



## YEARLY STATUS REPORT - 2022-2023

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	<b>DR. ULHAS PATIL MEDICAL COLLEGE AND HOSPITAL</b>
• Name of the Head of the institution	<b>Dr. Narayan Sadashiv Arvikar</b>
• Designation	<b>Dean</b>
• Does the institution function from its own campus?	<b>Yes</b>
• Phone No. of the Principal	<b>02572366657</b>
• Alternate phone No.	<b>9326512744</b>
• Mobile No. (Principal)	<b>9751926130</b>
• Registered e-mail ID (Principal)	<b>dupmcj@yahoo.in</b>
• Alternate Email ID	<b>nsarvikar@gmail.com</b>
• Address	<b>Dr. Ulhas Patil Medical College and Hospital, Jalgoan Bhusawal Road Jalgoan Kh. Tal. and Dist. Jalgoan</b>
• City/Town	<b>Jalgaon</b>
• State/UT	<b>Maharashtra</b>
• Pin Code	<b>425309</b>
<b>2.Institutional status</b>	
• Affiliated / Constitution Colleges	<b>Affiliated</b>
• Type of Institution	<b>Co-education</b>

• Location	<b>Rural</b>																
• Financial Status	<b>Private</b>																
• Name of the Affiliating University	<b>Maharashtra University of Health Sciences</b>																
• Name of the IQAC Co-ordinator/Director	<b>Dr. Rahul Bhavsar</b>																
• Phone No.	<b>02572366657</b>																
• Alternate phone No.(IQAC)	<b>02572366658</b>																
• Mobile No:	<b>9619419807</b>																
• IQAC e-mail ID	<b>dupmcj@gmail.com</b>																
• Alternate e-mail address (IQAC)	<b>dupmcj@yahoo.in</b>																
<b>3.Website address (Web link of the AQAR (Previous Academic Year))</b>	<a href="https://www.dupmc.ac.in/">https://www.dupmc.ac.in/</a>																
<b>4.Was the Academic Calendar prepared for that year?</b>	<b>Yes</b>																
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/Academic-Calendar-2022-23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/Academic-Calendar-2022-23.pdf</a>																
<b>5.Accreditation Details</b>																	
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td><b>Cycle 1</b></td> <td><b>B</b></td> <td><b>2.39</b></td> <td><b>2023</b></td> <td><b>12/08/2023</b></td> <td><b>11/08/2028</b></td> </tr> </tbody> </table>						Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	<b>Cycle 1</b>	<b>B</b>	<b>2.39</b>	<b>2023</b>	<b>12/08/2023</b>	<b>11/08/2028</b>
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<b>6.Date of Establishment of IQAC</b>	<b>08/10/2018</b>																
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>																	
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td><b>Nil</b></td> <td><b>Nil</b></td> <td><b>Nil</b></td> <td><b>Nil</b></td> <td><b>NIL</b></td> </tr> </tbody> </table>						Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>NIL</b>		
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<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>Nil</b>	<b>NIL</b>													
<b>8.Whether composition of IQAC as per latest</b>	<b>Yes</b>																

<b>NAAC guidelines</b>		
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9.No. of IQAC meetings held during the year</b>	<b>5</b>	
<ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>1) Institute NAAC accreditation 2) NABL Accreditation 3) Introduction of University fellowship and certificate courses 4) Process of starting of new programs in Super post graduation (DM, MCH etc.) in five subjects is initiated 5) Application for increase in intake of PG seats is initiated (Previous intake 41, New applied ) 6) Applied for PG course in Emergency Medicin</p>		
<b>12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>		

Plan of Action	Achievements/Outcomes
NAAC Accreditation	Institute is now accredited with grade B (CGPA 2.39)
NABL accreditation	Successful renewal and accreditation by NABL
University fellowship and certificate courses	Sanctioned Letter of Maharashtra University of Health Science is now received
Starting DM and MCH Programs	Applications for starting these courses in now submitted to NMC New Delhi
Increase in intake of PG Course of Pathology Department	Application is now submitted to NMC New Delhi
PG Course in Emergency Medicine	Application is now submitted to NMC New Delhi

<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
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- Name of the statutory body

Name	Date of meeting(s)
Board of Governance of the Institute	09/12/2023

<b>14. Does the Institution have Management Information System?</b>	No
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- If yes, give a brief description and a list of modules currently operational

### 15. Multidisciplinary / interdisciplinary

Institute is adhering NEP-2020 with defined vision and mission to provide high quality education to develop human resources. Discussion among the faculty members were initiated on key principles of NEP like diversity of curriculum and pedagogy with innovations in teaching and learning, encouraging logical decision

making, critical thinking and creativity. In view of NEP, academic programs may be redesigned and include multidisciplinary and interdisciplinary courses such as electives, emerging areas in the field of medical science and will be offered by other department. UG programme includes the various interdisciplinary courses and students practices the same during their postings The multidisciplinary orientation of the institute is also reflected from the various publications of faculty members and students research during their PG studies. Institute organizes experts from varying subjects in STEM. Through NSS, institute social responsibility, local community engagement and services provided by faculty and student through various camps, Health and environmental education, Society awareness etc. Induction/orientation programs are being conducted on multidisciplinary perspectives in the area of science, medicines, pharmacy, Nursing, hospital planning and management, organ donations, environment, values and society.

#### **16.Academic bank of credits (ABC):**

Our University working towards national digital locker. Under the university, institute offers all repositories for all academic awards under the digital India program. The institute already following the CBME pattern for all programs and will follow the process related to the ABC as directed and governed by Academic council of Maharashtra University of Health Sciences (MUHS), Nashik. The Institute will be formally registered in the ABC portal as soon as the resolution is being approved by the higher academic bodies.

#### **17.Skill development:**

This will help to enhance the employability of our graduates as per the medico practitioner requirements of health facilities. Institute, for implementation of NEP has now introduced the value added programs. The teaching, research and capacity development programmes are taken into account for imparting various medical skills to the students, relevant and necessity in the changing context of clinical science. NMC the statutory and regulatory body has already introduced a competency based medical education that focuses on developing critical thinking skills to understand theory, analytical and practical skills to support policy and planning. NEP 2020 envisages integration of vocational education in all institutions throughout school and higher education and calls for development of graduate attributes into undergraduate and post graduate education. Aligning to the proposal of NEP 2020, the Institute has made efforts in providing rich learning experiences to develop graduate attributes and enhance the employability skills of the students. As part of the curriculum, internship programs are

conducted to enable the students to acquire relevant work experience and employability skills. In addition to this extracurricular programmes, helps the students in developing skills in academic writing, computer and advanced medical instruments and relevant software skills. PG students are provided with the opportunity to participate in various activities such as Conferences, workshops, seminars, presentation etc. which help in developing presentation skills and communication skills, whereas, the activity of writing term papers help in enhancing their analytical skills and academic writing. Students are engaged in various curricular and co-curricular activities which helps in developing skills of problem solving, creative thinking, socio-emotional skills, leadership, multi-tasking and managing deadlines. Developing research capacities of scholars by encouraging them to engage in research in the area of medical science

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

The institute is adhering the Indian culture and heritage and imparting education along with inclusion of knowledge from ancient India to modern India to accomplish India's future aspiration about education, health, and environment. Students from various states like Bihar, Jammu and Kashmir, Gujarat, Kerala, Andhra Pradesh etc. are taking education in our Institute. They are having diversified background, culture and communication medium. Hence while conducting the classes in English, sometimes demand from the students to explain course content in their mother language or national language. So faculty members explains course content in National/local /mother language as far as possible. Institute organizes various orientation/ Induction, cultural programs and institute impetus to the students for participating in variety of cultural, scientific programmes and technical events.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

The institute offers UG and PG programme and follows the competency based medical education pattern introduced by the National Medical Council of India. The curriculum and activities of these programmes are framed on outcome based education. The skills and knowledge that the student will acquire at the end of their programme of study will have specific outcomes. Institute ensures and emphasis on a) theoretical understanding to internalize why things are done or a decision is taken; b) practicality emphasizing on how to do things; and c) self reflection emphasizing on how to apply knowledge responsibly. Programmes are designed to help students to demonstrate their learning and achievements in terms of knowledge, skills,

attitudes, and values. UG programmes have well defined programme specific outcomes, course specific and learning outcomes (Pos, COs, and LO's). The students of these programmes are assessed in the form of performance-based tasks and activities. Overall, the teaching-learning process in the institute is designed and developed around outcome-based education's philosophy and intent. Institute provides various experiential learning practices like practical, internships, projects, visits etc. which encourages the students to focus on innovation, research and ideas for the benefits to the society. Apart from domain specific skills learning outcome at all levels ensure social responsibility and ethics so that students shall contribute proactively to the economic, environmental and social well-being of the nation/society.

## 20.Distance education/online education:

Institute promotes the usage of ICT enabled tools in the teaching learning process, as suggested in NEP as well. As a result, most of the classrooms are ICT enabled with overhead projectors and wi-fi connectivity. During COVID-19 period institute has provided online learning to students and able to provide training. Faculty members are uploading various learning resources such as articles, prerecorded videos, YouTube links, assignments etc. on the respective Google Classroom or any other platform. For completion of on line courses, the platforms like MOOCs, Coursera, NPTEL etc. are adopted by the faculty and students to enhance their knowledge in various subjects. The institute is well equipped with all the facilities for online teaching and learning facilities. These facilities include desktops, laptops, smart boards, projectors and an institutional learning management system, LAN and Wi-Fi internet connectivity, digital tools, and online library access. The faculty members efficiently exercises regularly various digital tools and apps for the online and blended learning mode.

## Extended Profile

### 1.Student

2.1	839
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Total number of students during the year:

File Description	Documents
Institutional Data in Prescribed Format	<a href="#">View File</a>

2.2	137
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Number of outgoing / final year students during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
2.3	237	
Number of first year students admitted during the year		
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
<b>2.Institution</b>		
4.1	352069039	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
<b>3.Teacher</b>		
5.1	436	
Number of full-time teachers during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
5.2	255	
Number of sanctioned posts for the year:		
File Description	Documents	
Institutional Data in Prescribed Format	<a href="#">View File</a>	
<b>Part B</b>		
<b>CURRICULAR ASPECTS</b>		
<b>1.1 - Curricular Planning and Implementation</b>		
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.

College is recognized by Medical Council of India (MCI) now denominated as National Medical Commission (NMC) & is affiliated to Maharashtra University of Health Sciences (MUHS), Nashik for UG and PG courses.

#### Curriculum planning

- The Institute has established Curriculum / Academic Committee as per guidelines which ensure effective planning of the curriculum.
- Based on university academic calendar institute's academic calendar is prepared
- Institute follows CBME (Competency Based Medical Education) pattern.
- Teaching schedules, modes of teaching and assessment methodologies are then developed.
- Based on academic calendar, master time table of the college is prepared.
- Respective head of the department prepare the teaching schedule of course based on the skills of the individual faculties of the department.

