera and Ganesh festival each year. The students participate in Ganeshotsav with great enthusiasm. All National days like the Independence day, Republic day, International Yoga Day, Gandhi Jayanti, International Women's day etc are celebrated by involving all cadres of staff.
5. Students coming from different language and regional background assimilate here and college takes special efforts to help students to learn local language necessary for their clinical training by arranging special course in the first year of admission.
6. The institute conducts camps at various outreach areas to render service to people from distant regions where medical facilities may not be easily available.
7. The institute also participates in helping to tackle health related issues at mass religious events like the annual pilgrimage to Pandharpur by sending teams of doctors for serving the warkaris.
8. For the mental health of the employees the institute also facilitates arranging of camps like 'The Art of Living' periodically.
9. The institute was a pillar of medical care during the Covid Pandemic first and second waves treating scores of patients in the out-patient as well as inpatient as well as ICUs irrespective of their class/caste/religion etc.

Students are encouraged to bring out a college magazine periodically where contributions in Marathi, Hindi as well as English are accepted providing an avenue for people of varying linguistic backgrounds to demonstrate their skills.

The location of the institute is an asset being placed at the outskirts of a big city like Pune. This location affords us the opportunity to serve the urban poor population who need medical services at an affordable cost as well as the rural populace from far flung regions around Pune where access to medical facilities is not easy. We collaborate with nearby Primary Health centers and extend best possible help in the form of medical facilities to the population from the nearby villages. We extend the services to the nearby Anganwadis helping paramedical workers to fight malnutrition. Another asset of our location is proximity to Highway making it easy for unfortunate victims of road traffic accidents occurring on the highway to reach the hospital easily and get emergency medical services.

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Web link of the code of conduct	View Document
Link for additional information	View Document

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

Response:

The institution has always made concerted effort to encourage and support the celebration of various national and international commemoration days as well as important events and festivals

1. Each year Independence and Republic days are celebrated by the employees by assembling for flag hoisting done by the head of the institute. Motivational talk and patriotic songs are a highlight of these programs.

2. International Yoga Day is celebrated regularly in the institution by arranging special sessions by Yoga trainers for all employees of the institute

3. Swachh Bharat Abhiyan launched by the GOI on Gandhi Jayanti is celebrated each year by the institute by special campaigns to clean the institution.
4. The World Health Day is celebrated by the Community Medicine Department by arranging street plays, posters and talks pertaining to theme for the year.
5. Pediatrics Department celebrates World Breast Feeding Week and the WHO ORS day each year by organizing competition for the mothers, poster competition for the employees and informational talks for students and patients.
6. World AIDS day is celebrated by the Community Medicine & Microbiology Departments by organizing lectures, presenting street plays and displaying informative posters.
7. Each year Pulmonary Medicine Department celebrates the World TB day on 24th March and the COPD day on 26th November by conducting activities and programs for patients with tuberculosis and displaying posters for increasing awareness.
8. Department of Psychiatry plays an important part in raising the awareness about mental health, and specifically schizophrenia by celebrating World Mental Health Day on 10th October and World Schizophrenia Day on 24th May. The important aspects of prevention of suicide are percolated each year by the department to employees, patients & general population by marking 'Suicide Prevention Day each year on 10th September.
9. World Heart day is celebrated by Dept of Medicine by arranging activities to increase awareness about heart ailments and lifestyle changes affecting the heart on 29th September.
10. Eye Donation and its awareness is an important task which carried out by our Ophthalmology Department by organizing activities on occasion of Eye Donation / Eye Bank fortnight celebrated each year 25th August to 8th September by arranging street plays, lectures, essay writing and collage making competitions as well as outreach programs etc.
11. World Anesthesia day is celebrated every year on 16th October by Dept of Anesthesiology by arranging lectures.
12. World No Tobacco Day is celebrated in association with Dept of Public Dentistry and the NSS cell on 31st May. Similarly World cancer Day is marked on 4th February by Public Health dentistry Department.
13. The festivals of Diwali, Dashera and Ganeshotsav are celebrated each year by the various departments, employees and students by decorating the working areas by colourful Rangolis and lights, worshipping the books and instruments. Ganesh festival is celebrated each year by the students by installing the Ganesh Idol with daily Pooja and Prasad, as well as a procession for immersion of the idol.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE 1

