SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

SMBT INSTITUTE OF MEDICAL SCIENCES AND RESEARCH CENTRE

NANDI-HILLS, DHAMANGAON-GHOTI, TAL- IGATPURI
422403
https://imsrc.smbt.edu.in/

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

- The foresight, persistent efforts and multi-dimensional thinking of a humble farmer, freedom fighter, social worker and prominent leader of a cooperative movement in Sangamner, Sahakarmaharshi Shri. Bhausaheb Santuji Thorat alias Dada laid the foundation of "Amrutvahini Sheti & Shikshan Vikas Sanstha" in 1983 at Sangamner.
- SMBT foundation stone was raised due to his altruistic gesture and aspiration to start & propagate higher education for students in the remote rural area. SMBT was founded in 1984 as a modest medical service provider with 10 bedded rural hospital. Today, SMBT widened its horizon as North Maharashtra's flagship institution and has two campuses at Dhamangaon-Ghoti and Amrutnagar-Ghulewadi, Sangamner. SMBT offers a distinctively Asian and Global experience that is grounded in maximizing the potential of the students and their future readiness and broad-based research excellence that enable beneficial translation.
- SMBT Institute of Medical Sciences & Research Centre was established in the year 2014. The annual intake capacity for the MBBS programme is 150 and for MD/MS programmes in 10 disciplines is 43.
- It is located in the hilly area of Nandi hills, Dhamangaon and caters for the tribal population. It is surrounded by scenic Kadwa dam and Darna dam.

Vision

To make SMBT Institute of Medical Sciences and Research Centre the most trusted and respected institution in the field of health care education, health care training and health care delivery.

Mission

- To educate and train our students to provide "fit for purpose" quality health care services to the society they will serve and, in the process, become the most trusted and respected members of the society.
- To make our patients aware about their overall health and deploy all the measures of timely prevention, intervention and timely delivery of quality health care in the most efficient and effective manner.
- To address "Learning and Growth" aspirations of our employees and also, address the education & health care needs of the society in general.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Student academic support**: Academic support is provided to students through academic counseling and structured mentoring through dedicated teachers.
2. **On-time assessment**: SMBT IMS and RC implements timely administration of internal assessment examinations, on-time evaluation and declaration of results.
3. **Geographical advantage**: SMBT IMS and RC has the geographical advantage of being the only

charitable hospital in the hilly area of northern Maharashtra to provide quality healthcare services.

4. **Superspeciality services**: Superspeciality services like Cardiology, Nephrology, Neurology, Oncology, etc. are provided to the tribal population at an affordable rate. Through the technical support of Tata Memorial Hospital, Mumbai, oncology services ranging from preventive to palliative care shall be provided which include all diagnostic services including PET scan, all treatment modalities including advanced surgery, brachytherapy, radiotherapy, etc.

5. **Inclusiveness and diversity**: SMBT IMS and RC employs staff from the local tribal communities of weaker socio-economic sections.

6. **Extension and outreach activities**: are carried out in rural and tribal areas to provide services to poor and marginalized people.

7. **Eco-friendly campus**: SMBT IMS and RC has a spacious Green campus with plantation and herbal garden which are maintained with recycled water. There is restricted entry to automobiles on the campus. Bicycles and battery-powered vehicles are used for commuting purposes by the staff and students.

8. **Facilities for the education**: There is an established CBSE-affiliated English Medium School for providing quality education.

Institutional Weakness

1. **Limited research work**: In the initial years of the development of the institution, more emphasis was given to establish teaching-learning processes and patient care, hence research took a back step. In addition, due to fixed teaching hours, frequent assessment work, administrative and accreditation work, faculties find less time for cutting-edge medical research work and clinical trials.

2. **No permission to conduct medico-legal autopsy**: Because SMBT IMS and RC is a private affiliated medical college, medico-legal autopsies are not permitted to be conducted as per the Government of Maharashtra directives; hence the undergraduate students have to go to the Civil hospital, Nashik to learn about various medico-legal procedures.

3. **Lack of incubation center**: SMBT IMS and RC is in a process of developing incubation center and hence innovations, start-ups, IPRs and Patent rights are yet to be conceived.

4. **Alumni involvement**: Involvement of alumni at the institute level is less as networking with many alumni who left the institution has not been posssible.

Institutional Opportunity

1. **Student & faculty exchanges**: Under functional MoUs and MSAI, there is an opportunity for having more student and faculty exchange programs for academics and research.

2. **Organization of Conferences**: With dedicated faculty members and support from the management, there is an opportunity to organize more number of state and national-level conferences.

3. **Scope for clinical trials**: As we have started Postgraduate programs in clinical departments, we have the scope to start clinical trials.

4. **Interdisciplinary research**: As the SMBT campus has six different institutions including Ayurveda college and Pharmacy college, there is a huge opportunity for interdisciplinary research.

5. **Scope for advanced skills lab**: Due to adequate space, financial support from the management and trained faculty members, there is a scope for an advanced skills lab.

6. **Infrastructure development**: There is a scope for the construction of a well-equipped sports complex and auditorium.

7. **Full automation of library**: We have a partially automated library and there is a scope for full automation.

8. **Strengthening of alumni network**: As only two batches have graduated, there is an opportunity for the strengthening of the alumni network.

9. **Upgradation to autonomous status**: With six institutions on the campus and the existence of more than 10 years in health sciences education, there is an opportunity for upgradation to autonomous status.

Institutional Challenge

1. **Limitations being an affiliated college**: There is reduced flexibility in academics, inability to start a new program and difficulty in conducting value-added and add-on courses in view of the restrictions of the National Medical Commission (Erstwhile Medical Council of India) and affiliating Maharashtra University of Health Sciences in the form of prescribed syllabus, fixed teaching hours for all subjects, fixed evaluation process, fixed academic calendar, etc.

2. **Academia-industry collaborations**: Due to the geographical location of the institution, it is very difficult to establish academia-industry collaborations.

3. **Retention of teaching faculty**: Due to the geographical location of the institution, it is challenging to retain the teaching faculty.

1.3 CRITERIA WISE SUMMARY

Medical Part

All the students of SMBT IMS and RC are exposed to quality of care and patient safety procedures, infection prevention and control practices in both theoretical and practical sessions during clinical postings. Though health care outcomes have been significantly improved with the discoveries of modern medicine, the risk of human errors are always there. The essential steps to lower errors is by educating health care professionals about patient safety and quality care. As students are the health care leaders of the future, it is vital that they be knowledgeable and skillful in their application of patient safety principles and concepts.

Students are also made aware regarding the legal aspects of organ donation and transplantation by conducting lectures from time to time. Medical Ethics and Medico-legal work is included in the curriculum of students.

The development of clinical competence is the main purpose of medical education. The responsibility of SMBT IMS and RC is to train those students to become clinically competent physicians who are highly qualified and specialized professionals able to function in a constantly changing society that puts continuous growing demand on the medical profession. SMBT IMS and RC conducts Foundation course as part of orientation to the profession. The Teaching – Learning methods include integration and alignment, small group teaching, Interactive teaching, Case base learning, Skill training, etc. Assessment of MBBS students is done according to CBME curriculum provided by the National Medical Commission.

SMBT IMS and RC is a MCI approved medical college admitting 150 MBBS and 43 Postgraduate students with 810 bedded fully functional tertiary care hospital having an immunization policy according to the guidelines as stated in WHO.

Medical Education Unit is an integral part of faculty development process in SMBT IMS and RC.

Curricular Aspects

SMBT Institute of Medical sciences follows the curricular guidelines laid down by National Medical Commission and Affiliating Maharashtra University of Health Sciences.

Curriculum committee along with timetable committee prepares yearly academic calendar in accordance to the MUHS academic calendar and master time table that includes detailing on teaching learning techniques. Student centric methods like participatory learning, problem-based learning, experiential learning etc. are adopted.

SMBT IMS and RC promotes teaching faculty to attend workshops, CMEs and Conferences related to their subject for effective curriculum delivery.

Institute incorporates inter-disciplinary approach in teaching-learning of both undergraduate and postgraduate programs to explore various related aspects of the subjects and for wholesome understanding of the topics.

Institute also focuses on upgradation of students by conducting various subject related add-on courses and value added courses.

Cross cutting issues related to Gender, Human values, Environment, Professional ethics etc. are addressed in the foundation course as well as in the curriculum.

Conduction of value-added courses like Basic & Advanced cardiac life support, Critical care etc. with demonstration on mannequins add more practical yet scientific values to the education of students.

Research co-ordination cell conducts value added course on Basic research methodology to motivate students to undertake research projects.

Stakeholders' feedback is collected on all three aspects of curriculum i.e. planning, delivery and evaluation, analyzed and necessary actions are taken for improvement of processes.

The received feedback is communicated by Head of the SMBT IMS and RC with MUHS/NMC through the member of Board of study.

Teaching-learning and Evaluation

The Institution is maintaining transparency in terms of constitutional reservation and domicile of the candidates in admission process. Institute offers admission to UG and PG programs according to norms of NMC and MUHS. All the students are admitted as per merit determined on basis of NEET UG/PG score by the state CET Cell, Government of Maharashtra.

Institute provides learner-centered education through appropriate methodologies such as experiential learning, participative learning and collaborative learning modes which facilitates effective learning. Teachers use different teaching-learning methods which help in developing creativity, analytical skills and innovation among students along with ICT-enabled tools including e-resources.

Institute has established clinical skill laboratory with latest simulators and mannequins.

The Institution assesses the learning levels of the students and reach out to their special learning needs in addition to nurturing the innate talent of the students.

Institute prepares an academic calendar every year. Institution follows guidelines of MUHS in Internal and University evaluation processes. Institution deals with examination related grievances to make the process robust and transparent.

Institution has the process of identifying and responding to the learning need of students and categorizing them into slow performers and advanced learners, in order to bridge the gap between the existing skill, knowledge and competencies.

Through mentorship programme, the institute ensures individual monitoring and guidance for students to solve their academic and non- academic problems.

The Institution regularly conducts Parent-Teacher meetings; suggestions are followed up and appropriate actions are taken.

Research, Innovations and Extension

SMBT IMS and RC provides NMC and MUHS approved MBBS and MD/MS programmes. The institute has a Research promotion policy in place, which promotes faculty, post graduate and under graduate research. Institute gives financial support for Intra Mural research, publications in National and International Indexed Journals, contribution to text books, attending conferences, workshops and collaboration with industries and other agencies. Institute regularly conducts workshops and seminars for students and faculties on research methodology, intellectual property rights, good clinical practices, good laboratory and collection practices etc. Each research proposal is first screened by Scientific Research Society (SRS) for methodology and relevance and next by Institutional Ethics Committee (IEC) for ensuring implementation of its stated Code of Ethics. Students are promoted to apply for various scholarships and Research grants like ICMR STS, MUHS grants etc. Faculty of the Institute have several publications in various Indexed National and International Journals. Institution carries out number of various extension and outreach activities in terms of health education, hygiene awareness, health camps, celebration of health related days. Students actively engage in social activities of Institutional clubs, NSS etc. The Institution has been recognized with various awards and certificate of appreciation for providing services to the community. The institute is in the process of developing Incubation Centre, to provide a platform for creative aspirants where innovative ideas and concepts will be incubated. The Institute has functional MOUs with National & International Universities, colleges, Government and other agencies.

Infrastructure and Learning Resources

SMBT IMS and RC has adequate classrooms & laboratories equipped with modern teaching aids to impart teaching in a comfortable and efficient way. All departments have adequate number of well- equipped laboratories and ample amounts of models, charts, and specimen etc. to make learning comprehensive and effective for students. The teaching activities are planned in such a way that each and every student can have adequate time and opportunity for lab work.

The teaching hospital caters to patient population through various speciality and superspecialty services, providing wide variety of cases to the students giving them a rich learning experience. The hospital has stipulated number of clean, spacious and fully equipped wards, demonstration rooms, ICUs, operation theaters etc to ensure the proper caretaking of patients. The students are exposed to holistic aspect of patient care in the best possible way.

The institute participates in community service through its community health centers. These centers are equipped with all basic facilities for patient care which are free of cost to the patients. The medical students observe and participate in these activities as a part of their curriculum.

For the wholesome development of medical students, the institute provides many facilities for indoor and outdoor sports. Similarly facilities for cultural festivities are also available.

The institute has a spacious library having a vast collection of books and journals. Remote access and updated e-resources subscriptions are also available. High speed internet connection is available via the digital library, for the students to keep up with the latest knowledge and research activities. All the digital facilities are updated and secure.

Student Support and Progression

SMBT IMS and RC admits the students as per the constitutional reservation. The admitted students of reserved categories receive scholarship from government each year. Various capability enhancement schemes are organised by the institution for up-gradation of students 'knowledge and skills'. Institution also provides training and guidance for various competitive examinations.

It has a transparent mechanism for timely redressal of student grievances, prevention of sexual harassment and prevention of ragging.