#### Curriculum delivery

- Institute has adequate infrastructure used for effective curriculum delivery to students.
- Curriculum delivery is ensured as per academic calendar and teaching schedule.
- Department wise time table is prepared by respective HOD and disseminated.
- Integrated teaching modules are prepared by the departments as per the CBME.
- The 2nd and 3rd professional students are posted at the clinical skill lab where they are oriented to various skills
- Posting to rural and urban health centers posting will be given during internship period
- The Curriculum/ academic committee reviews the progress in the syllabus and curriculum.

#### Curriculum Evaluation

- Examinations are conducted by the departments on completion of teaching modules.

- Internal assessment exams are conducted in all departments as per guidelines of University.
- Results of assessment are communicated

File Description	Documents
Minutes of the meeting of the college curriculum committee	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/1.1.1_Curriculum-Committe-Minutes-of-Meeting-2022-23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/1.1.1_Curriculum-Committe-Minutes-of-Meeting-2022-23.pdf</a>
Any other relevant information.	<a href="https://www.dupmc.ac.in/aqar-part-b-criterion-1-1-1-any-other-documents/">https://www.dupmc.ac.in/aqar-part-b-criterion-1-1-1-any-other-documents/</a>

### 1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

1

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	<a href="#">View File</a>
Scanned copies of the letters supporting the participation of teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 1.2 - Academic Flexibility

### 1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

#### 1.2.1.1 - Number of courses offered across all programmes during the year

36

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	<a href="#">View File</a>
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

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File Description	Documents
Details of the students enrolled in subject-related	<a href="#">View File</a>
Certificate/Diploma/Add-on courses	No File Uploaded
Any other relevant information	No File Uploaded

### 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

#### Gender Equality:

The institute organizes various programmes that sensitize to gender equality. Apart from this we celebrate World women's day every year.

#### Environment and Sustainability:

Number of events are held in the campus of the institute like tree plantation, cycle rally and other awareness programmes. The institute are has well maintained green lawns, beautiful flowers and well grown trees. The college and hospital has water harvesting plants that helps in environments sustainability.

**Human Values:**

Imparting good human values is part of every curriculum and now documented in CBME module. Institute practice the programmes of 'white coat ceremony' now part of foundation programme, to generate the sense of accountability in the individual who is future clinician. In the first class of Anatomy practical every medical student is given a 'Cadaveric Oath' as sense of gratitude. Every students is served with Hippocratic oath.

**Health Determinants, Right to Health Issues, Emerging demographic changes:**

As a part of the curriculum the students are allotted particular family in Urban health centre where they have to maintain the health card of the individual family member and there right to health issues. During internship students go through training at both Urban and Rural centers of the institute.

**Professional Ethics, Attitude and Communication:**

As per new curriculum the ATECOM module has been prepared. As part of new CBME module the foundation course of one month at the start of first professional year is implemented seriously.

File Description	Documents
List of courses with their descriptions	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/1.3.1-List-of-courses_22_23_new.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/1.3.1-List-of-courses_22_23_new.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/1.3.1-Any-Other-Relevant.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/1.3.1-Any-Other-Relevant.pdf</a>

**1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills**

79

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	<a href="#">View File</a>
List of-value added courses (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.3.3 - Number of students enrolled in the value-added courses during the year

5098

File Description	Documents
List of students enrolled in value-added courses (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 1.3.4 - Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)

839

File Description	Documents
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	<a href="#">View File</a>
Total number of students in the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above
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File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View File</a>
URL for feedback report	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/1.-Feedback-Summary-Report-2022-23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/1.-Feedback-Summary-Report-2022-23.pdf</a>
Data template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected**

**A. All of the Above**

File Description	Documents
URL for stakeholder feedback report	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/1.-Feedback-Summary-Report-2022-23-1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/1.-Feedback-Summary-Report-2022-23-1.pdf</a>
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 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.**

**2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year**

61

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

**2.1.2 - Number of seats filled in for the various programmes as against the approved intake**

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Data template	<a href="#">View File</a>

**2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states****2.1.3.1 - Number of students from other states; during the year**

0

File Description	Documents
Total number of students enrolled in th	<a href="#">View File</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View File</a>
Institutional data in prescribed format (Data template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.2 - Catering to Student Diversity

**2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement**

**A. All of the Above**

File Description	Documents
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View File</a>
Details of special programmes for slow performers and advanced Learners	<a href="#">View File</a>
Student participation details and outcome records	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 2.2.2 - Student - Fulltime teacher ratio (data for the academic year)

Number of Students	Number of Full Time Teachers
<b>839</b>	<b>436</b>



File Description	Documents
List of students enrolled in the preceding academic year	<a href="#">View File</a>
List of full time teachers in the preceding academic year in the college	<a href="#">View File</a>
Institutional data in prescribed format (data templates)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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)

Institute stands as a paragon of educational excellence, exemplifying a commitment to holistic development and outstanding achievements. The institution's success is not merely measured by academic accomplishments but extends into diverse arenas, showcasing a comprehensive and well-rounded approach to education.

The selection of Sanskriti Bhirud for Greece in 2022 and Ruhaan Bhutada for Romania in 2023 reflects not only the caliber of the students but also the global exposure and opportunities provided by the institution. Contribution in ICEMR research through selections of students.

Sportsmanship and team spirit flourish within the college, as evidenced by the triumphant performances in the sports activities. The cricket team's runner-up position in the prestigious PDMMC Amravati tournament further attests to the college's commitment to nurturing talent beyond the medical curriculum. Such achievements in sports contribute to the overall development of well-rounded individuals. The selection of Amit Sakhare (3rd minor) and Pruthviraj Thorat (2nd year) in the MUHS football trials of 2023 is a testament to the college's dedication .

Intellectual achievements find prominence with the IPS UG Psychiatry Quiz 2022 Zonal Round Nashik victory by Sumit Masne and Gaurav Wable. This reflects not only the academic prowess of the students but also their ability to excel in competitive and intellectually challenging environments.

File Description	Documents
Appropriate documentary evidence	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/Circulars-22-23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/Circulars-22-23.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/agar-part-b-criterion-2-2-2-3-photos/">https://www.dupmc.ac.in/agar-part-b-criterion-2-2-2-3-photos/</a>

### 2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

Learner-Centric activities Interactive sessions, student seminars, case studies, project work, assignments, problem-solving exercises, practical field work, quiz, and collaborative learning are part of the continuous teaching-learning process..

Experiential Learning: Skill laboratory greatly support the experiential learning. Seminars, Internships, Field training and Projects are the part of teaching and learning process and are well supported by the University.

Integrated inter-disciplinary learning: Integrated teaching is regularly organized for all phases of undergraduate teaching.

Participatory learning: In addition to didactic lectures, Problem-Based-Learning, Think-Pair- Share and feed-back at the end of sessions have added much value. Group discussions, clinical meetings, ward rounds, seminars, quizzes, microteaching, role plays and case discussions,

Problem Solving methodologies: As a part of student's assessment of learning, the Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) have been implemented in many of the programs offered by the University. Problem Based Learning (PBL) and Case-Based Learning (CBL) is regularly used for imparting training in small group teaching along with other innovative problem-solving methodologies.

Self-directed learning (SDL: Assignments with the specific learning objectives (SLOs) before SDL session.

**Patient-centric and Evidence Based Learning:** Students are rotated in clinical departments and are exposed to OPD, IPD, OT, emergency; trauma care, BLS, ACLS, simulations and pathological laboratories.

**Learning in Humanities:** All are trained in communication skills, Professionalism, value-based education by incorporating topics of Bio-ethics like Patient privacy.

**Project-based learning:** Students write small research projects and short term projects under expert faculties and also seek ICMR grants.

File Description	Documents
Learning environment facilities with geo tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning**  
**The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

B. Any 3 of the Above

File Description	Documents
List of clinical skills models	<a href="#">View File</a>
Geo tagged photographs of clinical skills lab and simulation centre	<a href="#">View File</a>
List of training programmes conducted in the facilities during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

In order to provide students with a high-quality education, faculties are adapting to the usage of ICT technology. Following various ICT enable teaching learning practices are followed in the institute with the help of available ICT tools/facilities

- Provision of sufficient number of computers with internet connectivity, audio video facility
- High speed internet facility with LAN connection in class rooms and laboratories
- Use MOOC Platform like NPTEL, Edux etc. are available
- Digital Library resources like K-Hub, NDL, videos and presentations
- Wi-fi facility in the campus
- Desktop / Laptop available in the faculty cabin and class rooms
- Scanners- Scanners are available, faculty uses the facility for development of scan images used in teaching and learning processes

Use of ICT by Faculty:

- Conducting classes through Google meet platform and Google Class rooms during pandemic situations
- Use of computers and software for Examination and evaluation of CO and PO attainment
- Developing learning videos
- Use of Virtual labs
- Use of power point presentations and Videos with LCD projector facility
- Use of e-resources such as K-Hub, NPTEL videos, Presentations
- Arranging virtual visits in addition to actual visits
- Arranging online experts/guest lectures
- Conducting online examinations
- Arranging clinical webinars / demonstration videos
- Dissemination of teaching learning material through electronic media like whats-app, e-mail, Google drive, Google class room etc.
- Class room audio system

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.3-3.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.3-3.pdf</a>
List of teachers using ICT-enabled tools (including LMS)	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.3-2.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.3-2.pdf</a>
Webpage describing the “LMS/ Academic Management System”	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.3-4.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.3-4.pdf</a>
Any other relevant information	Nil

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

Number of Mentors	Number of Students
436	839

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### Teaching learning:-

Interactive instructional techniques that engage students in higher order 'thinking' and investigation, through the use of interviews, focused group discussions, debates, projects, presentations, experiments, internship and application of ICT resources, are practiced. The curriculum committee at the institute maintains track of changing teaching and learning methods and advises professors on how to make them more engaging and innovative for students.

#### Nurturing creativity:-

Institute encourages students to engage in active engagement, interaction, and involvement. Students are encouraged to take part in research projects to improve their statistical analysis skills. Institute provides open access to educational and life-long learning

opportunities by developing good habits such as discipline, leadership, and entrepreneurship. Students are engaged through bedside clinic in many clinical departments. Students are given a task to do, which they are encouraged to perform. The department's instructors will guide you through any steps you missed on the job. To merge clinical expertise, simulation techniques are applied.

#### Innovation:-

Students use Mannequins in a variety of disciplines to explain important procedures. Clinical competencies are assessed through post-assessment assessments. Case Based Learning and Problem Based Learning are two innovative instructional learning methodologies used at the institute and problem solving approach is adopted.

#### Skill Analysis:-

Project work is assigned in all practical disciplines to promote teamwork and participatory learning. The Department of Statistics teaches students how to use various statistical tools in order to enhance their skills.