GARBAGE TO GREEN GARDEN : ORGANIC WASTE CONVERTER

1 Objective of the practice

Organic waste generated from home and work place is increasing day by day and is causing more pollution problems to the environment. Improper management of these wastes leads to loss of resources and increased environmental risks. Food waste is major chunk of organic waste. Considering potential health and environmental hazards of conventional land-filling and other methods, the institute conceived the concept of converting organic waste to compost.

2 The Context

Composting is a natural process involving aerobic biological decomposition of organic materials under controlled conditions. Composting and subsequent use in agriculture is considered as a way of maintaining or restoring the quality of soil, mainly because of fertilizing or improving properties of the organic matter contained in them. Composting also contributes to the carbon sequestration and prevents emission of highly toxic gasses.

The usual composting method ie underground burial takes months to covert waste to compost and may lead to pollution problems. To overcome this institute planned to start composting organic waste generated in campus using organic waste converter machine.

3 The Practice

The institute being a hospital the major organic waste generated here is food waste consisting of leftover food, spoiled food etc. Dedicated separate bins for only organic waste are placed and properly labeled at every place where it is generated. Collected waste is transported to a common place and is manually inspected for contaminants like plastic or any other inorganic waste.

To effectively recycle and reuse the food waste / organic waste the institute installed **ORGANIC WASTE CONVERTER** from Excel Industries limited (**Model No. OWC-130 SS304**) on 26 Sep 2008 with a total cost of Rs. 1118835 (Eleven lakhs eighteen thousand eight hundred and thirty five). The converter has a capacity for 130 liters per batch. It just takes 10 minutes to convert the waste to desiccated blocks, which are further treated with chemicals over next 10 days to convert this waste into organic compost. While usual composting methods take months to convert organic waste to compost, using this converter it is converted in just 10-12 days.

Head, Dept of Microbiology is over all in charge.

4 Evidence of success

The compost so generated is utilized by this institute and other affiliated institutes for the plantation and beautification of campus. In last three years itself institute has recycled a large volume of organic waste and has generated compost.

Compost generated in excess which cannot be utilised by this institute and affiliated institutes is not sold but is donated to Pune Municipal Corporation (Waste management department), which utilizes it for gardening / plantation in parks and recreational areas of city.

5 Problems encountered

The major problem in recycling organic waste is mixing of all types of waste at the source of generation. Proper segregation of waste at source of generation into organic and inorganic is important. Another major challenge is manual inspection and removal of inorganic wastes after collection which is time and man power intensive.

Best Practice 2

Promoting research

a) Goal-

1. To inculcate a scientific temperament in students.
2. To encourage creative thinking and innovations by encouraging research activities.
3. To train students to be able to present their research.

b) Context

Research activities give a boost to creative abilities. India is a developing nation with a huge population and many unique cultures. Need of the current Indian health scenario is to use our creative abilities to implement the recommendations of WHO for preventing, controlling and treating widely prevalent diseases. We need to inculcate the habit of critical thinking in the younger generation, make them familiar with correct research methodologies and encourage designing of innovative solutions for tackling the health needs of our region.

c) Practice

1. The Central research laboratory (CRL) works with faculty of various clinical and pre-clinical departments to develop research protocols. The CRL is recognized for conducting research by the Department of Scientific and Industrial Research (DSIR), New Delhi. More than 150 faculty research projects and 62 student research projects were undertaken by the departments with the CRL in the last five years. The CRL has received funding from various government funding agencies.
2. Well equipped laboratory.
3. Institutional ethics committee (IEC) is registered under Drug Controller General of India, New

Delhi as well as the ICMR.