Every year, the students prepare and qualify in various entrance examinations. The students after completion of the education are also self-employed by establishing their own hospitals/clinics and get placed in healthcare industry.

Students participate in various sports and cultural activities at university and national level.

The Institution organises various sports and cultural competitions where student and teachers take active part. The Institution elects the student council every year and students on the council are given representation on various academic and administrative committees of the Institution, which is beneficial for the welfare of the students.

The Alumni association of the Institution is registered and regular meetings of all committee members is arranged to discuss various issues. Many alumni of the Institution have contributed a lot to the Institution in various ways. SMBT IMS and RC alumni association guides the present and past students of our institute time to time to in their Curricular and Extra Curricular activities.

Governance, Leadership and Management

The institution has well defined and structured Vision and Mission which guides staff members to work towards institutional goals and objectives. Nurturing of the effective leadership is evidenced through effective decentralization and participative management where the decision is taken in a democratic process.

Properly defined structure of departments and committees help everyone to understand and execute work to be carried out in structured processes with properly laid down policies. Strategic plan is well defined and helps in strategic decision processes. E governance system is now getting established in different functional areas of operations.

The institution is employee friendly and had laid down effective staff welfare policy which takes care of various cadres of workers to achieve their personal and professional goals in life and provides a very rich experience to staff members. Many professional and administrative training programmes are organized within the institute for training the staff members. Staff is encouraged to attend such programmes if arranged outside the institute. Appraisal system is employee friendly and the staff are given support to upgrade their knowledge, skill and work output.

Mobilization of funds is done in a transparent way and audits are regularly conducted.

Internal Quality Assurance mechanism is efficient. The IQAC has contributed to streamline the quality processes in the respective departments. Adherence to time table, examination timelines and feed-back are monitored through curriculum committee. Conference presentations, research grants and paper publications are promoted. The IQAC arranges quality improvement programmes for various cadres of staff. It also helps in the documentation of various accreditations.

Institutional Values and Best Practices

INSTITUTIONAL VALUES become more valuable when they are regularly acknowledged, modelled and followed by the individuals working in that institute and SMBT IMSRC is committed to fundamental values of excellence, integrity, honest service, collaboration, team work, creativity etc. with highest academic, professional and ethical standards.

Institute is contributing its share towards Women Empowerment and has proved it by appointing a women candidate as the first Dean. Secured and safe working environment for women staff and girl students is prime priority of SMBT IMSRC. Environment friendly practices are followed by planting trees, using water harvesting techniques, installing Organic Compost Machine etc. Disposal of all types of waste is done by adopting safe disposal practices. Various programs to provide harmony towards cultural, communal, regional and linguistic diversities are organized and various National and International Commemorative Days are celebrated throughout the year.

Best Practice:

- **"ADHAR: A life changing experience for medical students"**

By adopting this as Best Practice, students get an opportunity to have an insight about the working of Philanthropic Organization and an opportunity to explore health needs of specially- abled persons.

- **"Community Outreach: Serving tribal areas"**

By conducting speciality and super-speciality camps SMBT IMSRC provides the best quality healthcare services to economically weaker section at affordable rates

Institutional Distinctiveness

MEU and Faculty Development

MEU conducts workshops on RBCW, AETCOM, CISP on regular basis to update teaching skills of the staff. This practice helps teaching staff to improve their performance. Thus human values and ethical practices are integral part of the institute.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMBT INSTITUTE OF MEDICAL SCIENCES AND RESEARCH CENTRE
Address	Nandi-Hills, Dhamangaon-Ghoti, Tal- Igatpuri
City	Nashik
State	Maharashtra
Pin	422403
Website	https://imsrc.smbt.edu.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Meenal Mohan Mohgaonkar	02553-282400	7720001672	02553-282300	dean.smbt@gmail.com
IQAC / CIQA coordinator	Ranjit Madhukarrao Tandle	02553-282306	9403616754	02553-282300	iqac.imsrc.smbtedu@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	02-07-2014

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Maharashtra	Maharashtra University of Health Sciences	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	[View Document](#)	15-03-2019	60	

Recognitions

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

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Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Nandi-Hills, Dhamangaon-Ghoti, Tal- Igatpuri	Tribal	30.76	93264.51

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Undergraduate	66	Higher Secondary School	English	150	150
PG	MD,Postgraduate	36	MBBS	English	8	8
PG	MD,Postgraduate	36	MBBS	English	10	10
PG	MD,Postgraduate	36	MBBS	English	4	4
PG	MS,Postgraduate	36	MBBS	English	2	2
PG	MD,Postgraduate	36	MBBS	English	3	3
PG	MS,Postgraduate	36	MBBS	English	4	4
PG	MS,Postgraduate	36	MBBS	English	2	2
PG	MD,Postgraduate	36	MBBS	English	2	2
PG	MS,Postgraduate	36	MBBS	English	3	3
PG	MS,Postgraduate	36	MBBS	English	5	5

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				22				26				40
Recruited	16	6	0	22	18	8	0	26	24	16	0	40
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				11				8				29
Recruited	8	3	0	11	7	1	0	8	16	13	0	29
Yet to Recruit				0				0				0
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				18				15
Recruited	0	0	0	0	7	11	0	18	13	2	0	15
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				14				17
Recruited	0	0	0	0	5	9	0	14	8	9	0	17
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				643
Recruited	280	363	0	643
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	50	15	0	65
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	21	6	0	27
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	1	0	2	0	0	2	0	0	5
Ph.D.	0	1	0	1	1	0	3	5	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	23	7	0	22	8	0	38	24	0	122
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	1	0	0	1
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	20	11	0	31
UG	0	0	0	11	17	0	0	0	0	28

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	75	0	0	0	75
	Female	75	0	0	0	75
	Others	0	0	0	0	0
PG	Male	26	0	0	0	26
	Female	16	1	0	0	17
	Others	0	0	0	0	0
Certificate / Awareness	Male	37	0	0	0	37
	Female	13	0	0	0	13
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	6	8	6	5
	Female	6	5	3	5
	Others	0	0	0	0
ST	Male	4	2	4	1
	Female	3	4	1	4
	Others	0	0	0	0
OBC	Male	10	13	8	9
	Female	7	4	6	5
	Others	0	0	0	0
General	Male	72	86	47	66
	Female	73	56	48	46
	Others	0	0	0	0
Others	Male	9	11	19	6
	Female	3	4	8	3
	Others	0	0	0	0
Total		193	193	150	150

General Facilities	
Campus Type: Nandi-Hills, Dhamangaon-Ghoti, Tal- Igatpuri	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**No**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**

• **Health Centre**	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• **Health centre staff**	
* Qualified Doctor (Full time)	**126**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**420**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	**NA**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	336
* Girls's hostel	1	348
* Overseas students hostel	0	0
* Hostel for interns	1	150
* PG Hostel	1	130

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Both horizontal and vertical integrated teaching is practiced at SMBT IMS and RC as per the regulatory authority (NMC). SMBT IMS and RC exercises 'innovative integrated teaching' where various departments meet to articulate lesson strategy and accomplish the session in the procedure of lecture/case based / role plays/quizzes. At the end of each session, students are questioned to crack MCQs.
2. Academic bank of credits (ABC):	1. The outcome-based education is practiced in the form of Pass, Fail or ATKT 2. Implementation of interdisciplinary, value-added and add-on- courses. 3. The institution follows the fixed curriculum designed by Regulatory Bodies 4. Student-centric education methods followed are: a) Group discussion, b) Seminar presentation, c) Bedside demonstration, d) Attending conferences/courses/research.
3. Skill development:	Students and faculty undergo proficiency on the mannequin on skill development. Basic and Advanced Life Support training is completed using the mannequin. Mannequins are used for training in the delivery of a fetus, Cardio-Pulmonary Resuscitation and intubation. Hands-on training is also carried out for suturing, IV cannulation and urinary catheterization.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	In SMBT IMS and RC, all Indian festivals such as Ganesh festival, Holi, and Diwali are celebrated in a remarkable fashion amongst students and all such cultural festivities. On Ethnic day, our students don traditional attire and bring their culture alive on stage. SMBT IMS and RC annual intercollegiate cultural/sports meet 'SMBT Fest' is a crown jewel that is attended with great enthusiasm by students and staff.
5. Focus on Outcome based education (OBE):	SMBT IMS and RC is affiliated to MUHS. MUHS provides guidelines related to a) course outcomes b) learning outcomes c) assessment patterns and methods with the distribution of marks and criteria for passing. A clear roadmap detailing student schedules like annular calendar, timetables, exam schedules, number of hours to be spent on each subject, number of cases to be seen, etc are clearly laid out for the students. There is a monitoring

	system including log books which keeps track of any deviation. The learning outcomes are measured by the performance in the examinations. Summative assessment is done by MUHS. Students' clinical skills are also assessed by OSCE, OSPE and DOAP-like methods. Attitude and communication skills are assessed in viva voce. Syllabi for MBBS and PG courses are based on guidelines set by National Medical Commission. Learning outcomes are clearly defined. From the 2019 batch MBBS onwards, course outcomes are defined by Competency-Based Medical Education (CBME).
6. Distance education/online education:	SMBT IMS and RC has SMBT My eclass as Learning Management Software (LMS) for e-learning for the students. The individual faculty posts their teaching material as pdfs, images, videos, PowerPoint presentations and question banks for the concerned batches. Faculty can conduct the assessment through this LMS. Institute also has a subscription of DELNET, which enables the faculty and students to get the latest evidence-based updates on any topic related to their subject. The Central Library of the Institution has a digital section, where faculty and students can access online journals and e-books.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
864	836	898	650	600
File Description			**Document**	
Institutional data in prescribed format(Data templ			View Document	

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
131	137	127	100	0
File Description			**Document**	
Institutional data in prescribed format(Data templ			View Document	

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150
File Description			**Document**	
Institutional data in prescribed format(Data templ			View Document	

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
162	170	182	150	147

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
170	171	182	150	147

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
2929.91	2714.91	2393.66	2102.80	1605.11

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The curriculum committee ensures that the institutional curricular plan and its delivery are in accordance with the principles and requirements stated by the National Medical Commission (NMC), erstwhile MCI and Maharashtra University of Health Sciences (MUHS).

To effectively implement the said curriculum, SMBT IMSRC focuses on planning, delivery and evaluation.

PLANNING:

- According to curriculum governance guidelines by the NMC, the Curriculum committee, phase-wise four sub-committees along with the Integration and Alignment committee have been constituted at SMBT IMS and RC.
- The Curriculum committee along with the Timetable committee prepares the yearly academic calendar in accordance with the MUHS academic calendar and Master timetable that includes detailing teaching-learning techniques.
- The Curriculum Implementation Support Program (CISP) is conducted on regular basis by the Curriculum committee to orient teaching faculty to the nuances of the CBME curriculum.
- A PG Curriculum committee has been constituted to focus on the planning of the PG curriculum and evaluation.
- Teaching–learning activities are meticulously planned in order to achieve the objectives of undergraduate and postgraduate curricula.

DELIVERY:

As per the yearly teaching plan, the implementation is guided by the Curriculum committee along with the timetable committee.

- Curriculum sub-committees of the concerned phase oversee the implementation of the teaching schedule as per the master timetable.
- The Integration and Alignment committee ensures the effective implementation of horizontal and vertical integration of teaching topics
- Student-centric methods like participatory learning, problem-based learning, experiential learning, etc. are implemented as per the master timetable.
- AETCOM and Curriculum Implementation Support Program (CISP) conducted by Nodal and Regional centers to implement competency-based undergraduate curriculum for the Indian Medical Graduate given by NMC, erstwhile MCI.
- Beyond the mandatory training, Medical Education Unit (MEU) conducts regular workshops for

betterment of delivery of curriculum e. g. PBL, DOAP, Flipped classroom, etc.
- Clinical departments ensure the effective delivery of curriculum through bedside clinics, case presentations, etc.
- PG departments execute PG teaching programs through formal clinical training and through structured PG teaching.
- SMBT IMS and RC promotes teaching faculty to attend workshops, CMEs and Conferences related to their subject for effective curriculum delivery.

EVALUATION:

To assess the outcome of the teaching-learning process, SMBT IMS and RC implements effective evaluation systems.

- The Syllabus and Timetable are notified to the students three months in advance.

- The departments ensure to cover all competencies through continuous formative and summative assessments.
- Departments ensure that a balanced weightage is given to core and non-core areas and to the difficulty levels of questions
- OSCE(Objective Structured Clinical Examination) /OSPE (Objective Structured Practical Examination) is conducted as per MUHS guidelines.
- In order to ensure structured and timely feedback, slots are created after each summative assessment and immediate feedback is given after the formative assessment to the students.
- Student feedback is collected on all three aspects of curriculum i.e. planning, delivery and evaluation, analyzed and necessary actions are taken for improvement of processes.