File Description	Documents
Appropriate documentary evidence	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.5_Appropriate-documentary-evidence.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.3.5_Appropriate-documentary-evidence.pdf</a>
Any other relevant information	Nil

## 2.4 - Teacher Profile and Quality

### 2.4.1 - Number of fulltime teachers against sanctioned posts during the year

436

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	<a href="#">View File</a>
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.2 - 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 during the year**

**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 in Health Sciences (like MD/ MS/ MDS etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered**

6

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	<a href="#">View File</a>
Copies of Guide-ship letters or authorization of research guide provided by the university	No File Uploaded
Any other relevant information	No File Uploaded

**2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)**

10.70

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

101

File Description	Documents
Reports of the e-training programmes	<a href="#">View File</a>
e-contents / e-courses developed	<a href="#">View File</a>
Year –wise list of full time teachers trained during the year	<a href="#">View File</a>
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	<a href="#">View File</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 2.4.5 - Number 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 year

4

File Description	Documents
Institutional data in the prescribed format/ Data template	<a href="#">View File</a>
e-copies of award letters (scanned or softcopy)	<a href="#">View File</a>
Any other relevant information	No File Uploaded



## 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

College has formed of grievance redressal committee which ensures that all queries of students regarding examination are solved properly in time bound manner.

- Institute ensures adherence to academic calendar by

- Following academic calendar.
- Conduction of CIE / internal test as per schedule of the institute academic calendar.
- Adherence to University curriculum guidelines for number of lectures and practical.

- Institutes ensures robustness through

- Display of academic calendar on institute website and follows the same.
- Strict count of number of lectures as per curriculum.
- Conducting internal test as per institute schedule.
- Distribution printing by central examination cell only.

- Institute ensures transparency by,

- Sharing the answersheets of students with them.
- Students signature are taken on the marksheet for future reference.
- Sharing Internal examination marks with University through online portal.
- Forming grievance redressal committee which ensures that all queries of students regarding examination are solved.

File Description	Documents
Academic calendar	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/Curriculum-Committe-Minutes-of-Meeting-2022-23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/Curriculum-Committe-Minutes-of-Meeting-2022-23.pdf</a>
Dates of conduct of internal assessment examinations	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/2.5.3-1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/2.5.3-1.pdf</a>
Any other relevant information	Nil

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

- The examination-related grievance mechanism at Dr.Ulhas Patil Medical College is robust and student- centric.

At the college level, an Exam Grievance Redressal Committee swiftly addresses student complaints, ensuring timely resolution and corrective actions. The internal assessment examination process emphasizes transparency, offering students access to corrected answer sheets and model answers. The hierarchy for grievance resolution, from teachers to the Head of Department and ultimately the Grievance Redressal Committee, provides multiple layers of scrutiny. The process is time-bound, with a 10-day window from result declaration. University-level grievance procedure is equally efficient, with quick disposal of reverification requests and transparent provisions for obtaining answer book photocopies.

Overall, the system exemplifies a commitment to fairness, transparency, and efficiency, fostering a conducive environment for addressing and rectifying examination-related concerns.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	<a href="#">View File</a>
Number of grievances regarding University examinations/ Internal Evaluation	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

- Institute strictly follows the MUHS, Nashik directives for conduct of examination and use of unfair means. Paper pattern, marking system and evaluation method is provided by the University of MUHS regularly. Following is the summary of various reforms
- Examination Procedure - Both theory and practical internal examinations are carried as per University format, evaluation is done at college level and result is declared within 15 days of examination on notice board.
- An internal vigilance squad monitors conduct of examinations.
- Examination record of answer book and results are maintain and retained in college for atleast one year.
- Controller of examinations is appointed by University, who looks after the conduct of examinations and Central Assessment Programme.
- Examination strong room, CCTV in examination halls are installed.
- For practical examinations OSCE and OSPE with use of skill lab have been introduced
- Attendance of minimum 75% is made compulsory to appear for the final examination.
- Competency based assessment system started in the year 2019
- Workplace based assessment is introduced in classes/ practical / OPDs/ wards.
- Self assessment of students is encouraged by providing opportunities for students to self-assess at all stages of the learning process.

File Description	Documents
Information on examination reforms	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/2.5.3.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/2.5.3.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/agar-part-b-criterion-2/">https://www.dupmc.ac.in/agar-part-b-criterion-2/</a>

**2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support**

**A. All of the Above**

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Policy document of midcourse improvement of performance of students	<a href="#">View File</a>
Re-test and Answer sheets	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

## **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

MCI gazette of India part 3, states learning outcomes and graduate attributes. National goals are described in this gazette referred as program outcomes (POs). Institutional goals are described in this gazette referred as PSOs, Cos, and roles for the learner along with competencies to be acquired by the learners. Statements of the CO and PSO are disseminated through website and display at various locations in the institute.

**Method of assessment of Learning outcomes and graduate attributes**

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

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/2.6.1_Based-on-MCI-method-of-assessment-of-LO-3.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/2.6.1_Based-on-MCI-method-of-assessment-of-LO-3.pdf</a>
Methods of the assessment of learning outcomes and graduate attributes	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf</a> <a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf</a>
Upload Course Outcomes for all courses (exemplars from Glossary)	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf</a>
Any other relevant information	Nil

**2.6.2 - Incremental performance in Pass percentage of final year students in the year**

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	<a href="#">View File</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	<a href="#">View File</a>
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	<a href="#">View File</a>
Trend analysis for the last year in graphical form	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

MCI/NMC developed curriculum for MBBS and MD/MS Courses for all medical college specifying programme/course outcomes vide Graduate Medical Regulation 1999 and 2019. It is approved by MUHS, Nashik and implemented by institute for batch admitted in 2019.

Following are details.

- Specific learning outcomes for courses are derived from programme and course outcome by department in beginning of academic year.
- Specific learning programme outcomes categorized according to knowledge, skills attitude for determining teaching learning methods and assessment tools.
- Continuous assessment of learning outcome through internal and practical examination, OSPE/OSCE, case presentation, performance in clinics, laboratory record book, log book using assessment tool.

- PG students should submit research protocol and hypothesis, aims objectives, material method, observation discussion & conclusion of research.
- Heads of department and faculty members review mapping of programme outcome with teaching methods and assessment tool used for measurement.
- Programme specific outcome with higher level of domain of bloom taxonomy mapped using tools like DOPA, structured presentation, journal club, skill sessions.
- Teaching learning methods for knowledge based domain are categorized as lectures, seminars, poster presentation and measured using questions, case based question and comprehension of patient case report

File Description	Documents
Programme-specific learning outcomes	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/2.6.1_Based-on-MCI-method-of-assessment-of-L0-3.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/2.6.1_Based-on-MCI-method-of-assessment-of-L0-3.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement.pdf</a>

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

**Institute organizes parents and teacher meets with following objectives**

- Share and discuss student academic progress ,growth based on observations, evaluation data, assessments, portfolios, assignments
- Discuss strategies to support students learning.

Our institute GODAVARI foundation Dr. Ulhas Patil Medical College and Hospital Jalgaon conducts PTM every year. These meetings were scheduled as per convenience of parents and teachers for maximum participation allowing larger group of parents to attend. Scheduled date time of meeting conveyed to parents via sms calls.

**Presence and Periodicity:**

- Institute has established a PTM committee

- This committee conducts the PTM meet twice a year
- meetings scheduled after evaluation and assessment
- Committee communicates meeting details through media
- Committee also informs student
- Dean of the institute delivers opening speech elaborating vision, mission and objectives. main focus is learning and discussing factors affecting learning, behaviour development, motivation, relationships, strengths challenges faced Performance prepared and presented to parents allowing proper assessment. Parents asked feedback regarding student's strength, needs, approach to improvise performance

File Description	Documents
Proceedings of parent –teachers meetings held during the year	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.6.4_Presence-and-periodicity-of-parent-teachers-meetings_1-1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.6.4_Presence-and-periodicity-of-parent-teachers-meetings_1-1.pdf</a>
Follow up reports on the action taken and outcome analysis.	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.6.4-Parents-Teacher-Meeting_2.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.6.4-Parents-Teacher-Meeting_2.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.6.4_Any-Other-relevaent-infromation_3.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2.6.4_Any-Other-relevaent-infromation_3.pdf</a>

## 2.7 - Student Satisfaction Survey

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

<https://www.dupmc.ac.in/wp-content/uploads/2023/12/1.-Feedback-Analysisi-Report-2022-23.pdf>

File Description	Documents
Any other relevant information	No File Uploaded

## RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year



112

File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	<a href="#">View File</a>
List of full time teacher during the year.	<a href="#">View File</a>
Copies of Guide-ship letters or authorization of research guide provide by the university	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

9

File Description	Documents
Fellowship award letter / grant letter from the funding agency	<a href="#">View File</a>
List of teachers and their national/international fellowship details (Data templates)	<a href="#">View File</a>
E-copies of the award letters of the teachers	No File Uploaded
Any other relevant information	No File Uploaded

### 3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
1	50000

File Description	Documents
List of research projects and funding details during the year (Data template)	<a href="#">View File</a>
List of research projects and funding details during the year (Data template)	<a href="#">View File</a>
Link for funding agencies websites	<a href="https://main.icmr.nic.in/sites/default/files/whats_new/Updated_STS_2023_Proposal_Result12102023.pdf">https://main.icmr.nic.in/sites/default/files/whats_new/Updated_STS_2023_Proposal_Result12102023.pdf</a>
Any other relevant information	No File Uploaded

### 3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

The Dr. Ulhas Patil Medical College & Hospital has an ecosystem for innovation, research, and training to boost research activities:

- An incubation center is developed for research, innovation and intellectual property rights activity through Molecular Diagnostic Lab (MDL), Central Research Laboratory (CRL), Simulation Skill Lab and Adverse Drug Reaction (ADR) monitoring centre.
- The software for checking Plagiarism is in place and all the users are made aware about it.
- We have Central Research Laboratory (CRL) to provide facility for UG, PG and Faculty research projects under one roof.
- The CRL is well equipped with the different types of instruments, equipments and testing material for research. The list of equipments and stock registers are maintained and updated. Equipments are arranged in phase wise manner.
- Institute has conducted research methodology workshops, good clinical practices, pharmacy and collection practices, analytical and statistical training.
- Our institute is providing health care services to the community and helps in development of clinical experience and skills in undergraduate and postgraduate students.
- Our institute is a recognized ADR monitoring centre (AMC) under Pharmacovigilance Programme of India (PvPI).

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

File Description	Documents
Details of the facilities and innovations made	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/12/AOAR_3.2.1_Innovation-ecosystem-Essay.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/12/AOAR_3.2.1_Innovation-ecosystem-Essay.pdf</a>
Any other relevant information	Nil

**3.2.2 - 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 year**

7

File Description	Documents
List of workshops/seminars during the year(Data template)	<a href="#">View File</a>
Reports of the events	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

A. All of the Above

File Description	Documents
Institutional Code of Ethics document	<a href="#">View File</a>
Institutional data in prescribed format	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Minutes of meetings of the committees with reference to the code of ethics	<a href="#">View File</a>

### 3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers\* of the Institution during the year

#### 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 year

37

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	<a href="#">View File</a>
List of teachers recognized as guides during the year	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Letter of PG guide recognition from competent authority	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.3 - 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 year

#### 3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

93

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	<a href="#">View File</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

47

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.4 - Extension Activities

#### 3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

15

File Description	Documents
List of extension and outreach activities during the year (Data Template)	<a href="#">View File</a>
List of students in NSS/NCC involved in the extension and outreach activities during the year	No File Uploaded
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.4.2 - Number of students participating in extension and outreach activities during the year

839

File Description	Documents
Reports of the events organized	<a href="#">View File</a>
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	<a href="#">View File</a>
List of students who participated in extension activities during the year	<a href="#">View File</a>
Geotagged photographs of extension activities	No File Uploaded

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

Dr. Ulhas Patil Medical College and Hospital takes immense pride in encouraging our students to participate in various government or other affiliated bodies activities and showcase their talent. Our students and teachers have participated in some of below mentioned social gathering and made us proud.