4. Regular workshops on Research methodologies for post graduates and faculty are conducted.
5. Post graduate research projects are undertaken by every department having PGs.
6. Undergraduates are encouraged to take up research projects under the guidance of faculty members. ICMR funded projects are undertaken each year by the undergraduate students.
7. Organisation of conferences, workshops and CMEs is a regular feature of the institute and departments. Our institute organises MEDIACE, an undergraduate and postgraduate national conference annually. It is a unique Research Conference By the students and for the students. MEDIACE provides a unique platform for the students to interact with fellow researchers from different institutes.
8. Students and faculty are encouraged to attend conferences arranged by other institutes.
9. Research Society of SKNMC offers some amount of financial support for Research Projects as well as to organize a conference to portray the research in the institute. A journal is also being published to give an opportunity to the researchers to publish their data.

d) Evidence of Success

1. High number of undergraduate and postgraduate research papers/posters presented in various conferences, faculty research papers/posters presented in various conferences and/or published in medical journals.
2. Total number of postgraduate research projects completed and submitted to MUHS in last five years 180.
3. Few Students from the college each year are selected by ICMR for funding of their research projects
4. Studies conducted in the college have been invited to be presented at National and International Conferences

e) Problems Encountered and Resources Required

1. Funding for research- Provision of funding for research remains an area of concern.
2. Publication fees for publishing in good quality journals acts as a barrier.

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

7.3 Institutional Distinctiveness

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

Response:

Provision of quality medical service to the poor and needy population in and around Pune along with provision of quality education of the medical undergraduates and postgraduates is the utmost priority of our institute. To this end, the institution had been providing the best medical, surgical, intensive care and investigative facilities completely free of cost to all patients irrespective of their religion, caste, place of residence, financial status etc. Even out-patient consultation and emergency management of the patients was totally free of charge. The hospital boasted of absence of any receipt book for the first ten years of its existence. State of the art equipments in the intensive care units, operation theaters and laboratories have been available from the outset ensuring that patients from all walks of life get the treatment which is the standard of care worldwide, that too at low cost. Investigations like Magnetic resonance imaging, Computerized tomography, Radio-nucleotide scans as well as specialized pathology tests like immune-histochemistry have been available in the hospital since inception with no additional financial burden to patients.

Presently, services at the hospital including operation theaters, critical care and laboratory investigations are chargeable for the patient at very nominal rates, substantially less than the cost incurred in any private hospital. Moreover, patients from the weaker section of the society or indigent patients are being treated free of cost or at reduced costs. Government health schemes like Mahatma Jyotiba Phule Jan Arogya Yojana are available for eligible patients. The institution plans to continue to offer the best services at reasonable cost to all patients even in the future. The institution operates a medical store where drugs and consumables are available to the patient at a cost which is substantially lower than available at other places. It must be highlighted that though available at reduced cost, the infrastructure and quality of medical care is comparable to the best hospitals in the country.

The Institution provides free medical services including medicines to the population at its Rural Health Centre at Kusgaon as well as Urban Health Center at Kondhwa.

As a result of the facilities available and the quality care extended to the patients, the institute has consistently maintained an excellent out-patient and in-patient flow. This has indirectly resulted in availability of good clinical material for training of medical undergraduates and postgraduates. The wide array of clinical material available for training has ensured tremendous exposure of students towards diagnosing as well as medically and surgically managing varying disease processes. Thus, the institution has become one of the most sought after place for admission to undergraduate and postgraduate courses.

The sense of service imprinted on the impressionable minds of these young medical students during their training will also motivate them to follow ethical and fair medical practice at nominal charge.

This distinctive facet of providing quality medical care at very minimal cost has indirectly resulted into another distinctive quality of our institute - providing the best education to medical students, a perfect example of a win-win situation.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

NAAC

8. Medical Part

8.1 Medical Indicator

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

Response: 91.84

8.1.1.1 Institutional mean NEET percentile score

Response: 91.84

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document

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:

The WHO is focusing global attention on the issue of patient safety. The WHO launched a campaign with patients on the very first World Patient Safety Day on 17/09/2019. Dr Tedros Adhanon Ghebreyesus, WHO Director-General said “NO ONE SHOULD BE HARMED WHILE RECEIVING HEALTH CARE”.