The received feedback is communicated by the Head of the SMBT IMS and RC with MUHS/NMC through the member of the Board of study.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)

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

Response: 0.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

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

Response: 28.65

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

Response: 53

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

Response: 185

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 22.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150

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

1.3 Curriculum Enrichment

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

Response:

The institute incorporates informative sessions and activities on explicit cross-cutting issues to support the university curriculum. Institute has designed its academic programme in such a way that the students are provided with ethical and moral education. The cross-cutting issues addressed are as follows.

Gender equality sessions are aimed to develop sensitivity towards the issues related to gender inequality in society.

- The gender in medical education module prescribed by the university is implemented in the curriculum by the departments of Anatomy, Forensic Medicine, General Medicine, Community Medicine, Psychiatry and Obstetrics-Gynaecology subjects which inculcate the moral values on gender sensitization through the academic sessions.
- Newer and Innovative teaching methods in small groups like debate competitions, quizzes, and role play on gender-related topics are also arranged and information is given to students in their clinical postings to groom them into responsible social citizens.
- Students are sensitized towards gender equality by organizing programmes and lectures beyond classroom on women empowerment, self-protection, safer working environment etc. through internal complaints committee.

Environment and Sustainability

- The relevant topics are covered under the course Community Medicine & Microbiology.

- Students are given information about possible sources of pollution of water, air, disposal of all kinds of waste including solid, liquid and biomedical waste, methods of sterilization, medical entomology, zoonoses, noise pollution, radiation hazards, global warming, acid rain, population explosion etc.

Human values like empathy, honesty, loyalty, respect for human life are taught to students through

AETCOM and bedside clinics.

Health determinants are included in the curriculum within the course of Community Medicine.

- Students are exposed to different determinants of health like biological, behavioural and socio-cultural conditions, environmental factors, socio-economic conditions, education, individual health and hygiene practices, health services, child milestones, gender issues etc.

Right to health is a fundamental right of every human being to enjoy the highest attainable standard of health.

- Lectures are conducted to address the students regarding right to health by the department of Community Medicine.
- Information about the functioning of international health organisations like UNHCR, Red cross is given to students.

Emerging demographic issues are addressed under the heading of Demography and population sciences in the course of Community Medicine.

- The issues like world population and demographic trends in India, fertility statistics, male-female ratio, rural-urban disproportion of population and health facilities, family planning and National family welfare programme are imparted in the teaching.

Professional ethics are included in the curriculum from phase one so that students are trained to inculcate personal and social values, discipline, good character, professional and moral codes of ethics etc.

- Cadaveric and Hippocratic oath ceremony conducted by the Department of Anatomy for I MBBS students & Internship Monitoring committee for interns respectively.
- AETCOM (Attitude, Ethics and communication) module is been implemented phase-wise as laid down by the curriculum.

The interns are given special sessions on Ethical and medicolegal issues in Internship orientation programme by the department of Forensic Medicine and Toxicology. Giving knowledge about professional codes of conduct definitely helps them develop into a responsible medical professional to serve society.

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

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

Response: 27

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

Response: 27

File Description	Document
List of-value added courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Brochure or any other document related to value-added course/s	[View Document](#)

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

Response: 15.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
149	201	262	60	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[View Document](#)
Any additional information	[View Document](#)

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

Response: 64.02

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

Response: 491

File Description	Document
Institutional data in prescribed fomat	**View Document**
Community posting certificate should be duly certified by the Head of the institution	**View Document**
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	**View Document**

1.4 Feedback System

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

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

Response: B. Any 4 of the above

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

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

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

File Description	Document
Stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 95.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	48	38	37

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

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	48	38	38

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

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

Response: 98.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	178	150	150	150

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150

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

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

Response: 0.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	0	0	0

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 5.33

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

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

Response:

SMBT IMS and RC conducts various co and extra-curricular activities round the year through Student Council, Extracurricular Activities committee, teaching departments and student clubs. Extramural activities bring out students' hidden talent and skills, including organizational and networking skills. They provide a platform to students to nurture and showcase their talent.

Co-curricular activities:

- At SMBT, co-curricular activities are conducted to give learning experience to the students that reinforces and compliments the curriculum taught in the class.
- Activities conducted by:
    - SMBT IMS and RC local chapters of MSAI and IMA-MSN:
        - Group discussion: The right doctor, CATCH- Collaborative Action for Transgender
        - Blood donation awareness: Any Body Can Donate
    - Teaching departments
        - Poster making: Vitamins, World Health Day, Cancer Awareness Day, Human Anatomy, Thrombosis, Cirrhosis, Head-neck and face, Breast feeding and ORS
        - Debate: Organ Donation,
        - Role plays: World Health Day, World No Tobacco Day, COVID 19 awareness, Body donation awareness, Breast feeding and ORS
        - Rangoli making: Eye donation day

Extra-curricular activities:

SMBT IMS and RC student clubs have been established jointly by Student Council and Extracurricular Activities Committee

Student clubs-

- Dance club: Dandiya night in Navratri, Goonj, Manomay
- Drama club: SMBT Annual Fest
- Eco forum: Tree plantation, Bicycle awareness
- NSS: Blood donation, Walkathon

- Music club: Goonj, Winternalia
- Book club: Book summary, Book discussion

Sports activities- Various indoor and outdoor sports facilities are provided to students. Sports secretary along with physical director plan intra and inter-collegiate tournaments which include cricket, badminton, carrom, short-put, throw-ball, volley-ball, athletics, chess and football. The ***"SMBT Cricket Carnival"*** is a popular event organized every year.

SMBT annual Fest is a 3 days festival of the SMBT where students are given chance to showcase their talent. The SMBT fest includes Musical night, Dance competitions, Drama, DJ night, traditional day, sports tournaments etc. Invitees are well-known dignitaries with a special standing in society who inspire students to achieve their goals in life.

Fresher's welcome party allows the fresher batch to showcase their talent and seniors get an opportunity to organise the event.

Graffiti wall provides an authentic platform to display artistic work of students like articles, poems, sketches, photography etc. It harnesses the creative energies, linguistic skill and social aspects of student community.

Annual Magazine and E-Bulletin-

SMBT Magazine is published once in two years showcasing creative aspects of students and faculty. SMBT IMS & RC has started **e-Bulletin.** e-Bulletin publishes various sections like Glimpses of Glory, Enthuria, In touch in tune-New trends in medicine, Teachers' corner, Creativity corner and Badge of honour.

Social Activities:

- Social activities play important role in building a sense of responsibility towards society in students.
- SMBT IMS & RC has constituted NSS club which provides a platform for conducting social activities. Community outreach activities are conducted regularly.
- List of social activities:
    - World Bicycle Day
    - Organ Donation Day: Eye donation- Rangoli competition
    - COVID awareness: Role plays
    - Blood donation camp

File Description	Document
Link for Appropriate documentary evidence	[View Document](#)

2.3 Teaching- Learning Process

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

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

Response:

Institute incorporates teaching methodologies which focus on imparting education through a student-centric approach. This helps in increasing student engagement and makes the student an active learner. Dual purpose achieved through the implementation of student-centric methods is that along with acquiring requisite competencies (knowledge and skills) students also acquire skills of self-direction and collaboration. Following student-centric methods are implemented for enhancing the learning experiences.

1. Experiential Learning

- Pre-clinical: Dissection, clinical and haematological practical, and analysis of various biochemical parameters
- Para-clinical: Slide staining & identification of different histological slides, identifying infective organisms, specimens for histopathology, preparing drugs and drug studies. community outreach activities observation of autopsy
- Clinical: Bed side teaching, ward rounds
- Skills lab: Clinical skills are enhanced through Simulators and Mannequin assisted hands-on training. The framework includes briefing of the scenario prior to the session, orientation to the simulator and environment, followed by the short simulation experience and the final debriefing session.
- Observing, assisting and performing bed side procedures, operative procedures gives experiential learning platform to the Postgraduate students

2. Integrated/Interdisciplinary learning

- At SMBT, horizontal and vertical integration is implemented across all phases as per NMC guidelines.
- For PG students in various clinical specialities, interdepartmental teaching activities are conducted. PG students are given interdepartmental postings as per NMC guidelines.

3. Participatory learning

- Teaching departments conduct activities like seminars, group discussions, Early Clinical Exposure, quizzes, debates, poster making
- Structured PG teaching activities like journal club, clinico-pathological meets, case presentations seminars provide a participatory learning platform for them.

4. Problem-solving methodologies

- Case Based Learning (CBL) sessions are being conducted regularly as an adjunct to didactic lectures, which is student centred, to teach those topics which can be discussed by using simulated case scenarios. CBL helps in applying theoretical concepts to practical experience and enhances student's problem-solving skills.

5. Self-directed learning

- SDL activities like student's seminars, flipped classroom and journal club are conducted. Students are encouraged to explore the learning resources in the library like reference textbooks, journals, e-resources.

6. Patient-centric and Evidence-Based Learning

- UG students are taught a patient centric approach by teaching them about patient rights, beneficence and ethics.
- Clinical departments use evidence-based guidelines/protocols issued by the standard textbooks/ international standard guidelines and ensure that post-graduate students follow these standard protocols.

7. Learning in the humanities

- Topics of Bioethics like Patients Privacy, Breaking Bad News, Gender Equity, Informed Consent, Health Psychology, Counselling and Guidance & Health Awareness are taught to UG students as a part of curriculum.
- Students visit to Aadhar
- AETCOM, cadaveric oath & stress management executed for students.

8. Project-based learning

- Hospital/Community based research project like STS, ICMR projects taken up by UG students either individually or in groups under the guidance of senior faculty member.
- Community medicine surveys
- PG students have dissertation & also present papers and posters in conferences.

9. Role play

- Role-play is used for AETCOM, clinical case discussion, various health issues on various days like World Rabies Day, World AIDS Day and social issues etc.

File Description	Document
Link for learning environment facilities with geotagging	View Document

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

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

Response: B. Any three of the above

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

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

Response:

ICT-enabled tools:

SMBT Institute of Medical Science and Research Centre has installed LCD projectors, LAN/Wi-Fi facilities, Desktop Computers, laptops etc in all the lecture halls and departments which helps our faculties and students to get connected with Information and communication technology. SMBT IMS and RC has also provided E-Learning Management System (eLMS) facility to all our students and staff using the web-based and app-based portal. Department faculties have the lectures, tutorials, clinical cases etc in Audio and Video PPTs and recorded videos format in the department & digital library so that students can access the material as and when needed. All faculty of the institute routinely uses PowerPoint presentations through projectors available in lecture and seminar halls of the institute. Google classrooms were created during the COVID pandemic for sharing audio and video PPTs, doubt-solving discussions, clinical teaching through case scenarios, interactive discussions, assignments and assessments based on the lectures, tutorials, cases. Online platforms like Google meet, Zoom and WhatsApp chats were used for student-teacher and teacher-teacher communications on academics. Online document management and e-tests are a regular part of life for our students. Electronic resource packages such as DELNET and NPTEL are available for the faculties of the institute which are utilized for improving the knowledge of

Undergraduate and Postgraduate students.

SMBT IMS & RC optimizes possible ICT facilities for active teaching and learning. These facilities are proficiently used by faculty. An important area in which ICT facilities are most effectively used is Simulation and Skill Centre.

ICT facilities in the classroom: All classrooms, demonstration rooms and seminar halls of the institution have LCD projector, desktop and LAN facility. Speed of the LAN is 1 GBPS

E-resources:

Faculty has started using LMS for sharing the learning materials with the students. Online e-resources such as the E-library of the institution has facilities for accessing online e–resources. Students and faculty can access e-learning resources (databases) remotely. There are 40 computers in digital library. SMBT has subscribed for the following databases - DELNET, NPTEL and the National Digital Library of India. Videos of medical procedures are prepared in-house and used for teaching purpose. Videos even from subject-related websites are used for teaching. Academic discussion for postgraduates is done on Google groups and WhatsApp. Webinar programs are conducted for postgraduate students.

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

2.3.4 Student :Mentor Ratio (preceding academic year)
Response: 6.13
2.3.4.1 Total number of mentors in the preceding academic year
Response: 141

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

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

Response:

Faculties are trained during the basic medical education technology workshops followed by micro-teaching sessions to make their teaching more interactive, in order to enhance motivation and self-directed learning among the students. It helps to nurture creativity, analytical skills & innovation among students as described below.

- **Creativity: Following methods are used to enhance the creativity of students-**

Role-plays: On the doctor-patient relationships and communication skills, students are emphasized on the importance of doctor-patient relationships and the importance of communication skills with the help of role plays.

Case-based learning: Clinical cases is prepared by a team of faculties for each topic keeping in mind the clinical aspects and distribution of lesions and differential diagnosis. An undergraduate should learn during clinical postings based on the curriculum.

Slogan, **Rangoli and Poster competitions** are organized by various Departments on National Days.

Model/ chart Making competitions: The topic for the preparation of models was selected by the faculty members and distributed among the groups of students, various models were prepared by them who demonstrates innovative skills.