- HALLUCIA event being held at AIIMS Nagpur.

- International patient safety goals at DUPMC Jalgaon
- Dr. Nagendra award for best microbiology student, DUPMC Jalgaon
- National workshop meet held at Sikkim.
- SCORA, NEO- DA, popular prof & HOD, appreciation award by Medical Students Association of India
- Partners in service director by Rotaract Club of Medcrew, RID 3141 for Rotaract
- A course of study 'BIOIMG101x by university of Queensland, Australia
- E Poster by CUTICON Goa
- Appreciation awards from Rotary Club Jalgaon
- Appreciation awards from Akhil Bhartiya Marwari Mahila Sammelan
- Participation award in MICROMANIA at DUPMC Jalgaon

File Description	Documents
List of awards for extension activities in the year	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/3.4.3_List-Of-award_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/3.4.3_List-Of-award_22_23.pdf</a>
e-copies of the award letters	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/3.4.3_List-Of-award_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/3.4.3_List-Of-award_22_23.pdf</a>
Any other relevant information	Nil

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

Dr Ulhas Patil Medical College and Hospital, Jalgaon (kh) is playing important role in forming healthy bond between hospital and surrounding social communities. Our institution has organized regular tutoring sessions, workshops, and skill development programs for students. This has not only enhanced academic performance but has also empowered them with practical skills and to inspire the students to play their social roles. The college celebrates various national and international days along with various activities such as role play, rally, poster and debate competition. Health and hygiene awareness programs have been a priority, with both students and staff actively participating in health camps, awareness sessions, and distribution of health kits. This holistic approach contributes to the overall well-being of our community members.

Health check up camps provide informative knowledge on healthy lifestyle, hygiene awareness and socioeconomic development, various government health related schemes, investigation facilities which are available at institutions. Health camps organized by institutions to provide routine health check-ups, screening programs, premarital counselling, antenatal care and postnatal care, other medical services, health education and preventive measures. The purpose of camps to screen precancerous and communicable disease such as diabetes mellitus, hypertension, cataract where information is shared about testing facilities, treatments available at hospital along with transport facility for required people. These camps help to inculcate informative knowledge and their application in daily routine life. Regular reports have been maintained to document the progress of these activities, ensuring transparency and accountability.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/3.4.4-Programme-Report.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/3.4.4-Programme-Report.pdf</a>
Any other relevant information	Nil

### 3.5 - Collaboration

#### 3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

2



File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	<a href="#">View File</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	No File Uploaded
Certified copies of collaboration documents and exchange visits	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.5.2 - Total number of Functional MoUs 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. during the year

1

File Description	Documents
List of functional MoUs for the year (Data Template)	<a href="#">View File</a>
List of partnering Institutions/ Industries /research labs with contact details	<a href="#">View File</a>
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

Dr. Ulhas Patil Medical College, affiliated with MUHS and regulated

by the National Medical Commission, boasts comprehensive facilities aligned with stringent standards. The institution excels in providing infrastructure for both undergraduate and postgraduate programmes, featuring well-equipped classrooms, ICT-enabled spaces, seminar halls, clinical learning facilities, and specialized labs. The 24 departments ensure dedicated spaces for staff, libraries, museums, and seminar halls, fostering an environment conducive to teaching and learning.

The campus, designed to support various activities, houses ventilated lecture halls, illuminated laboratories, seminar halls, and a well-stocked library. Technological advancements are integrated into classrooms, complete with LAN connections, high-speed internet, and LCD projectors, meeting regulatory requirements.

Emphasizing community learning, Dr. Ulhas Patil Medical College operates rural and urban health training centers with accommodation for students and faculty during community postings, supported by adequate transportation. Clinical teaching facilities include an attached hospital, OPDs, simulation rooms, and skill labs equipped for practical training in essential medical skills.

The institution prioritizes hands-on experience through well-maintained museums and updated clinical specimens, reflecting its commitment to delivering a holistic medical education

experience. Overall, Dr. Ulhas Patil Medical College excels in providing a well-rounded and technologically supported learning environment.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.1.1-List-of-avaliable-teaching-learning-facilities.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.1.1-List-of-avaliable-teaching-learning-facilities.pdf</a>
Geo tagged photographs	<a href="https://www.dupmc.ac.in/aqar-part-b-4-1-1_photographs/">https://www.dupmc.ac.in/aqar-part-b-4-1-1_photographs/</a>
Any other relevant information	Nil

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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

Institute prioritizes the holistic development of students by offering a comprehensive array of sports, fitness, and cultural facilities. Recognizing the positive impact of sports on physical fitness and mental concentration, the institution provides extensive sports amenities, including a 3-acre field for cricket, football, and athletic events, along with dedicated basketball and volleyball grounds. The 6,000-square-foot indoor stadium further enhances the scope for badminton, shuttle, table tennis, and indoor games, contributing to the overall well-being of students.

The gymnasium, spanning 750 sq. ft., is well-equipped with an 11-stage multi-gym, an advanced treadmill, and weights for cardio and strength training. With separate times for girls and boys, the fitness centre is freely accessible, promoting a healthy lifestyle. Complementing physical activities, the college offers yoga classes in a dedicated 420-square-foot centre, celebrating World Yoga Day annually.

The 18,000-square-foot auditorium serves as a cultural hub, hosting events throughout the year, including the annual cultural gathering and celebrations of festivals like Ganesh Festival, Pongal, Onam, and Christmas. The institution actively participates in inter-institutional sports and cultural competitions, fostering a spirit of healthy competition and cultural diversity.

Beyond formal events, the college's lawns host national celebrations. college's proximity to Jalgaon City ensures access to various recreational facilities. Surrounded by natural green picnic spots, the college provides a serene setting for relaxation. Dr. Ulhas Patil Medical College is committed to offering a well-rounded experience, integrating physical fitness, cultural enrichment, and recreational opportunities for both students and staff.

File Description	Documents
List of available sports and cultural facilities	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.1.2-list-of-sport-cultural-facility-with-area.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.1.2-list-of-sport-cultural-facility-with-area.pdf</a>
Geo tagged photographs	<a href="https://www.dupmc.ac.in/agar-part-b-criterion-4-1-2-photographs/">https://www.dupmc.ac.in/agar-part-b-criterion-4-1-2-photographs/</a>
Any other relevant information	Nil

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

College is committed to providing exemplary infrastructure catering to the diverse needs of students, faculty, and patients. Institute ensures quality patient care and access to advanced technological resources. The campus is equipped with well-ventilated and spacious hostels for both genders, showcasing a continuous effort to enhance living conditions. Ongoing construction projects include new hostels, staff quarters, and wards, emphasizing the institution's dedication to improved facilities.

College maintains essential support infrastructure, such as hostels, washrooms, and medical facilities, with a focus on greenery and environmental aesthetics. The campus is adorned with lush lawns, diverse trees, and plants, meticulously cared for by the agricultural department, contributing to a harmonious and green environment. The construction prioritizes natural light, ventilation, and energy conservation, complemented by security measures, including CCTV surveillance at the main entry.

Common rooms, a cafeteria with a diverse menu, and a snack shop enhance student comfort. Hostel facilities include security, safety, water supply, mess, recreational spaces, study areas, and laundry services. Faculty and staff accommodation, designed as self-contained flats, fosters a sense of community within the campus.

Hospital provides medical facilities to staff and students with ample parking space, well-marked lanes is available. The entire campus is Wi-Fi enabled for seamless connectivity.

Additional amenities, including a bank, post office, and ATM, are conveniently situated. Generator backup ensures uninterrupted power supply, and the institution embraces sustainability with the incorporation of solar panels and a water treatment plant using reverse osmosis (RO) technology for clean drinking water.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	<a href="https://www.dupmc.ac.in/4-1-3_photos/">https://www.dupmc.ac.in/4-1-3_photos/</a>
Any other relevant information	Nil

#### 4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

344893673

File Description	Documents
Audited utilization statements (highlight relevant items)	<a href="#">View File</a>
Details of budget allocation, excluding salary during the year (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

##### Patient Care Facilities:

- Hospitals:** Inpatient and outpatient facilities equipped with beds, medical equipment, operating rooms, and specialized units like emergency departments, intensive care units, and specialized clinics.
- Diagnostic and Imaging Centers:** Facilities for various diagnostic tests such as laboratory testing, radiography, ultrasound, MRI, CT scans, and other imaging services.
- Pharmacy:** On-site pharmacy providing medication and pharmaceutical services.

**4. Rehabilitation Centers: Facilities for physical therapy, occupational therapy, and other rehabilitative treatments.**

**Teaching and Learning Facilities:**

**1. Lecture Halls and Classrooms: Equipped spaces for lectures, interactive sessions, and academic discussions.**

**2. Libraries: Comprehensive collections of medical textbooks, journals, research papers, and study spaces.**

**Research Facilities:**

**1. Research Laboratories: Dedicated spaces equipped with scientific instruments and equipment for conducting medical and scientific research.**

**2. Animal Research Facilities: Facilities to conduct research involving laboratory animals, including animal housing, surgical suites, and dedicated animal care staff.**

**3. Research Institutes and Centers: Specialized facilities or units within the institution that focus on specific areas of research, such as cancer research, neuroscience, or genomics.**

**4. Ethics Review Boards: Institutional committees that review and approve research protocols to ensure ethical conduct in research involving human subjects.**

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	<a href="https://www.dupmc.ac.in/aqar-part-b-criterion-4-2-1-photographs/">https://www.dupmc.ac.in/aqar-part-b-criterion-4-2-1-photographs/</a>
The list of facilities available for patient care, teaching-learning and research	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.2.1_Equipment-List-Hospital_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.2.1_Equipment-List-Hospital_22_23.pdf</a>
Any other relevant information	Nil

**4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year**

**4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year****672688**

File Description	Documents
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	<a href="#">View File</a>
Outpatient and inpatient statistics for the year	<a href="#">View File</a>
Link to hospital records/ Hospital Management Information System	<a href="https://godavarifoundation.com/HMS/LoginForm.aspx#!">https://godavarifoundation.com/HMS/LoginForm.aspx#!</a>
Any other relevant information	<b>No File Uploaded</b>

**4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year****4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year****728**

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View File</a>
Details of the Laboratories, Animal House & Herbal Garden	<a href="#">View File</a>
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training**

**C. Any 2 of the Above**

**of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations**

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	<a href="#">View File</a>
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	<a href="#">View File</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

College has established Library as per statutory and regulatory requirements.