SKNMC & GH keeping in harmony with WHO agenda “Patient Safety, a global health priority” make sure that all students and healthcare workers should get proper knowledge & training pertaining to maintain patient safety.

- Department of Microbiology along with Hospital Infection Control Committee and Biomedical waste management committee are actively involved in giving knowledge and training healthcare workers and students.
- As a part of FOUNDATION COURSE for 1st MBBS students lectures are taken on Hand hygiene, Needle stick injury, Bio safety & Biohazard and Biomedical waste management.
- Second MBBS students have lectures and practical's on BMW, Hospital Infection Control, CSSD and sterilization and disinfection. During practical they observe different quality indicators used in different equipment's to maintain the quality standards. So they learn the quality of care.
- All interns undergo compulsory “Internship Orientation Programme”. During this programme they have lectures on Infection Control Policy, BMW, Universal Safety Precautions, Safe injection

practices.

- All Post graduate students during their PG Orientation programme have lectures on Bio safety, waste disposal and Infection Control practices.
- Thus all UG & PG students are exposed to not only various aspects of Patient safety but also personal safety in health care settings.
- Covid training for Jr. Residents was conducted by department of medicine, anaesthesia, microbiology, community medicine in year 2020.
- The M.B.B.S students of our institute are thought about the concerned issues in their clinical posting as well as in their theory and practical classes.
- Our institute focuses on percolating the thought in the young mind that patient safety is most important to be followed stringently for prevention of hospital acquired infection.

File Description	Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document

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

Response: 5.81

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
28	26	22	16	14

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

8.1.4 The Institution has introduced objective methods to measure and certify attainment of specific

clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India

Response:

The objective set by Indian Medical graduate training programme for the assessment of undergraduates which are in consonance with national goals based on knowledge, skills, competencies & attitudes.

Summative Assessment:-

The goal of summative assessment is to evaluate students learning at the end of an instructional unit by comparing it against some standard or bench mark.

Assessment criteria is as per affiliated university Maharashtra University of Health Sciences, Nashik in the form of:

- Application based MCQs
- Structured LAQ
- SAQ
- BAQ

Formative assessment: OSPE-

Conduction of experiments Interpretation of data; in structured manner. The use of OSPE for formative assessment has great potential as learner can gain insight in to the elements, making up their competencies as well as feedback on personal strength and weaknesses. For formative assessment each department has its own policy apart from MUHS pattern.

Assessment Criteria:-

- **Class Tests**
- **Tutorials**
- **Discussion**
- **OSCE/OSPE Examination (Geotagged Photographs are attached)**

Internship:- During the undergraduate internship the logbook is maintained for clinical skills which are evaluated and certified at the end of clinical rotation by respective department record is maintained by respective department.

Objective methods adopted by the college to measure and certify the attainment of clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the National Medical Commission.

- The aetcom modules have been introduced in the MBBS curriculum and been spread out longitudinally to ensure effective behavioral changes in the attitude and communication amongst the M.B.B.S. Professionals.
- Identified subject- specific competencies for undergraduate students as per National Medical Commission, clinical as well as theoretical competencies are implemented as per the guidelines of

NMC/MUHS and methods are identified to measure attainment of these competencies.

- List objective methods used for Internal Assessment and University Examination.
- Develop a structured longitudinal programme that will help the undergraduate Professionals acquire necessary set of competencies in Attitudinal, Ethical and Communication domains.
- Inculcate a balanced approach towards patient care & patient experience.

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

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

Response:

National / State level policies on organ transplantation as adopted by the Institution through the link <https://mohfw.gov.in/sites/default/files/THOA-Rules-2014%20%281%29.pdf> from the <https://mohfw.gov.in/>, website of Ministry of Health and Family Welfare. It searched by going through the pattern as “Home >> Acts, Rules and Standards for Health Sector >> Acts >> Transplantation of Human Organs Acts and Rule”.