- **Analytical Skills: Following methods were used to enhance the analytical skills of students-**

Research Methodology Workshops: The institution conducts basic course in Research Methodology workshops for students and faculties. They are taught how to decide a research topic, search literature, write a protocol, study design, data collection-analyse and report writing.

Quiz contests, Seminars and Debate competitions: Organized by various departments. The feedback is obtained from students based on their learning experiences.

- **Innovation skills: These are practically the types of skills that allow students to become innovative in what they do. The following methods were used to enhance the innovation skills of students-**

Skills teaching /Simulators and Mannequin assisted training "Hands-on Workshop" are being organized for clinical skills and Cardiopulmonary resuscitation by various departments.

Workshops: SMBT regularly organizes Workshops (Intellectual Property Rights, BCBMR, Mendeley, Scientific writing, PubMed, etc) by in-house as well as guest speakers, to promote and enhance the skills of students in research and innovations.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 98.94

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

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

Response: 6.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	11	11	9	7

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

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

Response: 7.34

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

Response: 1189

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

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

Response: 15.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
47	44	37	0	0

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

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

Response: 0.63

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National,

International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1	02	0	2	1

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

2.5 Evaluation Process and Reforms

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

Response:

1.   Academic Calendar:

- SMBT Institute of Medical Sciences and Research Centre is affiliated with Maharashtra University of Health Sciences (MUHS) Nashik Maharashtra. The institute conducts all internal and university examinations as per the amendment and guidelines put forth by MUHS Nashik.
- MUHS prepares an academic calendar which is followed to develop the institute's academic calendar and master timetable for teaching. The schedules of internal assessments are communicated to students and faculty at the beginning of the year through the institute's academic calendar.
- The examination Section prepares the internal assessment examination schedule for theory and practical as per the academic calendar. The portion for the internal assessment is communicated to the students well in advance.
- The examination schedule is forwarded to the dean and HODs of concerned departments.
- Before 3 months, the internal examination schedule is displayed to students.

2.   Continuous Internal Evaluation (CIE):

- Continuous Internal Evaluation is robust as it ensures the setting of question papers according to the syllabus and conduction of the examination as per stipulated norms of affiliated University.
- For undergraduate and postgraduate programs, formative assessment is done by the institute and summative assessment by MUHS. In addition, clinical post-graduate residents are also assessed during the clinical rounds.
- Examination patterns (Theory & Practical) of internal and university is explained to students by the respective departments.
- The term-end examination is conducted through theory, practical and viva voce examination.

- Clinical posting tests are conducted after the completion of postings in respective subjects/ departments.
- The process of assessment is guided and monitored by the in-charge of the Central Examination Unit (CEU).
- Two set of Question paper and model answers are forwarded to the examination section by all departments adhering to university standards. To ensure robustness and transparency, all the question papers are packed, sealed and submitted to the examination section.
- The results are declared within 7 days of examination. The assessed answer sheets are shown to the students and on-time feedback is collected with signatures of students on the answer sheets.
- Slow performers and advanced learners are identified based on their performance in the internal assessments.
- After completion of academic year, the internal assessment calculations are done by each department as per MUHS guidelines and sent to the examination section. Student's signatures are mandatory on internal assessment mark sheets.
- For students who are absent for any exams, a single examination is conducted for them after the preliminary examination.
- Marks are uploaded in the software of MUHS by examination section. The printout of which is signed by students and is countersigned by HODs of concerned departments, which is then forwarded to the dean. After signature of the dean, it is submitted to MUHS Nashik in a hard copy within time frame notified by MUHS Nashik.

- The examination forms are allowed to fill by the students after getting the eligibility of attendance 75% in theory and 80% in Practicals. The circular for filling the examination forms is displayed on MUHS website.

File Description	Document
Link for dates of conduct of internal assessment examinations	**View Document**
Link for academic calendar	**View Document**

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

Response:

SMBT IMS and RC has a Central Examination Unit (CEU) for planning, execution and conduction of the internal examination process. Mechanisms are in place to deal with examination-related grievances. SMBT IMS and RC is affiliated to MUHS and student can approach University for any such grievances related to summative assessment through central examination unit.

Grievance redressal mechanism with reference to internal examination:

For smooth conduction of the internal exam following steps are followed.

- During the Theory examination, for students who have queries in the question paper, the examination section informs the concerned HOD of the department. If any corrections are to be made HOD informs the examination section regarding changes and the necessary action is taken.
- After the assessments of answer sheets, the theory answer papers are shown to students and if there are any errors in totaling or evaluation, they are corrected at that point by the departmental faculty.
- After verification of the assessed answer sheets, all the students sign on the answer sheets and confirm their marks.
- The result is declared within 07 days after the exam. Marks are displayed on the notice board.

Grievance redressal mechanism with reference to University examination:

- Regarding matters related to University Examination, University has laid the mechanism related to the submission of appeals, providing access to answer scripts, for provision of re-totaling and re-assessment.
- Students are allowed to approach the University for re-totaling of theory marks after the results. Examinees are also entitled to procure the photocopy of his/her answer book(s) on application and payment of a prescribed fee to the University.
- The photocopy of the answer book/mark-slip is provided under the Right to Information Act 2005.
- A candidate should pay per paper the prescribed, non-refundable fees to the college within 7 days from the declaration of result.
- The institute is required to scrutinize applications thoroughly submitted by the candidates and incomplete applications are rejected at College-level itself.
- All applications duly completed in all respect are only be submitted to the University.
- University informs the institute if any change or/ no change in the result within the stipulated time.
- Scan copies of an official communication regarding exam-related grievances are preserved in the exam section
- The mechanism to deal with University examination-related grievances is transparent, time-bound, and efficient.

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

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

Response:

SMBT IMS and RC follows guidelines given by the University for examination/evaluation and reforms are introduced regarding internal assessment evaluation process to bring objectivity in it.

Examination procedures: Institute has developed Examination Section which takes care of all the examination activities. The syllabus of the internal examination is conveyed to students at the beginning of the academic term. The question papers and model answers are sent to the examination section 7 days prior to examination. Results are declared within 7 days from the last day of examination. Exams are conducted in centralized examination hall. In seating arrangement, students sit on separate bench with specific distance.

Processes Integrating IT and automation:

- High-speed printing machine is available for the printing of question papers.
- Internal assessment marks are sent to the examination section online.
- Submission of PG synopsis/dissertation is an online process
- Maintaining question bank (e-repository) at respective department
- Surveillance through CCTV during the examination
- Projection of cases on-screen in university practical exam, during the COVID-19 pandemic.
- Checking Plagiarism: Plagiarism X checker software is used to check plagiarism for PG dissertation.

Continuous internal assessment system:

Formative and summative internal examination/ evaluation are conducted as per the MUHS guidelines. Continuous internal evaluation is carried out during or after lecture in lecture hall by asking multiple choice questions to the students. Faculty conduct the online assignment test as a part of the formative assessment. In addition to this make-up assignments are given to students after discussing model answers.

Continuous assessment of post-graduate students is conducted through

- Weekly assignments
- Clinical/ practical examination.
- Maintaining a log book
- Clinical rounds.

Competency-based assessment: Competency-based assessment methods like DOAP (Demonstrate, Observe, Assist and Perform), Objective Structured Clinical Examination and Objective Structured Practical Examination are being conducted to make students competent.

Workplace-based assessment: Assessment of post-graduate students is done at various workplaces like various wards, OPDs, OTs, ICUs, casualty and laboratories by faculty.

Self-Assessment: It is done periodically by the students through seminars, group discussions, quizzes and debates.

OSCE/OSPE: OSCE and OSPE are assessment methods based on a student's performance that measure their clinical/procedural competence. The OSCE/OSPE examination consists of about 5-10 stations, each of which requires about 2-5 minutes of time. Checklist/ master key is discussed with students at the end of the assessment.

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

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

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

Response: A. All of the above

File Description	Document
Policy document of midcourse improvement of performance of students	[View Document](#)
List of opportunities provided for the students for midcourse improvement of performance in the examinations	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

SMBT IMS and RC has adopted Programme Outcomes and Course Outcomes prescribed by National Medical Commission (Erstwhile MCI) and MUHS for all its academic programs department-wise. Link for Course outcomes of the courses offered by the institution are uploaded in the institutional website. Students are made aware of the course outcomes during their orientation program. The specific learning objectives are designed as per the competencies prescribed in CBME guidelines of NMC (Vol-1, 2 & 3) for MBBS batch 2019 onwards. Teaching-learning and assessment mechanisms have been designed and adopted to ensure that the desired outcomes are achieved. Assessment methodology/ tools are decided keeping in mind of the parameters/ learning outcomes to be measured and due emphasis during delivery of programs as prescribed in course curriculum.

Before commencement of academic year, faculty meetings are conducted by curriculum committee to plan the mode of teaching-learning in perspective of POs and COs.

Induction and orientation programmes are conducted for the newly enrolled students at beginning of each academic session.

Course Outcomes and specific learning objectives are discussed in session of each subject.

Students and teachers are provided with academic calendar and master time table at the beginning of academic year.

The medical Graduates attributes are as per MCI norms to become globally competent, responsible clinician, leader and a member of the inter-disciplinary health care team, through life-long learning process that is altruistic, ethical and committed to excellence.

The SMBT IMS and RC adopt the graduate attributes of NMC which include 1) Dynamic Professionalism 2) Exemplary leadership 3) Effective communication skills 4) Scholarly attitude 5) Element of critical thinking 6) Enthusiasm for research 7) Social commitment and 8) Global competencies.

Methods of assessment of POs and COs followed by the institution:

The Course Outcomes are formulated to make undergraduate and postgraduate students competent with respect to all domains of learning (Cognitive, Affective, Psychomotor domains). Their assessment is done in formative domain at institute level and summative at university level.

Formative assessment methods include internal examinations, preliminary examinations which consisting written (MCQs, SAQs, & LAQs), Viva-voce and Practical examinations. Other assessment methods included Quiz competitions, Seminars, Problem based learning, assignments, logbook and journals.

The postgraduate students conduct scientific research through compulsory dissertation related to the respective fields of expertise under the guidance of their teachers. The students participate at state, national and international levels competitions, debates, paper presentations and quizzes.

Students are provided with journals and logbooks stating the attainment of outcomes and objectives of respective courses.

Besides professional knowledge they are groomed to play leadership roles in the community, not only in health sector but also in social issues such as gender equity, environmental protection, disaster management, pandemic and sensitizing people at large on their right to health.

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

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

Response: 37.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
131	145	134	100	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
153	162	157	123	0

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

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

Response:

SMBT IMS and RC has clearly stated learning outcomes for its all-academic programs based on MCI

CBME guidelines. The staff and students are made aware of the learning outcomes at beginning of each academic session. The faculty is trained about teaching and learning objectives in their training programs conducted by Curriculum Committee and Medical education unit.

The institute caters teaching-learning by implementing various student-centric methods like experiential learning, integrated/interdisciplinary learning, participatory learning, problem-solving methodologies, self-directed learning, patient-centric & evidence-based learning, learning in the humanities, project-based learning and role play

Undergraduates: Attainment of subject-specific outcomes is evaluated by conducting formative assessments regularly as per the university guidelines by the respective departments. Those who need further assistance to achieve subject-specific outcomes are supported by taking additional classes, academic counseling etc. Practical record books are prepared considering the practical skills that are required to accomplish the learning objectives. Performance of the students during practical classes are assessed and signed by the faculty. Interns are assessed during their internship by the in-charge faculty of respective departments and log book containing information about an intern's activity and assessment is maintained by each intern.

PG residents: Subject-specific outcomes achieved by a PG resident are assessed continuously by the respective departments. Assessments are conducted biannually by theory and practical/ clinical tests and regular seminars and journal clubs. Cognitive, psychomotor and affective aspects of learning of PG residents are assessed.

PG log book: PG students maintain log book about their academic and work-related activities. Logbooks are prepared considering learning objectives and course outcomes specified by the MCI & affiliated university. Completion of proposed activities mentioned in the log book is one of the requisites for writing university examinations.

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

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

Response:

Structured Parent-Teachers Meetings (PTMs): The PTMs are conducted in a very structured manner to bridge the gap between the institution authorities and an important stakeholder of the institution, "The parents".

1. **Parent Teacher Activity Monitering Committee**: SMBT Institute of Medical Sciences & Research Centre has a Parent-Teachers Activity Monitring Committee which looks after the organisation of academic year/phase wise PTMs. The committee consists of the heads of the departments of all teaching departments and the head of the institution. One head of the department from each phase acts as the coordinator for that academic year/phase. The responsibility of agenda

preparation, conduction and documentation lies with the committee coordinators and heads of the departments of the concerned phase.

2. **Frequency:** One PTM used to be conducted every year till 2020. The frequency has now been changed to two PTMs per year from the 2021-22 batch. The PTMs are conducted after the declaration of the results of internal assessment examinations prescribed by the univeristy. The tentative dates of the meetings are informed to students and parents during the academic orientation program at the start of academic session. Out of the two, one PTM taken after the second internal assessment examination is conducted physically while the other is conducted online. In physical PTM parents interact actively with the faculties.