- Institute has online library management system, which is developed by college own software development cell.
- Till date the library management system is partial Automation.
- The library management system was introduced in March 2022 and will be fully automated by March 2024.

Library automation is the application of ICTs to library operations and services. LMS provides all the functions related to Library. An integrated library management system is a computer-based system for internal as well as external use of library resources. Software simplifies various tasks of library such as acquisition of books, cataloguing of books and issue and return process commonly done in the library. The library management system allows a library to keep track of all its books, and also manage its members. Some of the services offered by a library management system include book request by the members of the library, and denial or issuance of the request by the librarian.



The system has several modules that serve various functions.

- Master Section
- Issue Section
- Return Section
- Report Section

Various open access E-resources on the home page of the software. It can be remotely access from anywhere.

- E-Resources like: National Digital Library of India, e-pgpathshala, Vidya Mitra, Sage Journals, OAJSE etc.
- E-Dictionary like: Cambridge Dictionary, Art Dictionary, Oxford Reference, Merriam Webster etc.
- E-News Papers : All the leading newspapers (Local as well as National)

File Description	Documents
Geo tagged photographs of library facilities	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.1-Library-Photo.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.1-Library-Photo.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/4-3-1_photographs/">https://www.dupmc.ac.in/4-3-1_photographs/</a>

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

Godavari Foundation's Dr Ulhas Patil Medical College has established well equipped library having 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

Following learning resources has enriched Institutes library -

# Reading Room : The Central Library has spacious reading room area with 1090 seating capacity for the UG and PG students and 40 seats for staff reading. The reading room facility available for 18x7x365 for students.

# Textbook : There are more than 10868 latest edition textbooks available in the library.

# Reference books : There are 559 reference books available in the library.

# Journals : Godavari Foundation's central library regularly subscribed well reputed Indian as well as International journals.

# CD / DVD : There are 158 CD's and Dvd's available in the library.

# E-library : Central library has well equipped e-library with 60 computers and it was connected by 100 mbps internet speed. Students and staff can browse the internet facility and they are controlled by firewall system.

# Digitalized Manuscripts: 'lipi' Medical digital manuscripts collection is a part of k.hub.in e-library services which is subscribed by the institute. It is focused on delivering various manuscripts content to its users. There are more than 16000 records, rare and ancient books ranging from 1000 B.C.E.

All the records are searchable and downloadable for all users. The users can search originals, handwritten and typewritten manuscripts from over 7 different languages.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.2_List-of-Books-and-Journals.xlsx">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.2_List-of-Books-and-Journals.xlsx</a>
Geotagged photographs of library ambiance	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.2-Library-Photo.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.2-Library-Photo.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/4-3-2-geotag/">https://www.dupmc.ac.in/4-3-2-geotag/</a>

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

**A. All of the Above**

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	<a href="#">View File</a>
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

1082549

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	<a href="#">View File</a>
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

DPUMC is having well established library having remote access to its users. DUPMC organizes awareness sessions for teachers and students for how to use remote access facility of library every year. This awareness is organized for all students and teachers.

A library is a set of resources, which include human services as well as the entire spectrum of media. Libraries have physical components such as space, equipment, and storage media; intellectual components such as collection policies that determine what materials will be included and organizational schemes that determine how the collection is accessed; and people who manage the physical and intellectual components and interact with users to solve information

problems.

Library learning session for 1st year MBBS students and staff.

The Central Library has organized a learning session for 1st MBBS Students and staff at Lecture Hall no. 1. All the faculty and students of 1st MBBS attended this session. The students were briefed about the library functions, library resources, library services, library facilities and library rules. The library learning session was focused on the How to use the library resources by the students throughout the year. The students were briefed about some important functions. They are introduced how to use the library services, how to open a library account, issue and return the books, use of journals as well as how to use open access web sites.

File Description	Documents
Details of library usage by teachers and students	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.5-Uses-Deatil.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.5-Uses-Deatil.pdf</a>
Details of library usage by teachers and students	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.5-Uses-Deatil.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.3.5-Uses-Deatil.pdf</a>
Any other relevant information	Nil

**4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other**

A. All of the Above

File Description	Documents
Links to documents of e-contents used	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.4 - IT Infrastructure

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

24

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	<a href="#">View File</a>
Geo-tagged photos of the facilities	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

- The institution has adequate ICT facilities available for teaching-learning activities of students.
- Institution is well equipped with computers for improvement of quality of students teaching learning process.
- Institution has E - library with adequate numbers of computers with internet connectivity for the use of students and staffs.
- The digital library has computers connected to internet for the e-journals subscribed by college through K-HUB to access PubMed and e-content resources like SWAYAM, NPTEL etc.
- With 300 mbps broadband line from SCUD communication private limited, Jalgaon , institute has provided uninterrupted internet facility with high speed CAT6 cable to every departments.
- All computers and audio-visual equipment are supported by UPS/generator.
- Computers facilities are also made available to students for academic, projects and research activities.
- Each department has computer facility and is connected through LAN.
- Network security is ensured through Firewall subscriptions (TUX WALL).
- Antivirus is installed in all computers to prevent, detect and remove viruses. Antiviruses are regularly updated to prevent entry of virus into system.
- Lecture halls are fully upgraded with ICT facilities with LCD projectors and laptops for the effective delivery of lectures in terms of PowerPoint presentations, online videos for demonstrating various invasive procedures, etc.
- For enhances operative clinical teaching, the institute provides live transmission, recording and broadcasting of operative procedures from our operation theatres to classroom

for our undergraduate and postgraduate students.

- For the safety of students and staff, entire campus is monitored through CCTV cameras.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.4.2_Institution-frequently-updates-its-IT-facilities_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.4.2_Institution-frequently-updates-its-IT-facilities_22_23.pdf</a>
Any other relevant information	Nil

**4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:**

C. 250 MBPS - 500MBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	<a href="#">View File</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.5 - Maintenance of Campus Infrastructure

**4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)**

352069039

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	<a href="#">View File</a>
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

A well-organised system and process is in place to manage the upkeep of physical and academic support facilities. The Maintenance Department and committee oversee the maintenance of all facilities.

Maintenance Committee takes primary responsibilities, including planning, purchasing, condemning, and controlling the use of physical resources. Periodic checks are conducted to guarantee the efficiency and functionality of the infrastructure.

Maintenance efforts span various areas, encompassing infrastructure upkeep, cleanliness across the campus, and the optimal functionality of equipment. The site office team manages regular maintenance tasks, ensuring the premises are well-maintained, including furniture repairs, civil works, painting, carpentry, and plumbing.

Ensuring the highest standards of hygiene and cleanliness, the in-house staff diligently maintains the campus, covering classrooms, staffrooms, seminar halls, hospitals, laboratories, and washrooms. The green cover of the campus is meticulously managed by a dedicated maintenance team.

Equipment, ranging from medical instruments to computers and sports facilities, undergoes regular maintenance checks and upgrades. Annual maintenance contracts (AMC) cover generators, air conditioners, CCTV cameras, and water purifiers, while high-end equipment like CT scans and MRIs is managed through contracts with authorised agencies. The comprehensive approach extends to sports

facilities, managed by a dedicated team under the supervision of the physical director.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.5.2 Minutes-of-the-Meeting-of-the-maintenance-committee.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/4.5.2 Minutes-of-the-Meeting-of-the-maintenance-committee.pdf</a>
Log book or other records regarding maintenance works	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/Log-book-or-other-records-regarding-maintenance-works.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/Log-book-or-other-records-regarding-maintenance-works.pdf</a>
Any other relevant information	Nil

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

#### 5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

563

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View File</a>
List of students who received scholarships/ free ships/fee-waivers	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Data template	<a href="#">View File</a>

**5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development**

A. All of the Aboe



File Description	Documents
Link to Institutional website	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/5.1.2_Any-other-relevant-information.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/5.1.2_Any-other-relevant-information.pdf</a>
Details of capability enhancement and development schemes(Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

140

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	<a href="#">View File</a>
Institutional website. Web-link to particular program/scheme mentioned in the metric	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/LIST-OF-STUDENTS-ATTENDED-1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/LIST-OF-STUDENTS-ATTENDED-1.pdf</a>
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	<a href="#">View File</a>
list of students attending each of these schemes signed by competent authority	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

The International Student cell conducts biannual meetings with all HODs and members of Student council to discuss new opportunities and plan strategy for its implementation

#### OBJECTIVES ARE:

- To offer medical course, short term observation or Hands - on

courses and long term fellowships to international students desirous of obtaining education in India

- To provide optimal support to these students by means of online application process.
- Offer support for visa processing, online payment of Tution Fees, and completion of police registration process.
- To provide support through Language support, Accommodation and food knowledge of Local transportation system and healthcare facilities.
- Provide and look after medical insurances and Treatment of various illnesses that Student may suffer in course of his/her study tenure.
- To promote interest of our college students for abroad learning via student Exchange Programs.
- To provide counseling support to students desirous of perusing higher studies in international universities, or abroad.
- To educate students about the various opportunities for higher studies, and help them in admission process for the same by interaction with other international or foreign institutes.
- To maintain above and success data in student section Cell.

File Description	Documents
For international student cell	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/02/5.1.4_The-Institution-has-an-active-international-student-cell-to-facilitate-study-in-India.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/02/5.1.4_The-Institution-has-an-active-international-student-cell-to-facilitate-study-in-India.pdf</a>
Any other relevant information	Nil

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken**

**A. All of the Above**

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	<a href="#">View File</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="https://www.dupmc.ac.in/anti-ragging-committee/">https://www.dupmc.ac.in/anti-ragging-committee/</a>
Details of student grievances and action taken (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

### 5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

96

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	<a href="#">View File</a>
Pass Certificates of the examination	<a href="#">View File</a>
Copies of the qualifying letters of the candidate	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.2.2 - Number of outgoing students who got placed / self-employed during the year

15

File Description	Documents
Annual reports of Placement Cell	No File Uploaded
Self-attested list of students placed /self-employed	<a href="#">View File</a>
Details of student placement / self-employment during the year (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

17

File Description	Documents
Supporting data for students/alumni as per data template	<a href="#">View File</a>
Details of student progression to higher education (Data template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 5.3 - Student Participation and Activities

#### 5.3.1 - Number of awards/medals for outstanding performance in sports and/or cultural activities at inter-university / state /national / international events (award for a team event should be counted as one) during the year

4

File Description	Documents
Duly certified e-copies of award letters and certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

Student council at DUPMCJalgaon Kh. provides various kinds of Academic and Administrative inputs during various events. The students council is formed each year and nominated students are

chosen as per guidelines prescribed by MUHS, Nashik.

The student council is headed by the college Dean. Other members constituting the council are One Teacher, Sports Director, Officer in charge of cultural activities, One student from each class from 2nd year to final year, one Intern, One student having outstanding performance in each category like Sports, Cultural and Research, two female students having outstanding performance in sports, cultural or research work, and a student secretary.