A panel discussion and instructional session on medical, legal ethical and social issues involved in organ transplantation for all the residents of all departments had organized on 09/01/2020 between 02.00 pm to 03.00 pm at Seminar hall, Department of Medicine, 5th floor, New Hospital building. Total four teachers such as Dr. R.S. Bangal, Dr. S.S. Deshpande, Dr. S. Singru and Dr. J.R. Ingole and 68 Post-Graduate students from various departments were participated in this panel discussion and instructional session. Dr. R.S. Bangal discussed upon various legal issues involved in organ transplantation. Dr. S.S. Deshpande discussed upon various ethical issues such as consent for organ donation involved in organ transplantation. Dr. S. Singru discussed upon various social issues such as myth associated with organ donation and how to address these issues, involved in organ donation. Dr. J.R. Ingole discussed upon various medical issues such as types of organ donation involved in organ donation.

Smt. Kashibai Navale Medical College and General Hospital registered as “Non-Transplant Organ retrieval Centre (NTORC)” and also permitted for “Brain Stem Death Committee” on 05/02/2016 by Directorate of Health Services (DHS), Maharashtra.

As per instruction from MUHS, Nashik, reference no: MUHS/SW/EO/1522/2016 dated 16/08/2016, various activities were observed on 31/08/2016 as part of Organ Donation Campaign – 2016 at Smt. Kashibai Navale Medical College and General Hospital. This competition was open to all Teaching, Non-

teaching staff and student of medical college, Nursing college, Physiotherapy college.

- As per the directions of MUHS, Nashik, a sensitization session on the organ donation programme is arranged regularly as a part of the internship orientation programme every year.
- Sensitization and motivation are provided by students to the common public for filling up the organ donation forms.
- Medical students are made aware of facilities like eye donation, cornea preservation and eye bank through seminars clinical posting and case presentations.
- Social and religious issues in organ transplantation are taught to address misconceptions in the community about organ donation to students.

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

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

Response:

Immunization OPD (11) is in ground floor of new building in Smt. Kashibai Navale medical college Pune. Vaccinees are immunized from 9 am to 3 pm daily except Sunday and holiday. Vaccines are procured from primary Health centre, Khadakwasala on monthly basis. Monthly report and vaccine demand is sent to PHC Khadakwasala and Medical record section of SKNMC&GH.

Cold Chain: Immunization OPD is having following cold chain equipments:

- | | | |
|---------------------------------|-----|--|
| 1. ILR (Ice lined refrigerator) | - 1 | for storage of vaccine , |
| 2. DF(deep freezer) | - 1 | for ICE pack preparation |
| 3. Cold box | - 1 | for transportation and storage (temporary) of vaccine |
| 4. Vaccine carrier | - 2 | for vaccination of newborn in PNC ward |

As per the WHO guidelines temperature of ILR and DF is measured twice a day: 10 am and 4 pm and records maintained.

Teaching /Training/skill development (capacity building): III semester & VI semester students are posted (practical & clinic) in Immunization OPD. Interns have a posting for 15 days in Immunization OPD during which they are trained for writing prescription and actual vaccination (injection skills) of baby. Post

graduate student of Community medicine & pediatrics are also posted in Immunization OPD for 03 months during which they are also trained for writing prescription, actual vaccination (injection skills) of baby and reporting. Nursing UG & PG student and students of CHO (Community Health Officer) are also posted in Immunization OPD and trained for the same. Interns & Students are evaluated with OSCE (Objective structured clinical Examination).

Reporting

Physical verification of vaccine is to be done twice a week i.e. Monday and Thursday. Daily Immunization report is prepared and computer data entry is also done. Monthly Immunization report & vaccine demand is prepared at the end of month and sent it to PHC Khadakwasala & Record section of Smt. Kashibai Navale Medical college & General Hospital. Graphs and chart are prepared from OPD data.