3. **Structure/Proceedings:**

- The PTMs start with welcoming parents followed by the address of the Dean.
- A summary report of internal assessment results and a general report of activities/ new developments that have occurred within the institution are shared with the parents.
- Special achievements of students and faculty, summary of research-related activities and happenings at national and international collaborations are shared with parents.
- Issues/common concerns raised by the parents are also discussed.

Remedial measures:

1. The issues discussed during the PTMs conducted till now have mostly been related to the academic performance of the students, extra-curricular activities/ facilities, library and hostel/mess.
2. The points of concerns/ issues discussed during the PTMs are taken up on a priority basis in the meetings of respective committees and are resolved at the earliest through follow-up actions.
3. The updates related to the academic performance of the student are discussed with the respective heads of the departments and the heads of the departments and the mentors of the student are asked to monitor the academic progress of the students.

Outcome Analysis:

1. The action taken report of all the issues, raised during the meeting and resolved, are documented.
2. Feedback is collected from parents about the institution, hostel facilities, academics, etc. The suggestions by the parents through feedback forms will be deliberated with the management and suitable action will be taken. These arrangements will be shared with the parents in the next meeting.
3. The feedback received from the students and parents is the mechanism that helps the institute measure the outcome of improvement measures taken.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	[View Document](#)
Link for follow up reports on the action taken and outcome analysis.	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.96

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 8.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	32	0	0	0

File Description	Document
List of full time teacher during the last five years.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)
Any additional information	[View Document](#)

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

Response: 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	04	02	02

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

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

3.2 Innovation Ecosystem

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

Response:

SMBT IMS and RC has the mission of addressing "Learning and Growth" aspirations of our students and faculties. SMBT aspires to create and promote a culture where ideas and innovation from Medical Sciences and other fields are stimulated and to help students, research scholars and faculty members to execute their ideas into products, processes or services for benefit of society as well as institute. SMBT IMS and RC supports encouraging environment for quality research and effective transfer of knowledge. All the research activities are monitored and assisted by SMBT Research Cell, is committed to enhancing research support through identifying the thrust areas of research, formulating the study designs and also guiding grant applications.

SMBT has a robust **Research Promotion Policy**. It consists of the following Research Promotion Authorities:

- **SMBT Research Development Cell (RDC)** – review ongoing research activities and facilitate research promotion.

- **SMBT Collaboration Grid** – facilitate practice of working with teams from various institutions

- **Institutional Ethics Committee** – reviews scientific, ethical, medical, legal and social aspects of all research proposals

- **Undergraduate Research Cell** – encourage undergraduate students to take up research, support and monitor their research activities.

- **Incentives** for publication of books or chapters in books, presentation of research in oral and poster formats, publishing articles in National and International Journals, research grants, fellowship etc. are defined in the research policy.

The objectives of SMBT Research centre are: -

- Generate passion amongst students and faculty members towards research.
- Endorse research at departments level.
- Establish Multidisciplinary Research projects.
- Establish collaboration with both National/International Universities.
- Public and Private sector research Institutions / Centres.
- Develop modernization or improved products, developments/ services.
- Establish Patents & IPR

Laboratories for Research promotion

- **Central Research Laboratory (CRL) –** provides high end equipment and space needed to carry out laboratory-based research. The laboratory is provided with all the essential facilities like equipments, adequate space, and internet.

- **Skill Laboratory** – Equipped with various mannequins for enhancing psychomotor skills of UG and PG students.

SMBT has in place **plagiarism software** to promote positive publication ethics and help to prevent falsification and fabrication of data.

To promote scientific writing and to provide a platform for visibility of research done by UG, PG and faculty, SMBT is in the process of starting its own **Scientific Journal - SIJMS**

SMBT regularly organises **Workshops** (BCBMR, Mendeley, Scientific writing, PubMed, IPR etc) by in house as well as guest speakers, to promote and enhance skills of faculty and PGs in research related activities

SMBT is in the process of developing **Incubation Centre**, to develop and provide a platform for creative aspirants, where their innovative ideas and concepts will be incubated and realized and providing mentoring and support in all areas like infrastructure, technical expertise, market linkage, networking, legal advice etc.

SMBT has collaboration with esteemed institutes like Tata Memorial Hospital, of Mumbai. We plan to initiate **extensive research in preventive oncology** in the surrounding rural and tribal areas which are having paucity of information regarding common cancers.

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

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

Response: 15

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

2021-22	2020-21	2019-20	2018-19	2017-18
03	03	03	03	03

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 0.01

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

Response: 1

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

Response: 68

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

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

Response: 0.36

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

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

Response: 0

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

3.4 Extension Activities

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

Response: 155

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	9	9	54	26

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

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

Response: 19.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
192	79	110	176	153

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	[View Document](#)
Any additional information	[View Document](#)

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

Response:

With its unique position in tribal and rural setting, SMBT IMS and RC provides an array of extension and outreach activities for the betterment of the society. Which helps in achieving vision of making SMBT institutions the most trusted and respected group of institutions in the field of health care education, health care training and health care delivery.

Since its inception, SMBT IMS and RC has been conducting health related activities in coordination with various Governmental, Non-governmental organisation (NGOs), Corporates, Schools etc. SMBT Medical College Hospital is well known for its health care services to the community across Maharashtra. SMBT IMS and RC has received various recognitions from different associations for its extension and outreach activities.

Due to its work for the benefit of society, SMBT has time and again been recognised by various agencies such as Ashram Shalas, Junior Colleges, Schools, Educational and Social Institutes, Grampanchyats, Gram palikas, IMA-MSN Maharashtra etc. for various activities like HIV/AIDS awareness campaign, Health Camps, Blood donation drives, COVID 2019 related activities etc.

SMBT has elaborate plans to increase its ambit of extension activities in the society.

We are planning to adopt schools in the vicinity and provide comprehensive care to the school children over a longitudinal time period.

SMBT provides preventive and curative oncology services in collaboration with Tata Cancer. This will help in early diagnosis and treatment by screening procedures for Breast, Cervix and oral cancers etc, in population where Cancer services are sparsely available. Extensive research in field of preventive Oncology is in process.

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

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

Response:

At SMBT IMS and RC we cater primarily to people involved in agriculture sector and living in poorly accessible areas. Thus, extension activities involving students sensitise them to social issues of marginal population and lead to their holistic development as a physician.

Social responsibility activities at SMBT IMS and RC

Community Health Education

- We are committed to improvement in awareness regarding common prevalent health issues such as Tuberculosis, HIV-AIDs, Menstrual hygiene, Breast Feeding, Immunization, Nutrition, Breast & Cervical cancer etc. For this SMBT, IMSRC regularly celebrates various National Health Programmes like Pulse Polio, Filaria Control Program, Malaria Control Program etc. at the Institute as well as field practice areas. Activities conducted in the community are health talks, skits, poster exhibition, etc.
- Special activities are conducted for the students to generate curiosity and interest like Rangoli competition, Essay competitions, debates etc. Students are actively involved in all aspects of these activities.

Environmental health education and initiatives

- SMBT is a green campus we regularly hold plantation activities in and around our campus.
- We are keen to develop a strong sense of environmental preservation in our students. We involve students in activities of Swachh Bharat Abhiyan and creating awareness regarding personal and environmental hygiene in the community by celebrating World Hand washing day, World Mosquito Day, World Toilet Day etc. in the field practice area.
- Students under the NSS unit have participated in various activities under Swachh Bharat campaign and regularly contribute to the activities addressing environmental issues.

Health and hygiene awareness programs

- Various extension activities on health issues were conducted regularly where the students participate actively along with the faculty. Significant numbers of radio talks were also given by the faculty on health issues.
- Awareness programs were conducted for school children on various health issues by NSS, faculty of paediatrics and community medicine.
- The student council regularly takes part in various activities like Breast feeding awareness, AIDS awareness etc. Students have also participated in creating awareness about health problems on World Health days like Tuberculosis Day, AIDS day, Breast feeding week etc through street play and health education sessions.

- We conduct Blood donation camps on regular basis. Students participate in blood donation camps.
- Post graduate students and staff are involved in numerous Specialist camps (Cataract camps, Multi diagnostic, School screening, etc) held across North Maharashtra. These camps primarily act as first point of contact. Those in whom medical and surgical intervention are indicated are referred and treated in the Hospital at subsidised rates.

Sensitizing students to socio-economic issues and holistic development

- Students are involved in Family Health Surveys in which they observe and study the actual living conditions of the patients and become aware about the various challenges faced by the community in their day to day lives. This helps in creating socially responsive Indian Medical Graduate.

SMBT provides opportunity to under graduate students to get exposed to various public health and social institutions like Primary Health care Centres, Subcentres, Anganwadi, Ashram Shala, Aadhar NGO for

mental retardation.

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

3.5 Collaboration

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

Response: 0.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

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

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

Response: 6

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

Response: 6

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute has adequate facilities for teaching-learning as per the norms laid down by the NMC and affiliating University.

ICT- enabled classrooms, Demonstration rooms and central library:

The college building houses 4 lecture halls with a capacity of 180 and hospital building has one with 250 capacity equipped with LCD projectors along with internet facility. All departments are provided with computers and laptop with internet facilities and printer.

All departments have demonstration rooms equipped with LCD projector and a departmental library. The standard textbooks and reference books are available in each department.

The semi-automated Central library is present having area of 2400.11 sq.m. with 13187 books, 119 journals and DELNET subscription. It is equipped with internet facilities and is fully air-conditioned. E-library section of the library has 40 computers for student use during library hours. Students can access e-learning resources through remote access facility to various databases subscribed by the institution. There are reading rooms for UG and PG students with total seating capacity of 577.

Laboratories

All departments have the stipulated number of laboratories equipped with latest equipment, work tables, seating arrangements, washing and waste disposal facilities. Well-equipped central research laboratory is present to conduct research.

Museum

Fifteen Museum are available with adequate number of specimens, charts, graphs, instruments, models and other teaching aids like X-rays etc.

Skills lab

A 'Skills laboratory' is present to facilitate learning and practicing of 'clinical procedural skills by the students in a safe and simulated environment. There are 35 models and mannequins to train the students in various procedures.

Clinical learning facility

The institute has a 810 bedded hospital in the same premises with 12 clinical specialties and 8 super-specialty services. There are separate OPD complexes and wards for each specialty with attached

demonstration rooms for teaching and learning. The number of outpatients in the last academic year was 535294, similarly number of inpatients was 40847.

There are 10 major and 3 minor operation theaters. For intensive and critical care, there are MICU, SICU, PICU, NICU & HDU (Obstetrics). There are also Blood bank with latest and modern equipment. A well-equipped casualty ward is present with adequate resources.

Community learning

The institute is attached with the following public health centers

Rural health training center (serves a population of 19163)   1

Urban health training center (serves a population of 30989)   1

Regular visits are conducted to these centers during which students undertake various surveys in the population served by these centers.

Visits to 'Adhar' center:

'Adhar' is a community-based institute for intellectually disabled adults which shoulders the lifetime care and responsibility of such adults. Regular visits are organized for students accompanied by faculty members.

Teleconferencing

The institute has three conference rooms well equipped with projectors, LCD screen, Wi-Fi, and other teleconferencing facilities.

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

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

Response:

The institute has indoor and outdoor game facilities to support physical and recreational needs of the students and staff.

Sports and games: Following are the details of the sports facilities in the campus. These facilities are used by students and staff on a regular basis.

Name	Area/Dimensions
Basketball	28 m. × 15 m
Volleyball	18 m.× 09 m
Throwball	18 m.× 09 m
Football	54.86 m. × 36.05 m
Cricket	9914 sq.mt
Kabaddi	13m. × 10m (Boys) 12m x 08m (Girls)
Kho-Kho	27m. × 14m
Practice nets for cricket (Box cricket)	18 m. × 12m
Athletics	353 m long track
Chess	Indoor
Carrom	Indoor
Badminton	28 m × 15m
Table Tennis	Indoor

Indoor games facilities include chess, carrom, table tennis and badminton. Also, the services of dietician and physiotherapists are available on campus.

Various inter-college and intra-college sports events are periodically organized all throughout the year e.g. cricket tournaments, football matches, badminton tournaments, etc.

Every year during the annual fest a 'Sports week' is organised where many sport events are organized and students participate enthusiastically. The events are also graced by the presence of celebrities.

Gymnasium:

There are separate gyms for boys and girls having modern equipments. The gyms are open for all days of the week from 06:00 am to 08:00 pm.

Cultural activity facilities: Amphitheater

The college has an 'amphitheater' near the college building of seating capacity 300 persons, which is equipped with light and sound arrangements.

Cultural events are conducted regularly in order to nurture the budding talents. College festival is organized every year for three consecutive days during which many cultural activities are carried out.