**OBJECTIVES ARE:**

- To be a representative body acting as a bridge between Administration and students
- To make administration aware about problems faced by students, and make students aware regarding any concerns the Administration has
- To be the voice of students in Academic, and extracurricular matters
- To inculcate leadership and team spirit in students
- Organize capability enhancement programs
- Control and preside over various student committees
- to counsel, provide support, and advice to problems faced by students and overcome their problems

Following is the summary of various activities conducted by the student council during the past five years

File Description	Documents
Reports on the student council activities	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/04/5.3.2_Reports-on-the-student-council-activity-2-1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/04/5.3.2_Reports-on-the-student-council-activity-2-1.pdf</a>
Any other relevant information	Nil

**5.3.3 - Number of sports and cultural activities/competitions organised by the Institution during the year**

14

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	<a href="#">View File</a>
Report of the events with photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The institute has turned out a significant number of graduates over last decade and its alumni are spread across the country, with few also internationally. The institute very much still considers its alumni to be a part of the family.

Institute has registered the alumni association with registration number Jalgaon/0000228/2022.

The alumni association cell has been setup in the institute with the intention of strengthening the alumni activity. We have a working alumni portal that helps the alumnus and the institute to get in touch with each other. Using the portal, the alumnus can get information about institute, fellow colleagues, seniors, juniors, alumni meets and conferences. The portal also features success stories of alumni.

Regular activities of alumni association are:

- Regularly keeping the Alumni portal updated with all relevant information of Alumni and institute.
- Providing alumni information to other alumni for academic development.
- Involving alumni in conducting guest lectures, workshops based on their experience.
- Organizing annual alumni meet and awarding alumni with Distinguished Alumnus Award.
- Inviting alumnus contributions for the development of institution.

File Description	Documents
Registration of Alumni association	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/5.4.1_Allumni-committee_cert.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/5.4.1_Allumni-committee_cert.pdf</a>
Details of Alumni Association activities	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/5.4.1_Alumni-association-details-and-programs.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/5.4.1_Alumni-association-details-and-programs.pdf</a>
Frequency of meetings of Alumni Association with minutes	Nil
Quantum of financial contribution	Nil
Audited statement of accounts of the Alumni Association	Nil

**5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments**

**D. Any 1 of the Above**

File Description	Documents
List of Alumni contributions made during the year	<a href="#">View File</a>
Extract of Audited statements of highlighting Alumni Association contribution	No File Uploaded
Certified statement of the contributions by the head of the Institution	No File Uploaded
Any other relevant information	No File Uploaded

## **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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

**DUPMC is committed to impart quality education to medical graduate**

and postgraduate with development of their right attitude, professional competence and right ethical values.

**Vision:**

Our vision is to produce quality health care professionals and promote excellence in Medical Education, Research and Health care services at the National and International Level.

**MISSION:**

To impart excellent education opportunities and supportive environment of learning , research, integrity , critical thinking and self directed learning.

**Nature of governance:**

The institute is governed by Godavari, Foundation, headed by the president of foundation, and is decentralized for good governance and execution. The institute is headed by the Dean.

HOD is delegated with department level authority who communicates and act responsibly to the faculty members through regular staff meetings according to the plans made.

Internal coordination and monitoring is very efficient.

**Perspective Plans:**

The institute develops perspective plan for every five years taking into consideration vision and mission. The Strategic plan is discussed in the College Council meeting and forwarded to executive council for final approval.

Stakeholders participation plus faculties are a member of various academic and administrative bodies where they participate in the decision-making process.



File Description	Documents
Vision and Mission documents approved by the College bodies	<a href="https://www.dupmc.ac.in/vision-mission/">https://www.dupmc.ac.in/vision-mission/</a>
Achievements which led to Institutional excellence	<a href="https://www.dupmc.ac.in/institutional-achievement/">https://www.dupmc.ac.in/institutional-achievement/</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/institute-governance-approval/">https://www.dupmc.ac.in/institute-governance-approval/</a>

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

Institute is governed by Godavari Foundation a registered trust. The Executive Council consists of President, Executive Committee members and Directors. President of the foundation is final decision-making authority and actively involved in day to day operational activities. This foundation has approximately 10 life members from the society and from these members, 7 members of the executive council are elected for the term of five years.

The College Council is headed by Dean of the institute and all the Head of Departments (HODs) are the members of it. This council reviews all academic and administrative processes and activities.

- Institute has a Curriculum Committee for smooth conduct and effective implementation & monitoring of academic
- The institute has established Medical Education Technology Unit (MEU) for the enhancement of skills and competencies of the faculty members.
- IQAC is established for establishing, maintaining and monitoring of various quality related standards and accreditations
- HODs and senior faculty are committee members taking active participation in the various activities.
- Various statutory committees and support committees are established and made responsible for decentralization of activities in the institute.
- Students are members of the various bodies
- Through decentralization and participative management approach effective leadership is reflected in various Institutional

practices.

File Description	Documents
Relevant information /documents	<a href="https://www.dupmc.ac.in/about-foundation/">https://www.dupmc.ac.in/about-foundation/</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/institute-governance-approval/">https://www.dupmc.ac.in/institute-governance-approval/</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

Dr. Ulhas Patil Medical College and Hospital is committed to impart quality education to medical graduate and postgraduate with development of their right attitude, professional competence and right ethical values. We have formerly developed quality polices, strategies etc. A strategic plan was planned in January 2018 under the guidance of Dean to improve the quality of teaching and patient care.

The responsibilities for the deployment of strategic plan are assigned by Dean of the college. Dr. Ulhas Patil Medical College has a well-defined organization structure for effective deployment and implementation of strategic plan. Organization structure is formed and implemented in the institute. Meetings of college council are held regularly and decisions made by its members are then circulated to relevant committees for the deployment of decisions.

The college council is headed by dean of the institute and all departmental heads are the members of it. To ensure the development of the college, all planning and execution are monitored regularly. Strategic plan is developed for institutional development. The Institute has MEU, IQAC, and various committees for maintaining and monitoring of strategic plan and its deployment.

File Description	Documents
Organisational structure	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/ORGANIZATION-STRUCTURE_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/ORGANIZATION-STRUCTURE_22_23.pdf</a>
Strategic Plan document(s)	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/STRATEGIC-PLAN_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/STRATEGIC-PLAN_22_23.pdf</a>
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/6.2.1_Minutes-of-College-Council-Meeting-2022-23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/6.2.1_Minutes-of-College-Council-Meeting-2022-23.pdf</a>
Any other relevant information	Nil

### 6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	<a href="#">View File</a>
Institutional budget statements allocated for the heads of E_governance implementation	<a href="#">View File</a>
e-Governance architecture document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Policy documents	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

Institute aspires to be the pinnacle of excellence in health science education via realistic planning and implementation by caring management, achieving the Vision and Mission's aims and objectives. Following are the few effective welfare measures for teaching and non-teaching staff

**1. Campus accommodation:**

The provision of on-campus housing is provided to guarantee that medical professionals and trainees have access to emergency services.

**2. Transport facilities:**

College bus service is offered

**4. Free Health care facilities:**

All hospital personnel, as well as their family members, are entitled to free health care.

**5. Free school facilities:** Free school facility for employees children's in our English medium school in Bhusawal.

**6. Day Care Centre****7. Leaves:**

Employees are provided leave in accordance with the rules.

**8. Research and Training opportunities:**

The DPUMC is a research-driven organization that combines clinical care with teaching and learning. Employees receive not only support, but also incentives and rewards for their efforts as researchers.

File Description	Documents
Policy document on the welfare measures	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.3.1-Policy-Document_wefare-measures_1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.3.1-Policy-Document_wefare-measures_1.pdf</a>
List of beneficiaries of welfare measures	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.3.1-List-of-benefisaries_2.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.3.1-List-of-benefisaries_2.pdf</a>
Any other relevant document	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.3.1-Other-relavent-documents_3.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.3.1-Other-relavent-documents_3.pdf</a>

**6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year**

3

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	<a href="#">View File</a>
Policy document on providing financial support to teachers	<a href="#">View File</a>
List of teachers provided membership fee for professional bodies	<a href="#">View File</a>
Receipts to be submitted	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)**

3

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	<a href="#">View File</a>
Reports of Academic Staff College or similar centers Verification of schedules of training programs	<a href="#">View File</a>
Copy of circular/ brochure/ report of training program self conducted program may also be considered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**

25

File Description	Documents
Details of teachers who have attended FDPs during the year (Data template)	<a href="#">View File</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View File</a>
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

Institute has developed a system of performance appraisal and it is transparent and time-bound. Performance appraisal is conducted once in a year.

The system comprises of 3 components:

1. Academic and administrative appraisal
2. Evaluation by students
3. Self-appraisal through API score

Academic and administrative appraisal: The performance of subordinate staff is assessed annually by the concerned Heads of the departments.

For Teaching Staff: Their academic performance is classified under three categories:

- Teaching, learning and evaluation related activities
- Co-curricular and professional development related activities
- Research publications and Academic contributions

All parameters are analyzed by the Dean and submitted to the Chairman / Trustee for necessary action. Information about

increments and incentives reaches to HR/Accounts department.

**Evaluation by students:** Regular evaluation of teachers is done by the feedback received from students. The feedback proforma are made available to students both, teacher-wise and course-wise.

**Self-appraisal:** The appraisal forms are filled by all teaching staff every year before completion of the academic year; depending on their joining date.

All non-teaching faculties are continuously motivated to attend training programs and skill development programs arranged time to time. Their participation in these programs is also considered for their performance appraisal, promotion and increment etc.

File Description	Documents
Performance Appraisal System	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/Final-6.3.5_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/Final-6.3.5_22_23.pdf</a>
Any other relevant information	Nil

## 6.4 - Financial Management and Resource Mobilization

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

College is a self-financed institute where mobilization of funds is obtained through collection of fees from students, Hospital income and loans from bank. The funds are utilized under heads specified for expenditures. Mobilization of funds is managed by Institute head. Institute prepares the budget every year

Resource mobilization policy is established. Details are given under each heading -

1. Enhancement of Library facilities need to augment learning practices & accordingly requisite funds are utilized every year.
2. Laboratory - for Equipment's in central clinical laboratory, research laboratory, RTPCR laboratory, cath lab, fund is utilized
3. Infrastructure - adequate income is mobilized for development and maintenance of infrastructure.
4. Funds are utilized for student enrichment programme, workshop, sports and cultural activities.