Allied activities:

Observation of breast feeding week

Observation of World health day

World Deworming day

Measles elimination campaign

Pulse polio campaign in SKNMCGH and in Community

Preventive baby care clinic

Health education sessions

Adult vaccination: Routinely immunization of Medical students, Interns, Doctors , Nursing staff and MPW are taken with dT and Hepatitis B. Mess workers (food handlers) were also Immunized with Typhoid vaccine.

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

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

Response:

The college has adopted methods to define and implement medical graduate attributes with a system of evaluation of attainment the same.

Response:

- **The objectives of Indian medical training programme followed by the college for developing a competent Indian medical graduates are:-**

The programme is designed with a goal to create and develop an Indian medical graduate with indispensable knowledge, skills, attitude, values and responsiveness for functioning and serving the national goals as a competent physician of first contract of individual or community (as per the gazette No.MCI-34(41)/2019-Med/161726 dated 4th November 2019).

The institute has adopted policies set by the MCI/NMC for all medical institutes in the India. https://mciindia.org/cms/NP-content/upload/2019/ug_curriculum.vol-1pdf.

- **Steps taken to implement and asses the attainment of the Indian medical graduate attributes:-**

The objective set by MCI/NMC for the assessment of M.B.B.S. undergraduate /interns which are in consonance with national goals based on three main criteria's knowledge, skills and competencies.

- Summative evaluation and formative evaluation is implemented as per the guidelines of Maharashtra University of Health Sciences, Nashik to Undergraduate programme:
- **Number of phase wise internal assessment examinations are as follows:**

Phase-I : Anatomy,Physiology & Biochemistry- 3.

Community Medicine-1

Phase-II : Pathology, Microbiology and Pharmacology- 3.

Community Medicine-2, FMT-2,

Medicine,Surgery & OBGY-2.

Phase- III (I) : Community Medicine-2, Medicine, Surgery, OBGY-2.

FMT-2, Pardiatic-2, ENT, Ophthalmology-2.

Phase-III (II) : Medicine, Surgery, OBGY-2, Paediatric-2.

As per the new curriculum of MCI/NMC. The percentage contribution of each phase is considered the measurement of program outcome attainment.

- Course outcome attainment through university examination considers marks scored by each students in theory, viva and practical examinations.
- Apart from the summative and formative evaluation special programmes are conducted by the institute for slow as well as advance learners. Subject mentoring- done by all faculty through discussion, explanations of the topic through various ways.
- Providing course material.
- Providing question banks.
- Discussing the MCQs.
- For Extracurricular development of the students or to develop the hobbies in the interest of students institute has various clubs which specifically focuses on the areas other than studies for over all the development of the students.
- Institute also has a cultural clubs which is providing platform to encourage the young minds to perform their inherent in art/music/sports etc.

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

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

Response:

The modern technology has also touched the field of medical education bringing up new aspects of more focused and objective teaching-learning methods. Medical Education Unit serves the very same purpose of giving a methodological touch to the medical education & hence it is technically strengthened with machineries for audiovisual presentation & allied equipment.

There have been burgeoning developments and changes in medical education. For instance, the role of teacher has changed from information giver to facilitator, mentor & creator. The information & communication technology has revolutionized the teaching & learning process.

It is, therefore, essential for teachers not only to be aware of these new developments but also suitably adopt & apply them in their teaching. Equipping medical college teachers to take on these roles through training, therefore, assume importance.

With the above in view the Medical Education Unit cell conducted various faculty development programs like Basic Course Workshop in MET, Revised Basic Course Workshop in MET, Health Science Education

Technology (HSET) workshop, Basic Course Workshop in Research Methodology for post graduate students & Faculty Members of the institute regularly.