In order to celebrate the achievements of the students, prize distribution is held during one of those days. Some eminent personalities are invited who have done extraordinary contributions in society as an inspiration for our students. Many prominent personalities have been invited to these events like then Police Commissioner of Nashik Mr. Vishwasrao Nangre Patil, writer Mr. Chethan Bhagat, famous celebrities like Mr. Boman Irani, Mr. Rajkumar Rao and dancer Mr. Raghav Juyal.

Apart from annual cultural fest, various other functions are also celebrated all-round the year, for example, Ganesh festival, Independence Day, Republic day celebrations, fresher's event etc.

The students are also provided with recreation rooms in all the hostels, which are equipped with telelvision and some indoor games.

File Description	Document
Link for geotagged photographs	**View Document**
Link for list of available sports and cultural facilities	**View Document**

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Campus is spread over an area of 30.76 acres which is a sprawling self-reliant campus providing complete amenities to the students and staff.

Hostels

There are total of 5 hostels, two for undergraduates, 2 for postgraduates and 1 for interns in the campus. All the rooms have attached bathrooms. Hostels are highly secure with security guards and CCTVs installed in all the hostels to monitor the movement of the wards and the visitors. There is TV room and a reading room in each hostel. Housekeeping services are provided by 'Sodexo'. Drinking water filter and cooler is provided in all hostels. Hostels have 24 hours power supply and all buildings have solar water heaters installed on the roofs for hot water supply.

Medical facilities:

The institute provides all the basic and advanced medical facilities round the clock. There are medical officers on call, junior and senior residents, and support staff present 24 hours a day. A pharmacy, Central clinical lab, radiology, blood bank, and ambulance services are functional around the clock. Additionally, there are first aid kits present in all hostels for emergency situations.

Toilets:

Separate toilets for males and females are present on all floors of the college and hospital building. They are cleaned daily and maintained hygienically.

Canteens:

There are separate canteens for colleges and hospitals. One central canteen for students and interns is present beside the hostels. One canteen is present in the hospital building which is utilized by the staff as well as patients' relatives, and visitors etc. Food menu is healthy and nutritious designed by the dietician on campus and food is prepared following all hygiene and sanitation guidelines.

Bank & ATM:

The campus has a banking facility with Union Bank of India attached to it. There are two ATM facilities provided by the same bank.

Roads & signages:

The campus has well-planned and well-maintained roads and pavements. Signages and instruction boards are provided to guide in navigation. Streetlights are present all over.

Greenery:

The campus has greenery all around with beautiful landscaping and tree plantation which contributes to making it an eco-friendly campus. Single-use plastic products are banned in campus.

Alternate sources of energy:

The hostels are equipped with solar water heaters. For transportation inside the campus, electrical buggies are present, which are used by staff, students and patients. 3 DG sets of 500 KVA, 250 KVA, and 125 KVA are present as electricity backup for the campus.

Sewage treatment plant:

The institute has its own STP where the sewage is processed and then it is used for supplying water to the lawns and plants on the campus.

Water treatment plant:

The water from Darna dam reservoir is channeled through the central water chlorination plant to make it potable. Additional RO plants are installed in the hostel, college, and hospital buildings.

Other facilities:

Institute has a medical book shop, grocery shop, fruit and vegetable shop, hair salon, beauty parlor and laundry shop available in the campus.

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

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

Response: 10.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
277	139.5	233.3	258	230

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

SMBT Hospital, the teaching hospital of SMBT IMS and RC, established in 2012, has modern facilities for patient care as well as sufficient clinical learning materials.

Teaching Hospital:

As a part of the clinical learning resources for the students, the institute has an 810 bedded hospital in the same premises with 12 clinical specialties and 8 super-specialty services. There are separate OPD complexes and wards for each specialty with attached demonstration rooms for teaching and learning. The

number of outpatients in the last academic year was 535294, similarly the number of inpatients was 40847.

There are 10 major and 3 minor operation theaters. For intensive and critical care, there are MICU, SICU, PICU, NICU, HDU (Obstetrics) and dialysis unit. A well-equipped casualty ward is present with adequate resources and manpower to cater to emergencies.

Help desks are available at entrance of hospital in OPD and casualty area, manned by trained personnel to assist patient and relatives.

Various government schemes are being run by the hospital like MJPJAY, AYUSHMAAN BHARAT, Janani Suraksha Yojana for effective functioning.

All services are supported by 24 hours Ambulance services.

Central medical records section is present for immaculate recordkeeping.

Hospital has well defined policies to prevent hospital acquired infections. Patients are screened for HIV, HBsAg, and HCV after counselling and all employees are vaccinated for hepatitis B.

Mortuary with cold storage facilities is located within 100 meters of the hospital.

Equipment:

1. Radiology department is well equipped and is providing diagnostic services round the clock--namely digital X-ray, ultrasound, Colour Doppler, mammography, CT scan (16 slice) and MRI (1.5 Tesla) and fluoroscopy.
2. Many other diagnostic services are being provided for example - TMT, EEG, ECG, Gastroscopy, Colonoscopy, Pure tone and Impedance audiometry, perimetry, Pulmonary Function Test .
3. Other major equipment includes, laparoscopes, arthroscopes, ventilators, dialysis machines, cardiac catheterization lab, portable X-ray machines etc.

Clinical teaching & learning:

1. For purpose of Clinical Learning in the hospital, hospital has 1 air-conditioned lecture hall with seating capacity of 250 students, with all audio-visual teaching aids.
2. The operation theaters are provided with observation gallery for students to fulfil the purpose of clinical teaching.
3. All clinical departments have OPDs, Wards, Demonstration-cum-seminar rooms and examination rooms for teaching-learning.
4. The students are also made aware of the various national health programs and policies which are followed in the hospital like ICTC etc.

Laboratory facilities:

1. The hospital has Central clinical laboratory capable of performing investigations in clinical biochemistry having fully automated biochemistry and hormone analyzers, immunopathology, microbiology, hematology and histopathology with fine needle aspiration cytology (FNAC).
2. The laboratory performed an average of 6097 tests per day in the last academic year. The total

investigations performed in the laboratory in the last academic year were 2225401.

3. 24-hour Blood bank services are present and managed by trained personnel, providing whole blood and blood components including packed cells, FFP, Platelet concentrate, cryoprecipitate.

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

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

Response: 453892.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
535294	384735	367216	429923	406692

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

2021-22	2020-21	2019-20	2018-19	2017-18
40847	21024	26831	28843	28058

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

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

Response: 466.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
493	381	428	450	450

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

2021-22	2020-21	2019-20	2018-19	2017-18
86	43	0	0	0

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

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

Response:

An Integrated Library Management System (ILMS) is a part of MIMS (Medical Institute Management System). The software was installed in the library in November 2017 and up gradation is going on.

Name of ILMS software	Nature of automation (fully or partially)	Version	Year of automat
Medical Institute Management System	Fully	1.0	2017

Objective: The main objective of this system is to minimize the man hours required for maintaining the records of Central Library and to have flawless record of all the books and journals right from their purchase process till today.

An Integrated Library Management System is used to manage internal and external resources including tangible assets, financial resources, library stock and human resources. The software has the facility to print barcodes of books. The software also provides various reports such as book issue/return reports, book accession reports, text book and reference book reports, journal reports, etc. It effectively brings library automation in day-to-day activity including the collection and disbursal of books. There are different modules of software that are focused on simplifying tasks such as the acquisition, cataloging, and circulation of books done in the library.

Sub-modules:

1. Library Master Setting
2. Book Entry Register
3. Journal Entry Register
4. Book Issue/Return
5. Library Reports generation

Features: The library module of MIMS has the following features:

1. To keep record of the book details regarding author, publisher, edition, and vendor Information.
2. To keep record of the Journal details regarding editor, publisher, year and vendor Information.
3. To keep record of Issue/Return of Books by Students and faculties.
4. To generate and Print Book Barcode.
5. Following reports are generated by ILMS

- Book Report (with filters like Book Name, Accession Number, Author, Publisher, Edition, Vendor etc.)
- Date Wise book Issue/Return Report

In this software, the user interface is configurable and adaptable with the changes in processes. So, it can be modified from time to time as per the user requirements. Further up gradation of this software is in process.

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

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

Response:

Sr. No.	Particulars	August 2017 to July 2018	August 2018 to July 2019	August 2019 to July 2020	August 2020 to July 2021	August 2021 to July 2022	Total
1	Text Books	1383	103	14	113	456	2069
2	Reference Books	636	474	100	260	122	1592
3	Other Knowledge Resources (Marathi & General)	1	3	10	43	12	130
4	Book Bank	55	66	--	--	--	121
Non Print media (CDs & DVDs)				**690**			

Text books

The institute's library has an admirable collection of textbooks by the top authors as well as publishers, both national and international. Latest editions are available for lending as well as reference. Library has 9690 textbooks under this category. The new textbooks added to the collection in last 5 years is 2069. Every department has a collection of textbooks in departmental library. The total number of books in the departmental libraries 2401.

Reference Books

The central library has 3497 Reference books in a separate section marked for such books. The collection has books from acclaimed and prestigious authors and publishers, both national and international. The new reference books added to the collection in last 5 years is 1592.

Journals

The institute has subscribed to 119 prestigious and indexed national and international medical journals for the last five years. The current year subscription includes 44 national and 33 international journals in all specialties. In the previous years, a total of 394 journals (189 national and 101international) have been available in the library.

Collection of rare books/ Manuscripts/ digitalized traditional manuscripts

The computer section of the library which is enabled with internet, provides access to the websites where ancient and rare books, manuscripts and digitalized traditional manuscripts are available for reading.

1. Links for manuscripts:

- Indian Manuscripts - http://indianmanuscripts.com/
- Rare Book Society of India - https://www.rarebooksocietyofindia.org/

Discipline specific learning resources from ancient Indian languages:

The central library has National Digital Library of India registration and DELNET subscription. Numerous E-resources related to ancient Indian languages are available on the platform.

Other resources: Non-academic/ general books/ periodicals/ newspapers/ Non-print media

The library also provides a rich collection of fiction, spiritual, contemporary writings, and self-help books. This collection includes books from prominent writers like Sudha Murthy, APJ Abdul Kalam etc. books are available in English, Hindi and Marathi languages. There are a total of 130 books in this category, available for lending.

The library is subscribed to 2 national and 2 state newspapers. National newspapers are available in English and state newspapers are available in Marathi.

The library has a vast collection of 690 CDs and DVDs containing illustrations, presentations, animations, video demonstrations and lectures from renowned faculty from over the world.

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

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

Response: C. Any three of the above

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

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

Response: 35.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
11.92	19.4	44.86	43.93	59.78

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

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

Response:

In person usage:-

The central library occupies an area of 2400.11 sq.m. and has subject wise 13187 Books and 119 journals along with non-print media also. It is organized into different sections for books, journals and seating.

The Digital Library is a separate section in the library. It provides E-Resource service. The digital library has total 40 computers provided with internet connection. There are reading rooms for UG and PG students with total seating capacity of 577.

For the usage of library, registration of users is mandatory after which a library card and number is issued. All library users are required to sign in the library usage record book when visiting the library. Book lending/issuing records are also maintained in the physical record book as well as in the Integrated library management system of the MIMS.

Reading room is open from 9.00 am to 11.00 pm. Book issue counters are open from 9.00 am to 8.00 pm on working days. Students are issued maximum 2 books at a time and they can keep it for 7 days without any penalty. Faculties are issued maximum 3 books at a time and they can keep it for 7 days without any penalty.

The library also has a book bank facility and a total of 181 books are in it. These books are for the exclusive use of students from SC & ST category and are purchased through grants given by the Dept. of Social Welfare, MUHS, Nashik.

Remote access:-

Remote access to learning resources is also available via the Delnet consortium subscribed by the institute. The library provides the registered username and password for Delnet to all faculty members, PG students and UG students.

Learner sessions/ Library usage programmes:-

Library regularly organizes learning sessions for the faculty and students to help them to understand and access the library's rich collections, facilities and services. Each year, an 'Orientation Programme' is organised for the newly admitted students. During Orientation session the Librarian briefs them about how to use the Library, Infrastructural facilities available, services provided, how to use the e-resources through remote access, guidelines to borrow books, rules and regulations of the library etc. The library has also participated in the user awareness programs on various subscribed e-resources.

Following are some of the above stated programmes:-

1. Webinar on DELNET Network Resources & Services: Discovery Portal & Knowledge Gainer Portal
2. Workshop on PubMed: Excellent resource for e-content
3. Library Orientation Programme for UG students

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

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

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	View Document
Give links e_content repository used by the teachers	View Document

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-

enabled ICT facilities (data for the preceding academic year)

Response: 33.33

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

Response: 19

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

Response: 57

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

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

Response:

Computer availability for students:

- The institute has adequate IT facilities which are upgraded regularly. Following is the list of computer facilities available in college and hospital:

Location	Computer	Laptop	Printer
Hospital	108	10	42
MBBS College	67	8	19
Total	**175**	**18**	**61**

For direct usage by the students, 40 computers are present in the library, which are enabled with internet. All the teaching departments have internet enabled desktops and laptops for preparation of presentations, using electronic media for teaching-learning like video demonstrations or pictures etc. These facilities can be used by both teachers and students. In the hospital, all wards and OPD's have computers for storage of patient data and follow up records which can be accessed by UG as well as PG students to study clinical cases. The computers in the Medical records section, Central

clinical Lab, Radiology department etc. are used by the students for accessing the investigations for patient care and also for research purposes.