5. Adequate funds are allocated for effective learning practices that include orientation programme, training programme, interdisciplinary activities that ensure quality education.
6. Some budgets are also reserved for day to day operational and administrative expenses.
7. Budget also kept aside for social responsibilities to help community

Resources are received by following methods -

1. Students fees
2. Hospital income (investigations, surgeries, ICU, etc)
3. Interest on fixed deposit
4. Loans from bank

The college ensures the utilization of funds as per budgetary providences. All expenses made are approved from college council. It is finally approved by the President

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.4.1_Resource-mobilization-policy_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.4.1_Resource-mobilization-policy_22_23.pdf</a>
Procedures for optimal resource utilization	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.4.1_procedure-for-optimal-rescourse-utilazation_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.4.1_procedure-for-optimal-rescourse-utilazation_22_23.pdf</a>
Any other relevant information	Nil

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

Dr. Ulhas Patil medical college has a mechanism for Internal and external audits.

**Internal audit**

Is carried out by the head of the account department.

A team of account staff under the guidance of the head of the account department check and verify of all transactions that are carried out in each financial year.



The purpose of an Internal Audit is to review the routine activities of the business and also give suggestions for improvement.

#### External audit

We follow Mercantile Accounting System.

The external audit is carried out by Chartered Accountant appointed by the Institute.

It is carried out once in a financial year.

It checks all the expenditures of infrastructure development, operating expenses, teaching, and non-teaching staff salary. Chartered Account also checks TDS on salary as well as party payment (Like Contractor Payment, Service Provider Payment and Professional Payment).

It also verifies the income of the institute which is earned from student fees and hospital income.

The final audit report of the institute is prepared by an external auditor and submitted to the income tax department Charity Commissioner Office every year within the stipulated time.

The external audit report is maintained in the account office of the institute.

File Description	Documents
Documents pertaining to internal and external audits for the last year	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/04/6.4.2-Documents-pertaining-to-internal-and-external-audits-for-the-last-year.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/04/6.4.2-Documents-pertaining-to-internal-and-external-audits-for-the-last-year.pdf</a>
Any other relevant information	Nil

#### 6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0	0

File Description	Documents
Audited statements of accounts for the year	No File Uploaded
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	No File Uploaded
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	No File Uploaded
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

The Internal Quality Assurance Cell (IQAC) at DUPMC is a step towards enhancing and institutionalizing quality in higher education. It focuses on disseminating information on education quality parameters and coordinates various institutional activities to embed good practices. The IQAC emphasizes quality-related activities and ensures timely decision implementation.

Key responsibilities include reviewing academics for remedial actions, implementing CISP, and enhancing laboratories. It organizes programs, workshops, and seminars, integrating ICT in administrative functions like admissions, finance, and examinations. The IQAC also achieved NABL accreditation, operates a COVID training and patient care center, collects and acts on student feedback, and establishes MoUs and collaborations.

Further, it develops quality benchmarks for academic and administrative tasks, fosters a learner-centric environment, and promotes quality circles through workshops and seminars. It maintains a college database via MIS and prepares the Annual Quality Assurance Report (AQAR) in line with NAAC guidelines.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/IQAC-Committee.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/IQAC-Committee.pdf</a>
Minutes of the IQAC meetings	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/Minutes-of-Meeting-6.5.1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/Minutes-of-Meeting-6.5.1.pdf</a> <a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/Minutes-of-Meeting-6.5.1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/Minutes-of-Meeting-6.5.1.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.5.1-Any-other-relevant-information-22-23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/6.5.1-Any-other-relevant-information-22-23.pdf</a>

**6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)**

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	<a href="#">View File</a>
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	<a href="#">View File</a>
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	No File Uploaded
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars,**

**A. All of the Above**

**orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)**

File Description	Documents
Information as per Data template	<a href="#">View File</a>
Annual report of the College	<a href="#">View File</a>
Minutes of the IQAC meetings	<a href="#">View File</a>
Copies of AQAR	Nil
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View File</a>
Report of the workshops, seminars and orientation program	<a href="#">View File</a>
Copies of the documents for accreditation	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## **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 year**

**1**

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	<a href="#">View File</a>
Copy of circular/brochure/ Report of the program	<a href="#">View File</a>
Extract of Annual report	<a href="#">View File</a>
Geo tagged photographs of the events	<a href="#">View File</a>

**7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year.**

Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The institution prioritizes gender equality, ensuring no discrimination based on gender in education, rights, and opportunities. Safety measures include round-the-clock CCTV surveillance across the campus, hospital, and hostels. A secure boundary wall and fencing safeguard female students, coupled with restricted entry protocols. The security team comprises both female and male guards, with female guards readily available for assistance. Facilities like night canteens, gymnasiums with specific timings for girls, and separate hostels with dedicated wardens ensure a comfortable environment. The institute's sexual harassment prevention committee actively promotes a safe space. Additionally, faculty advisors provide mentoring, and day-care services support working parents. Leadership roles like Ladies Representatives in each batch, alongside Class Representatives, underline the commitment to equal opportunities in academics, sports, and cultural programs. This holistic approach fosters a respectful and supportive learning environment, recognizing the significance of every individual's contribution and growth.

File Description	Documents
Annual gender sensitization action plan	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.2-Annual-gender-sensitization-plan_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.2-Annual-gender-sensitization-plan_22_23.pdf</a>
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	<a href="https://www.dupmc.ac.in/7-1-2_photos/">https://www.dupmc.ac.in/7-1-2_photos/</a>
Any other relevant information	Nil

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

**B. Any 3 or 4 of the Above**

File Description	Documents
Geotagged Photos	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.3-geo-tagged-Photos_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.3-geo-tagged-Photos_22_23.pdf</a>
Installation receipts	<a href="#">View File</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

The waste generated is classified into the following types:

### 1. Solid waste Management

Solid waste includes both biodegradable and non-biodegradable components. The non -biodegradable solid waste generated in the campus include, paper, plastics, metal cans etc..Biodegradable waste is disposed off in three dumping yards of size 3m x 3m x 2m and especially food waste routed to biogas plant for generation of electricity which is situated at Dr Ulhas Patil Agricultural college Jalgaon..

### 2. Liquid waste Management

Liquid waste that is generated in the institute falls into two following categories.

1. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen. Wastewater from laboratories: waste water generated from the laboratories is very small in quantity: hence they are handled along with septic sewage after specific treatment.

### 3. Biomedical waste management

1. Proper segregation and collection of biomedical waste from all patient care areas of the hospital should be implemented and monitored. Use appropriate PPE when segregating, packing, transporting, and storing biomedical waste.

2. The biomedical waste of a hospital outsourced to an authorized contractor for the management and handling of biomedical waste as per rules designated by the State Pollution Control Board.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.4_BMW-Mansai-Agreement_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.4_BMW-Mansai-Agreement_22_23.pdf</a>
Geotagged photographs of the facilities	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.4_Describe-the-facilities-in-the-Institution-for-the-management-of-waste_22_23_photo.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.4_Describe-the-facilities-in-the-Institution-for-the-management-of-waste_22_23_photo.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/7.1.4_Any-other-relevant-information.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/7.1.4_Any-other-relevant-information.pdf</a>

**7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.5-Geotagged-Photos.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.5-Geotagged-Photos.pdf</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants**

B. Any 4 of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.6-Geotagged-Photos.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.6-Geotagged-Photos.pdf</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Reports to be uploaded (Data Template)	<a href="#">View File</a>

**7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

**B. Any 4 of the Above**

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Data template	<a href="#">View File</a>
Relevant documents	<a href="#">View File</a>

**7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).**

**The values like innovation, knowledge dissemination, cutting edge research, competency building and extension activities with holistic approach are the important and perpetuate them for societal needs. The college believes in inculcating competitive spirit and human**



values among the students promoting peace and harmony in the society. It contributes to the amelioration of the weaker section in an economically, socially, and educationally developing region of the state of Maharashtra.

The institutional efforts/initiatives are as follows:

- All national days are celebrated at college where faculty/non-teaching staff/students gather together at the campus. Cultural activities are performed during the event. Programme in charge scheduled various activity which help to increase awareness in students regarding all days.
- The college celebrates religious festivals like Ganesh Festival, Christmas, Eid, etc.
- "SAMANVAY", "AAGAZ" and many more celebrated every year in an annual social gathering by the student as well as staff where everyone comes in traditional attire representing their culture.
- "Godavari pariwar Saptahik" a weekly newspaper gives a platform to the students and faculties to express themselves to fulfill all types of needs of society.
- The economically backward patients are facilitated with several BPL Programmers such as VJAY, MJPJAY, etc.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.8_Describe-the-Institutional-efforts-initiatives-in-providing-an-inclusive_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.8_Describe-the-Institutional-efforts-initiatives-in-providing-an-inclusive_22_23.pdf</a>
Any other relevant information/documents	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.8_Activity-Report_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.1.8_Activity-Report_22_23.pdf</a>

**7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year**

**A. All of the Above**

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	<a href="#">View File</a>
Web link of the code of conduct	<a href="https://www.dupmc.ac.in/handbook-for-code-of-conduct/">https://www.dupmc.ac.in/handbook-for-code-of-conduct/</a>
Details of the monitoring committee of the code of conduct	<a href="#">View File</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	<a href="#">View File</a>

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

Following are the important National and International commemorative days and events and festivals that are celebrated at the institute

- Republic day 26th Jan of every year the adoption of the Indian Constitution.
- Independence day 15th Aug of every year realizing the importance of the freedom
- Gandhi Jayanti 2nd Oct of every year to value Mahatma Gandhi's teachings of cleanliness and Ahimsa.
- Ganesh Utsav was celebrated at the hostels
- Diwali festival celebrated by hospital students and nursing staff
- Cultural harmony is also observed while celebrating major cultural festivals such as Shivaji Maharaj Jayanti, Christmas, Holi, Onam Dahi Handi, Dussehra, Ganesh Chaturthi. And Eid
- With the celebration of above all events, we also celebrates the cultural events, sports, blood donation camps, and multi diagnostic health camps so students are aware of their responsibilities and also understand human rights and human value.
- TB day celebrated in each year on 24th March
- International nursing day celebrated in each year on 12th May

- Anesthesia day celebrated in each year on 17th Oct
- World psychology day celebrated in each year on 14th April
- Teachers day celebrated in each year on 5th Sept.
- National yoga day celebration on 12th Jun
- National integration day celebrated on 19th Nov

## 7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

**Title of the practice: Well-being and Resilience Programs:**

In order to foster a positive learning environment and avoid burnout, it is essential that the mental health and well-being of medical students and faculty members be acknowledged and addressed. Therefor institute adopts following practice

Workshops on stress management, mindfulness training, mental health awareness campaigns, counseling services, peer support groups, and wellness initiatives are just a few examples of the many components these programs may entail. It is crucial to provide staff members and kids the tools and resources they need to get help when they need it and get mental health assistance. Topics like professional identity construction, self-care techniques, and work-life balance may also be included in the curriculum to promote well-being.

**Title of the practice: Inter professional Education (IPE):**

Interprofessional education initiatives may assist students in acquiring the competencies required for productive cooperation and teamwork in healthcare environments. Students from many healthcare fields, including medical, nursing, pharmacy, and allied health, are brought together for interprofessional education so they may collaborate and learn from one another.