Medical Education Unit had organized 6 Basic Course Workshop in Research Methodology for post graduate students, 2 Basic Course Workshop in Research Methodology for faculty Members, 2 Revised Basic Workshops in MET, 2 Basic Workshops in Health Sciences education Technology and 2 CISP Workshops for faculty in last five years. Total 223 post graduate students & 58 faculty members were trained in Basic Course Workshop in Research Methodology, 58 faculty were trained in Revised Basic Workshop in MET, 45 faculty in basic workshop in Health Science Education Technology (HSET) and total 55 faculty were trained in Curriculum Implementation Support Program (CISP).

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

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

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

Response: C. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Links for e-copies of Certificate/s of Accreditations	View Document

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

Response: 33.2

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
0	90	48	28	83

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	150	150	150

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

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:

Many insurance policies are provided by the institution to cover the employees and the students.

These insurance policies are as follows:

1. Employees group insurance scheme:- Master policy No. GSLI635353.

- These scheme has been started from w.e.f. 19.11.1999 and operated by LIC of India.
- This scheme is applicable to all STES employees.

1. Employers LIC EDLI scheme- Master Policy No. EDLI70900321

- Applicable for all employees STES.

1. Personal Accident policy with hospitalization expenses

- Master Policy No. 160800/42/14/00000125
- 7200 employees of STES contributing towards EMBF are covered under the policy.

1. Students safety insurance policy- Master Policy No. 160800/48/13/42/00001698

- The Scheme is started w.e.f. 15/10/2004 with united India insurance co. Ltd.
- All the students of STES are covered.

1. Amartya Shiksha Yojana

- The said scheme is applicable for the students our institute only.

As a health institute Smt. Kashibai Navale Medical College & General Hospital, Pune have

- Mahatma Jyotiba Phule Jan Arogya Yojan for below poverty people.
- Ayushman Bharat Jankalyan suraksha Yojana.

Institute organizes insurance related lectures, webinars to educate students regarding health insurance policies.

During internship in various postings students are exposed to medico-legal aspects like a per anaesthesia check-up, filling of records of medico legal cases poisoning, sexual offenses intoxication etc.

Department of Forensic Medicine & Toxicology of this institute has created awareness among students regarding medicolegal aspects by organizing seminars, lectures and giving questionnaires.

File Description	Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document

5. CONCLUSION

Additional Information :

To keep the academic activities in the institution in a more realistic perspective and also to expand the scope of learning experiences to students and give them a global experience, collaboration has been sought with various countries for student exchange programs through MSAI (Medical Students Association of India) which is an official member of IFMSA (International Federation of Medical Students Association) which represents, connects and engages everyday with medical students from around the world. SCOPE (Students Committee on Professional Exchanges) one of the committees under IFMSA is responsible for coordinating the clinical/preclinical exchange programs. By virtue of this collaboration students from our institute have gone for clerkship/scholarship to countries like Slovenia, Turkey, Germany, Czech republic, Croatia, Portugal, and Jordan.

The institution has excellent hostel accommodation with mess facilities for students and staff quarters for teaching as well as non-teaching staff within the campus. Students amenities like well-equipped central libraries, internet facilities, auditoriums, seminar halls, ATM Centers, Canteen and Bank counters etc are also available within the campus.

The Hospital wing of the institute with a team of dedicated eminent health care professionals and state of the art medical technology was started in 2006 with just 300 beds & expanded to 1012 bedded hospital. Of which 740 are teaching beds, 82 ICU beds, 15 HDU beds, 20 beds for Oral and Maxillofacial surgical cases. The hospital also has a Rural Health Training Centre at Lonavala and a Urban Health Training Centre at Kondwa, Pune. The institute is also empaneled for treating patients under the MJPJAY scheme and Urban Poor Health Scheme.

The institute is one of the recognised centre for Management of Mucormycosis patients and also to conduct covid vaccination drive. The institute is among the few institutes authorised by the ICMR for conducting trials of Convalescent Plasma as a treatment modality in COVID.

The institute is committed to make the campus ecofriendly. Various initiatives are undertaken to ensure energy conservation, plantation, Bio-hazardous and e-waste Management. Infection control and Radiation safety measures are effectively implemented and strict protocols for the same are in place.