Following are the important features of computer facilities:

- All computers are provided with Windows 10 operating systems.
- Desktops are provided with 4 GB RAM.
- The desktops have Micosoft Office versions 2016 and 2019.
- Other useful software are installed and updated at regular intervals viz. recording software, pdf viewers/editors etc.
- There are firewall systems (Sophos Firewall system) installed to prevent the local area network from malware

Wi-Fi and Internet facilities:-

The institute has an internet connection of 1 GBPS bandwidth which is continuously being updated from time to time. The internet facility is availed through connections from Airtel, Jio and two leased lines from BSNL.

The LAN is connected to all the computers in all different buildings via the fiber optic cables. Wi-Fi access is provided at 2 locations which are administrative section and post-graduate resident hostel. All the servers are connected with the LAN and latest antivirus software (Seqrite Antivirus) installed for security.

Classrooms are equipped with LAN internet cables.

- There is 1 back-up server with processing system Intel(R) Zion (R) CPUE31220V2@3.1GHz. It has 8 GB of RAM and capacity of 16 TB. Annual maintenance contract exists for both.

Upgradation:

 The institute continuously updates its computer facilities in line with latest developments. Following are the upgradations done in the last five years:

- Upgradation of internet bandwidth from 250 MBPS to 1 GBPS
- Upgradation of antivirus software to Seqrite software since 3 years. Quickheal Antivirus was used previously.
- Upgradation of firewall facility from Cyberom to Sophos since last year.
- Upgradation of windows version from Windows 8 to Windows 10 since 1 year.
- Installation of new software like windows MS OFFICE 2019.

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

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

Response: ?1 GBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 24.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
710	176	653	429	676.52

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

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

Response:

The institute has an effective system and process for maintenance of physical & academic support facilities. The infrastructure is well maintained by implementing Standard Operating Procedures for maintenance of physical facilities. There is dedicated Maintenance Department with expert staff for

biomedical, electrical, civil, mechanical, carpentry and plumbing section with annual comprehensive maintenance contracts. Regular scheduling of work with log books ensure optimum usage of facilities. The In charge of maintenance department has primary responsibility in planning, purchasing and condemning of out of order eqipments.

Maintenance of physical facilities:-

The maintenance department looks after the following physical facilities in campus, buildings of college, hospital and hostels:

1. Electrical fixtures and accessories, generator set, refrigeration, air conditioning
2. Plumbing fittings and fixtures
3. Furniture, wall paint, pavements, roads and fencing.
4. Elevators
5. Sewage treatment plant
6. Water treatment plant
7. Drinking water supply

The department follows its preventive maintenance schedule and takes care of routine servicing and safety checks of various facilities.

Cleanliness of campus:

Adequate in-house staff is employed by out sourced agency SODEXO to thoroughly maintain hygiene, cleanliness of the campus to provide a congenial learning environment. Classrooms, Staffrooms, Seminar halls, Hospital, Laboratories, Sports facilities, wash rooms etc. are cleaned and maintained regularly by non - teaching staff assigned for each floor.

Maintenance of greenery and landscaping:

The trees, plants and gardens as a part of the landscaping in the campus are looked after by the separate housekeeping agency. Irrigation is achieved through the treated water from the STP.

Maintenance of sports facilities:

The sports in-charge and their support staff looks after the sports facilities. Any repair work or additional extension work is undertaken by the maintenance department (civil division) under the guidance of the sports department.

Maintenance of library facilities:

The librarian is the main person in charge of the library maintenance along with the support staff. The library committee assists the librarian in maintenance related issues, budget allocation and addresses any grievances related to library.

Maintenance of laboratories:

The biomedical department and the laboratory technicians are in charge of the maintenance of laboratories

in working order. The institute has annual maintenance contracts for all the important equipment used in the laboratories from the manufacturers.

Maintenance of IT facilities and classrooms:

The IT department is incharge of looking after the maintenance of computers, peripherals like printers, scanners, audio systems and display systems like LCD projectors etc. The department regularly updates the computers and the network security systems.

Protocol for lodging complains and initiation of response:

For submitting maintenance related complains and issues, the central maintenance department is accessible through an online portal MIMS, which is a special software for ensuring smooth and prompt functioning. It helps in sending the complaint to the relevant section and is also useful for tracking the response to the complaint. The maintenance committee meets regularly to address any pending issues and take pertinent policy and administrative decisions if needed.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 48.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
480	450	409	353	210

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

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

Response: B. Any five of the above

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

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

Response: 8.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	00	57	58	32

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Institutional data in prescribed format	[View Document](#)
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	[View Document](#)
Any additional information	[View Document](#)

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

Response:

SMBT IMS&RC, Dhamangaon does not admit any international students hence it has no active international student cell.

Who can apply:

Foreign Students:

Students of Indian origin (SIO) who have acquired citizenship of foreign countries, can apply for admission under NRI quota.

Nonresident Indians students who have passed the qualifying examinations (12th standard/ NEET) from schools or colleges situated in foreign countries and which is equivalent to 10th std examination can also

apply. Students of Indian citizens whose immediate family members like parents, grandparents or siblings are sponsoring the education of student by payment of fees can also apply under NRI quota.

This institute has become a member of International Federation of Medical Students Association (IFMSA) and Students association of India (MSAI).This organization runs a student exchange programme under the governance of Standing committee on Professional exchange (SCOPE).Students of our institute are members of Medical Student Association of India (MSAI) under IFMSA. This membership is expected to help our institute to get the admissions from other countries. Under this membership, institute will provide a professional observer ship in any one of the departments of the college under the mentorship of faculty to students of foreign institutes. Concerned faculty will assume the role of academic mentor. In this activity, foreign students will get opportunity to experience various healthcare problems in our society, healthcare infrastructure available in our set up, logistic framework of running the healthcare setup etc This program will be *also* useful in creation of broader view of global health issues and current status of the global healthcare framework for providing healthcare to the masses. Students of this institute going abroad will incur all these benefits and will try to implement the best, cost effective & feasible part of it in Indian setup.

International student cell will promote student exchange for the purpose of teaching, research activities, seminars, workshops and other academic programs.

File Description	Document
Link for international student cell	View Document

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 60

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	42	5	0	0

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	42	5	0	0

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

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

Response: 52.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	134	95	0	0

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

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

Response: 8.4

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

Response: 11

File Description	Document
Supporting data for students/alumni as per data template	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)
Link for Additional Information	[View Document](#)

5.3 Student Participation and Activities

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

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

Response:

Presence of Student Council:

1. SMBT Institute of Medical Sciences and Research Centre has an actively functioning student council which is involved in various co and extra-curricular activities being conducted in the institution.
2. **Constitution:** The student council is constituted as per the guidelines laid down by the MUHS, Nashik. At the start of the academic year, applications for various posts on the student council like Academic secretary, Cultural secretary, Research secretary, Sports secretary and NSS secretary are invited, along with the certificates of excellence pertaining to the post applied, from the students. A faculty scrutiny & selection committee is constituted by the head of the institution to select the students on various posts from the applications received. The students having exemplary performance in the particular field are chosen by the scrutiny committee based on the evaluation of their certificates. Out of the members selected, as per the university norms, two students are selected maintaining constitutional reservation. A general secretary is selected from among the chosen members by the head of the institution. The list of selected students is then forwarded to the university for registration of the council at university level. Then the information about the selected candidates is disbursed among students across all batches through official circular.

Activities of the council related to student welfare:

1. The student council acts as a bridge connecting students with the institutional authority for the welfare of the students.
2. All the measures undertaken by the institution for the welfare of the students are informed to all students through student council.
3. The representatives of council on the Student Welfare Committee put up the welfare related points pertaining to students and their grievances if any related to hostel, mess and overall campus stay.
4. The student council members are involved in arranging various guest lecture sessions for students through welfare committee.
5. The responsibility of conducting the Annual Social Gathering "SMBT Fest" is also given to the council. This also helps to build leadership skills among the students.
6. Various cultural and sports activities are organized by the members of the student council.

Students' representation on academic/administrative bodies/ committees:

The members of the student council are involved as student representatives on the following committees related to institutional working:

- College Council

- Internal Quality Assurance Cell
- Curriculum Committee
- Student Welfare Committee
- Anti-ragging Committee
- SMBT UG Research Promotion Wing

The representatives are involved in the decision-making processes of the committees, putting up the points collected from students in the committee meetings and dissemination of information/decisions taken during the meetings of the committees to all the students.

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

Other Upload Files	
1	[View Document](#)

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

Response: 6.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	09	09	06	05

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

5.4 Alumni Engagement

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

Response:

Recognizing the importance of sustaining the relationship with our alumni students, our Institute has established Alumni Association. Alumni Association was formed in the year 2020 and it is registered at Assistant Charity Commissioner Nashik with its registration no as Nashik/0000683/2020. The institute fosters a strong bond with its Alumni. Alumni Association is an integral component of SMBT IMS & RC and aims at working towards the vision of institute i.e. "Health, Education, Social service for the students and patients in particular & population of surrounding villages in general. The pass out students enthusiastically register their names with alumni association by the requisite membership fees.

Alumni meetings are organized quarterly every year during these meets, alumni are informed about the progress happening in the institute & areas of opportunity for the contribution to the institute by alumni.

Objectives of SMBT IMSRC Alumni Association:

- To provide a forum to establish a link between the alumni, faculty, nonteaching staff and students of the institute to help interaction amongst all.
- To conduct academic programmes, conferences, workshops, seminars, symposia, lectures by eminent personalities from various walks of life for the members of association, students & faculty of the Institute on various current topics of interest and relevance.
- To make resources available for professional training programmes, industrial internship programs, research projects, employment opportunities career advancement opportunities, placements to the members of the association and the passing out students.
- To donate books, instruments and equipments to the SMBT IMS and RC for academic support to the students.
- To gets annual financial audit done by the chartered accountant.

Contribution of SMBT IMSRC Alumni Association:

- The alumni association has donated 103 books the Central library which include academic and non-academic books.
- Guest sessions on "NEET PG entrance examination preparation" and "Career in Indian Armed Forces" have been conducted for the undergraduate students by eminent alumni. Career guidance sessions by external faculty are arranged by the alumni association.
- The alumni association has been felicitating and awarding prizes to the academic toppers of each phase of MBBS of SMBT IMS and RC in MUHS examination.

File Description	Document
Any additional information	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)

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

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

Response: E. Any one of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision:

- To make SMBT IMS & RC the most trusted and respected institute in the field of health care education, health care training and health care delivery.

Mission:

- To educate and train our students to provide "fit for the purpose" quality health care services to the society they will serve and, in the process become the most trusted and respected members of the society.

- To make our patients aware about their overall health and deploy all the measures of timely prevention, intervention and timely delivery of quality health care in the most efficient and effective way.

- To address "Learning and Growth" aspirations of our employees and also, address the education and health care needs of the society in general

Academic excellence:

1. To prepare students to transform into the most trusted and respected members of the society, we ensure quality teaching so that students are well trained in the competencies which are expected from Indian Medical Graduate as per the NMC document.
2. To make faculties competent in delivering quality education, training programmes like Revised Basic Curriculum Workshop (RBCW) and Curriculum Implementation Support Programme (CISP) are regularly conducted.
3. To continuously sharpen the teaching skills of faculties, Microteaching Evaluation Programme is implemented at central level by Medical Education Unit (MEU)
4. Feedback is collected from students and analyzed and the same is conveyed to respective

departments for improving teaching learning process.

5. Regular assessment of students is carried out to oversee their academic progress

6. Soft skill development of students starts from foundation course for first year students and is continued throughout the course by implementing AETCOM module in the curriculum

Patient services:

1. To create an awareness about overall health, outreach activities are carried out by the Department of Community Medicine in nearby villages stressing the importance of promotive and preventive measures.

2. Health camps are arranged in 7 districts, which help in early diagnosis and treatment.

3. The Institute has its tertiary health care Hospital with state of the art facilities. The patients diagnosed in health camps who need advanced treatment are referred to the Institute.

Trainings:

1. Various faculty development programmes like RBCW, CISP are conducted.

2. Institute has a collaboration with National and International universities which gives learning opportunities for faculties.

3. Institute has Research Promotion Policy which supports faculties to attend conferences and paper presentation.

4. Guest lectures, Seminars, CMEs, Live workshops are organised for knowledge and skills upgradation of faculty members.

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

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

Response:

In perspective to have a rapid decision making, administrative and executive skill development SMBT Trust management have taken step ahead towards decentralization. Also, management is not only interested in utilization of physical capital but also making optimum utilization of intellectual human capital.