Medical colleges may assist students in developing a common awareness of the duties and responsibilities of each profession, encourage efficient communication and cooperation, and promote a patient-centered approach to treatment by providing opportunities for interprofessional learning. Case talks, simulated patient situations, team-based problem-solving exercises, and clinical rotations where students from many disciplines collaborate are examples of interprofessional activities.

File Description	Documents
Best practices page in the Institutional website	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.2.1-Best-Practices-Relevant-Information.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.2.1-Best-Practices-Relevant-Information.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.2.1-Best-Practices-Eassy.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.2.1-Best-Practices-Eassy.pdf</a>

### 7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

Medical camps are conducted by health professionals of Dr Ulhas Patil Medical College and Hospital to carry out health interventions amongst the community. The patients attend these camps to get free check ups and treatment. Getting the appropriate kind of health checkup is vital for every human being and while considering it, some important factors like age, lifestyle, family background, and risks are taken into account. Dr. Ulhas Patil medical college and hospital arranges health care camps in urban and rural areas of Khandesh region. Physicians, surgeons, residents, interns, nurses and paramedical staffs are visiting villages for health checkup. Those screened or diagnosed clinically are treated in health camps. Patients' needs further diagnostic tests for are shifted to institute hospital. Hospital has all tertiary care facilities to treat diseases. All kind of hospital facilities like diagnosis, medical treatment or surgical treatment is provided to patients. Many health care camps are arranged by medicine and surgery departments in community. Health for all theme is operated by institute. All doctors, nursing and allied health care staff is participating in health care camps. Community is appreciating health care camps facility and efforts of Dr Ulhas Patil medical college and hospital, Jalgaon kh.

File Description	Documents
Appropriate web page in the institutional website	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.3.1-Portray-the-performance-of-the-Institution-in-one-area-distinctive-to.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.3.1-Portray-the-performance-of-the-Institution-in-one-area-distinctive-to.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.3.1-Any-Other-Relevant-Information.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/7.3.1-Any-Other-Relevant-Information.pdf</a>

## MEDICAL PART

### 8.1 - Medical Indicator

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

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
200	97.50, 42.09	91.82	11.41

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic year	<a href="#">View File</a>
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

We are maintaining quality of care, at the same time paying meticulous attention to patient safety mechanisms. Infection prevention and infection control practices are routinely followed in our hospital and also supervised.

Various training programs such as hospital infection control, bio-

medical waste management, safe blood transfusion, medical ethics, disinfection, and sterilization are conducted for undergraduate, postgraduate students and other healthcare workers also.

Medical students are taught these good clinical practices through didactic lectures, practical sessions, clinical postings, bedside clinics and workshops. Extra teaching activities are also arranged from time to time.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/Infection-Control-Committee-Minutes-of-meeting.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/Infection-Control-Committee-Minutes-of-meeting.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/Programme-Reports.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/Programme-Reports.pdf</a>

**8.1.3 - Number 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, PhD in Medical Education etc.) (excluding those mentioned in metric 2.4.2)**

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File Description	Documents
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 year	<a href="#">View File</a>
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

Learning outcomes and graduation qualities are outlined in MCI

Gazette of India part 3, No. MCI-34(41)/2019-Med/161726, dated November 4, 2022-23. This article describes national goals, often known as program outcomes (POs).

Method of assessment of Learning outcomes and graduate attributes

To measure the achievement of the course outcomes (Cos) and program specific objectives (PSOs), use the following actions:

1. Calculation of percentage score of each student in theory and practical examination
2. Conduction of continuous internal evaluation (theory and practical).
3. Averaging the proportion of points that each student received. This represents the CO attainment percent via CIE.
4. Average percentage score in University examination is calculated for all students which is CO attainment in University examination.
5. The overall CO attainment is calculated as weighted average where 40% weightage is to CIE and 60% weightage for University examination.
6. Students enrolled in the UG program study 14 subjects. Phase I comprises three subjects, Phase II comprises four subjects, Phase III (part I) comprises three subjects, and Phase III (part II) comprises four subjects. PSO achievement is measured by taking into account each of these subjects' percentage contribution.
7. PSO attainment is obtained as weighted average based on percentage contribution of each CO for a specific batch admitted to UG Program.
8. The average of the PSOs obtained across the several UG program subjects is the final PSO achievement.

File Description	Documents
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 year	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/Link_1_and_2_CO-PO-Statement.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/Link_1_and_2_CO-PO-Statement.pdf</a>
Geotagged photographs of the objective methods used like OSCE/OSPE	Nil
Any other relevant information.	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/Link_1_and_2_CO-PO-Statement.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/Link_1_and_2_CO-PO-Statement.pdf</a>

8.1.5 - Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Dr. Ulhas Patil Medical college and hospital had been inspected and certification of recognition granted for eye bank and keratoplasty centre.

In curriculum, the topic of organ transplantation is included according to Maharashtra University of health sciences.

At following places, various aspects of the organ transplantation topic are covered.

1. During foundation course at the beginning of 1st MBBS in Anatomy department.
2. During clinical postings at community medicine department in second year and third year.
3. Surgery department.

A rally was also organised by college students to create public awareness.

Thus the importance of organ transplantation is very well covered in academic activities at Dr. Ulhas Patil Medical College.



File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/1-NOTP.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/1-NOTP.pdf</a>
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/Programme-Reports_c.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/Programme-Reports_c.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/2-WHO-guiding-principles_Merge.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/2-WHO-guiding-principles_Merge.pdf</a>

8.1.6 - Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization. Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 100-200 words.

Dr. Ulhas Patil Medical College runs a immunization clinic for children under Pediatrics department.

Immunization clinics are also run in collaboration of Primary Health Centre in Rural Health training centre under Community medicine Department.

National immunization schedule, Universal immunization programme, cold chain, vaccine vial monitor, adverse effects following immunization, Organization and management of immunization services are included in Syllabus of Community medicine course. Visits are arranged to immunization clinic, Primary health centre, rural health training centre for undergraduate students, where they are shown storage of various vaccines and diluents, auto disable syringes, cold chain equipment, immunization records and also vaccination of children during sessions.

This year we have inaugurated a Child Immunization clinic where any child can be brought to receive immunization if he or she has missed the dose.

File Description	Documents
Report on the functioning of the ImmunizationClinic	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/Immunization-Clinic-Report.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/Immunization-Clinic-Report.pdf</a>
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/Programme-Reports-2.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/Programme-Reports-2.pdf</a>
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/Cold-Chain-Register.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/Cold-Chain-Register.pdf</a>
Any other relevant information.	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/02/Immunaization-Card.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/02/Immunaization-Card.pdf</a>

8.1.7 - The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same. Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same (100-200 words).

#### Assessment of Medical Graduate Attributes:

1. Assessment tools for each competency has been suggested in CBME Curriculum e.g. MCQ, LAQ, SAQ, OSPE, OSCE, DOPA, case presentation, structured oral and small group examination, clinical and communication skill scheme.
2. College conducts internal examinations in theory and practical regularly and preliminary examination at the end of each phase.
3. Logbooks and laboratory record books are certified and assessed during internal and university examination.
4. The students are apprised about their academic performance and their feedback is sought.
5. Analysis of performance of students, mapped with learning outcome and feedback of the students to measure attainment of competencies.
6. Overall performance in internal and university examination is calculated for all subjects to determine achievement of competencies at desirable level.
7. Poor score of students; interns in the continuous and summative

examinations is reviewed by IQAC for recommendations remedial measures to undertaken for reinforcement and motivation.

8. Assessment of clinical and communication skill for comprehensive, analytical and synthesis abilities are organized in skill lab in hospital posting specially operation theatres, critical care , emergency department for senior students and intern to ascertain level of attainment.

9. Students are assessed using structured check list and feedback from all stakeholders.

File Description	Documents
Medical graduate attributes as described in the website of the College.	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement-1.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/CO-PO-Statement-1.pdf</a>
Any other relevant information.	Nil

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. Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year.

Institute is conducting faculty development programs time to time since the establishment year of medical education unit (2009). This unit committee members includes Dean as Officer-in-charge, Any professor as Coordinator and other members from the institutes faculty. The committee frequently conducts the meeting for the review of its function. In these meetings program schedules will be decided for that year and different CMEs, Workshops and CISP programmes will be arranged in that particular year. Following is the summary of the few activities organized by the institutes Medical Education Unit (MEU)

Since 2016 medical education unit of the MEU has conducted 7 CME programmes and 5 workshops. MEU also organizes research methodology workshops, till date 2 workshops are conducted. MEU is also conducting revised basic workshops 2021 MEU also conducting CISP workshops according to new curriculum development program since 2019 and till date two CISP programs are conducted.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year- wise during the last year.	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/8.1.8_Workshops_CME_details_IQAC.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/8.1.8_Workshops_CME_details_IQAC.pdf</a>
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 year	<a href="https://www.dupmc.ac.in/wp-content/uploads/2023/03/8.1.8-List-of-the-Teaching-Faculty-attended-workshop.pdf">https://www.dupmc.ac.in/wp-content/uploads/2023/03/8.1.8-List-of-the-Teaching-Faculty-attended-workshop.pdf</a>
Any other relevant information	Nil

**8.1.9 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.**

**D. Any 2 of the Above**

File Description	Documents
e-copies of Certificate/s of Accreditations	<a href="#">View File</a>
Any other relevant documents	No File Uploaded
Data Template	<a href="#">View File</a>

**8.1.10 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.**

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
200	159

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	<a href="#">View File</a>
List of first year students, teachers and hospital staff, who received such immunization during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
Data Template	<a href="#">View File</a>

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

The Medical College has adopted procedures to expose students to medico-legal practices of its time with third party insurance plans, covering indemnity insurance to Clinicians and Patients as well.

To safeguard financially practitioners in medical field, professional indemnity insurance against legal claims for compensation by patients. The aggrieved individuals on incurring loss is compensated through contractual indemnity specially.

The unknowing loss occurred to victim on part of doctor, insured is covered under professional indemnity insurance. The scope of professional indemnity insurance is to provide cover on account of financial damage to qualified as well as unqualified personnel and working staff.

Our college is getting services of following medical bodies:-

1. IMA - National Professional Protection Scheme.
2. Professional Indemnity policies by National General Insurance companies.
3. Indian Medico-Legal consultancy services.

Our students also covered by State Health Schemes and MUHS (Maharashtra University of Health Sciences, Nashik).

1. Earn and Learn Schemes for needy students.
2. Dhanwantari Vidhyadhan Yojana
3. Savitribai Phule Scholarship Scheme for Girls
4. Sanjivani Students Security Scheme

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/8.1.11_Policy-documents_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/8.1.11_Policy-documents_22_23.pdf</a>
List of clinical faculty covered by medical indemnity insurance policy by the Institution	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/8.1.11_List-of-Clinical-Faculty_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/8.1.11_List-of-Clinical-Faculty_22_23.pdf</a>
Any other relevant information	<a href="https://www.dupmc.ac.in/wp-content/uploads/2024/01/8.1.11_Any-Other_22_23.pdf">https://www.dupmc.ac.in/wp-content/uploads/2024/01/8.1.11_Any-Other_22_23.pdf</a>