Concluding Remarks :

Smt. Kashibai Navale Medical College and General Hospital, is 14 years old Institute of educational repute offering programmes to provide skillful and competent health professionals in medical sciences.

Hospital is dedicated itself to the service of the needy patients in and around Pune district and society at large. It is accredited by NABL, NABH and also providing the care to Below Poverty Line (BPL) patients through Mahatma Jyotiba Phule Jeevandayee Arogya Yojana and Urban Poor Health Scheme.

The institute believes in holistic development of the students and teachers and selfless service to the community at large. The institute has a unique value system, transparent work culture and excellent academic environment conducive to learning, creativity and technology transfer.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 13 Answer after DVV Verification: 11</p> <p>Remark : Input edited as per the supporting documents.</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification:</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>212</td> <td>43</td> <td>9</td> <td>149</td> <td>0</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>212</td> <td>33</td> <td>9</td> <td>119</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input edited as per the workshop is not consider here.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	212	43	9	149	0	2020-21	2019-20	2018-19	2017-18	2016-17	212	33	9	119	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
212	43	9	149	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
212	33	9	119	0																	
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years Answer before DVV Verification:</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></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>2.1.1.2. Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years Answer before DVV Verification:</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>79</td> <td>92</td> <td>61</td> <td>63</td> <td>46</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17						2020-21	2019-20	2018-19	2017-18	2016-17	79	92	61	63	46
2020-21	2019-20	2018-19	2017-18	2016-17																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
79	92	61	63	46																	

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
74	92	61	63	46

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

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

Answer before DVV Verification : 2909 years

Answer after DVV Verification: 2911 years

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
9	22	18	11	24

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	12	14	9	13

Remark : Input edited as per the consider only award certificates.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
4052.3	4491.1	4242.5	4426.4	5099.4

Answer After DVV Verification :

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

163.6	254.8	696.6	254.8	163.6
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Remark : Input edited as per the supporting documents.

4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 79 Answer after DVV Verification: 43</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 79 Answer after DVV Verification: 79</p> <p>Remark : Input edited as per the geo tagged photographs</p>																				
5.2.3	<p>Percentage of the batch of graduated students of the preceding year, who have progressed to higher education</p> <p>5.2.3.1. Number of last batch of graduated students who have progressed to higher education Answer before DVV Verification : 1 Answer after DVV Verification: 5</p> <p>Remark : Input edited as per the supporting documents.</p>																				
5.3.1	<p>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.</p> <p>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:</p> <table border="1" data-bbox="304 1532 1046 1666"> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> <tr> <td>2</td> <td>0</td> <td>7</td> <td>6</td> <td>6</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1744 1046 1879"> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> <tr> <td>1</td> <td>0</td> <td>3</td> <td>3</td> <td>3</td> </tr> </table> <p>Remark : Input edited as per the supporting documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	2	0	7	6	6	2020-21	2019-20	2018-19	2017-18	2016-17	1	0	3	3	3
2020-21	2019-20	2018-19	2017-18	2016-17																	
2	0	7	6	6																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	0	3	3	3																	
6.4.3	<p>Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)</p>																				

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
250000	30000	5501559 2	2573800	22144

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2.50000	0.30000	550.1559	25.73800	0.22144

Remark : Amount converted into lakhs.

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supporting documents.

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.)

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	27	24	18	15

Answer After DVV Verification :

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

28	26	22	16	14
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4052.31</td> <td>4491.17</td> <td>4242.50</td> <td>4426.40</td> <td>5099.45</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>2787.01</td> <td>3042.42</td> <td>2588.23</td> <td>2627.42</td> <td>3047.71</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4052.31	4491.17	4242.50	4426.40	5099.45	2020-21	2019-20	2018-19	2017-18	2016-17	2787.01	3042.42	2588.23	2627.42	3047.71
2020-21	2019-20	2018-19	2017-18	2016-17																	
4052.31	4491.17	4242.50	4426.40	5099.45																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
2787.01	3042.42	2588.23	2627.42	3047.71																	