The organizational structure of SMBT Sevabhavi Trust have Chief Trustee, Managing Trustee and Members. The Managing Trustee looks after overall management of all educational institutions and

hospitals established by Trust.

The SMBT Sevabhavi Trust has formed Core Committee which is represented by Managing Trustee, Chief Officer (General) and Chief Officer (Finance). The Chief Officer (General) is exclusively looking after administrative issues and Chief Officer (Finance) looks after financial matter related to institutions.

The Managing Trustee has transferred the duty of daily operations and minor decision-making to all Head of the institutions so that he can focus more on major decisions like business expansion, diversification etc.

There is total decentralization of the institutional work as each institution is headed and led by respective Dean/Principal who has its own organizational set up to look after respective educational institution and hospital.

The Core Committee meets to all Head of Institutions once a month to take a review of ongoing activities, challenges and future roadmap.

The head of the institution assumes position as the first among equals and works on principles of delegation and participative management. The institute has decentralized its administration as following,

Academic Management- Academic incharge in consultation with all HOD and faculties prepares academic calendar and master time table and forwards same towards Dean/Principal for approval.

Administrative Management- Administrative officer looks after all administrative issues pertaining to Human Resource, Student Section and Purchase. Administrative officer submits status report towards Dean/Principal. Administrative officer after consultation with all stake holders prepares annual budget and forward it towards Dean/Principal for approval.

Disciplinary Management- Code of Conduct is formulated in consultation with all stakeholders which is followed strictly.

Heads of the departments are assigned with different functions at the institution and the department level for smooth functioning and development. The teaching fraternity and the non-teaching community actively participate with utmost interest in the development of SMBT IMSRC. The institution has progressed a healthy practice of frequent meeting of various Committees of teaching and non-teaching staff with the institutional top officials. This practice helps to build a direct and one-to-one communication, which is found very useful and effective in policy formulations, implementations and feedback collection. Over and above this informal practice, there is a statutory provision for meeting of various committees.

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

6.2 Strategy Development and Deployment

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

Response:

The organizational structure of SMBT IMS and RC is depicted below in the diagram. The head of the organizational structure is Dean followed by H Team, Deputy Dean, NABH cell and CAO.

Different committees of the college are as below:

- **College Council Committee:** Review of functioning of different departments with emphasis on medical education and patient care.
- **Internal Quality Assurance Cell:** To assure the quality in each and every process adopted towards achievement of institutional goals.
- **Anti-Ragging Committee:** Promotes healthy student interactions and ensures measures to prevent ragging.
- **Institutional Ethics Committee:** To promote ethical practices while conducting research related to human being.
- **Student's Welfare Committee:** Looks after the welfare of the student in academic as well as extracurricular activities.
- **Parents Teachers Association:** To facilitate different solutions for problems of students along with parents and teachers.
- **Vishakha Committee:** For prevention of harassment of women staff and gender sensitization.
- **Students Grievance Committee:** Addresses to the academic grievance of the students.
- **Library Committee:** To facilitate the state of an art library facilities ensuring availability of learning material for students and staff.
- **Scientific Research Committee:** To promote sound scientific research among students and faculties.
- **Students Placement Cell:** Looks after placement of students after the completion of the course having a tie up with other institutes.
- **International Students Cell:** To facilitate student exchange program having with overseas universities.
- **Equipment and Maintenance Committee:** To help in preventive and promotive maintenance of equipments.
- **Waste Management and Water Conservation Committee:** For availability of safe and potable water and disposal of hazardous materials in the Institute.
- **Curriculum Committee:** It facilitates implementation of curriculum as per NMC/ MUHS
- **MEU Cell:** Facilitates quality of teaching by conducting periodic program to sharpen the teaching skill of the staff.
- **Institutional Code of Conduct Committee:** To prepare the code of conduct handbook for students, teachers and staff and for taking necessary corrective action in case of violation of the rules.

Functioning of committees: For the smooth functioning of committees, standard operating procedures have been prepared. The SOPs include standard formats for meeting calling, minutes of meetings, action taken reports and strategic action plans.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

Purpose of welfare measures towards employee is to ensure the provision of basic employee facilities as per NMC/MUHS or any such competent governing body and to promote harmonious working relationships between administration and the staff and to provide various additional facilities.

The welfare measures are prepared as a policy draft approved by the management and implemented by the relevant personnel within the Human Resources Department of the institute along with their official

representatives.

Employee Welfare measures implemented by SMBT IMS and RC are as follows:

The institute is employee friendly in terms of various basic and advanced measures in order to ease out the work life of the staff for their personal, professional and financial upgradation so that their vocation can become one of the fruitful aspects of their life.

The employees are given regular payment in terms of the monthly salary. They are provided with Structured salary (Basic, Dearness Allowance, Home Rent Allowance, Non-Practising Allowance, Travelling Allowance etc.). Quarters are provided to the staff who wish to stay in the campus and this facility is provided without charging any rent. In addition to that electricity bill is borne by the institute. For those who are travelling from the city, bus services are provided totally free of cost and staff is given a very convenient pick up and drop service. Contributory provident fund having both Employer and Employee contribution for the non-teaching staff as per rules laid down.

Employees are provided with free outpatient and inpatient treatment for themselves and in subsidized rates to their dependant family members. Vacation is provided as per the existing university directives and regular leaves as per Government and University norms and rules like Casual Leave, Sickness Leave, Maternity Leave and Duty Leave etc. Regular yearly increment is done in the salary as per post/ pay scale or structure. Institute has clearly laid down policy to give time bound promotion for eligible employees who fulfil the requisite criteria.

For those teaching staff who are presenting research papers local/ national/international conferences, re-imbursement of travelling and conference amount is done as per the clearly laid down research promotion policy. For those teaching staff who are publishing papers in Indexed/ approved journals provision of a fixed amount as a prize is given to the publication team. In an extension to the same policy, provision of monetary incentives to the staff who are initiating and implementing the research studies.

As an employee upgradation measure, those staff members who want to upgrade themselves academically or interested in learning new skill within the ambit of their regular work area, priority is given to them while working on their regular post.

File Description	Document
Link for policy document on the welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)

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

Response: 2.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	3	02	06	1

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

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

Response: 7.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	9	8	11	4

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

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

Response: 20.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	34	67	13	5

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

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

Response:

To assess the annual performance of the teaching and non-teaching staff of SMBT IMS and RC, a uniform Self appraisal policy is laid down**.** The main purpose of this policy is to have a continuous and regular improvement of the work performance of the employee.

Objectives of the performance appraisal-

(1) To provide adequate feedback to each person on his or her performance.

(2) To serve as a basis for modifying or changing behaviour toward more effective working habits.

 (3) To provide data to management with which they are able to judge future job assignments and compensation.

It is done in a systematic manner for all staff of the Institute in the month of April. The appraisal forms are circulated to all staff members by HR department. Each staff member fills up self-appraisal and submits it towards Head of the department. This form is reviewed by HOD and remarks were put. All HOD's submits staff member's appraisal forms towards Dean for review. Dean after reviewing and putting remarks, submit report towards Chief Officer (Administration). Core committee along with Dean reviews the institutional performance appraisal system.

Employee's compensation and benefits are reviewed during the appraisal, the review is based on individual performance, affordability and financial viability of the institution. Increment is released in the month of July each year. Also, Performance Appraisal System plays a crucial role during promotions of teaching and non-teaching staff

Thus, performance appraisal system not only measures the functional aspect of performance but also measures the behavioural attributes of an individual. Annual performance appraisal system based on personal feedback of teachers and other staff members is followed in the institution. These appraisal forms are scrutinized by the Department Head and Dean and sent to the Trust Office for the remarks to decide about the increment or promotion.

Self-appraisal Form for non-teaching staff consists of job responsibilities at work, punctuality and self-awareness, attitude towards fellow workers, attitude towards public, innovation and creativity, initiative taken at work and decision-making ability.

Parameters for Teaching Faculty are as follows

Teaching assignments, participation in education technology activities, contribution to improvement in teaching-learning process through Board of Studies, research projects, research publications, books published, guest Lectures delivered, presentations at conferences, resource person for Workshops / CME / Seminar / Symposium Awards / Medals, additional responsibilities and workload of Teaching (UG and PG) and patient care, preparation of Learning Resource Material Membership / Office Bearer of Professional Bodies Any special training undertaken Parameters for Non-teaching: Technical adequacy: Application, Initiative, Punctuality, Neatness, Accuracy Leave record

Parameters for Non-teaching are as follows:

Technical adequacy: Application, Initiative, Punctuality, Neatness, Accuracy Leave record, Relations with superiors, colleagues, society, Leadership qualities, Knowledge level Work efficiency

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

SMBT IMSRC has well defined and transparent financial management system.

Fund mobilization is ensured through the collection of fees from students, loans from bank and Mahatma Jyotiba Phule Jan Arogya Yojna. These funds are utilized for capital and operational expenditure.

Due care of the availability of fund as well as its optimum utilization is ensured by Head of the institute and core committee.

The purchase committee of the SMBT Trust ensures the optimum utilization of allocated funds.

Head of the institution, Administrative Officer and purchase head participates in the purchase process for institutional requirements in coordination with the SMBT Trust purchase committee.

The resource mobilization process is as below-

1. Annual budget format is shared by Chief Officer (Finance)/ HOD Internal Audit Budget and Cost Control (IABCC) to all Head of the departments.

2. Head of the Institution in coordination with Administrative Officer collects the annual requirement and after scrutiny and approval submits it towards Chief Officer (Finance)/ HOD IABCC

3. Chief Officer (Finance) / HOD IABCC consolidates requirement of all Institution and get it approved from Core Committee.

4. Sanctioned copy of approved budget is circulated to all Head of the Institution by Chief Officer (Finance)/ HOD IABCC.

5. Institute adheres to the utilization of budget approved for capital and operational expenses.

6. The institute calls quotations for approved items, works and after preparation of comparative statement, it is presented before SMBT Trust Purchase Committee for proper negotiation.

7. Proper purchase order/work order is prepared by purchase team and approved copy of the same is given

to vendor and account section for further processing.

8. The payment is released as per the terms and condition mentioned in the purchase order/ work order or agreement.

Utilization of resources is mainly made for following-

Academic- conference/workshop expenses, printing & stationary, salaries and travelling allowances of teaching and non-teaching staff.

Health care facilities- medical and surgical consumables, health camp expenses.

Infrastructure- extension of infrastructure, repair & maintenance of classrooms.

Statutory- audit fees and expenses, electricity, telephone, internet.

SMBT trust management in coordination with SMBT IMSRC ensures accountability and transparency in resource mobilization and monitors optimum utilization of the funds to promote learner-centric ecosystem

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<u>View Document</u>

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The auditing mechanism is implemented by SMBT Management so as to verify all financial transactions and make sure all process is in accordance with the prevailing laws.

SMBT management conducts internal and external audits of all institutions regularly.

Internal audit-

1. SMBT Management has established Internal Audit, Budgeting and cost control department (IABCC).

2. Internal audit helps to understand whether the internal process and systems are properly working.

3. Internal audit team conducts all institutional internal audit as per predefined schedule.

4. Internal audit team try to compile procedural lapses at the time of audit along with accountant. The deviations are stated in the audit report.

5. After completion institutional internal audit, the IABCC department submits internal audit report to

respective HOI and administrative officer.

6. All institutes submit internal audit compliance report duly signed by HOI and administrative officer to IABCC department.

7. Also, stock verification is carried out in stores and internal audit team works as an extended arm to storekeepers.

External audit-

1. The external audit is done annually by an external auditing agency headed by Chartered Accountant appointed by the management.

2. The external audit firm conducts an audit in accordance with specific laws and rules, of the financial statement of Trust/Institution.

3. The external audit firm examines the financial records and issues an opinion regarding financial statement of Trust/Institution.

4. Income/expenditure and balance sheet is properly scrutinized by the external auditor according to various laws and various Acts such as Income tax, TDS etc.

5. The external auditor submits the final audit report with audit findings to management and the external audit report is preserved towards office of Chief Officer (Finance).

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document]()

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Internal Quality Assurance Cell

Internal Quality Assurance Cell (IQAC) of SMBT IMS and RC was formed on 10/05/2021 and has been functioning efficiently. It focuses on attaining the mission and vision of the institute. The responsibilities of IQAC are:

1. To develop and implement quality benchmarks for various academic, healthcare and administrative activities of the institution.
2. To facilitate the creation of a learner-centric environment conducive to quality education and faculty development to adopt the required knowledge and technology for participatory teaching and learning process
3. To collect and analyze feedback response from students, teachers, parents and other stakeholders on quality-related institutional processes.
4. To disseminate the information to students and patients on various quality parameters of healthcare delivery.
5. To promote and strengthen the quality circles and organize and document various institutional workshops, seminars on quality related themes.
6. To develop and maintain the institutional database through CMS/MIMS for the purpose of maintaining/enhancing the institutional quality measures, systems and processes.
7. To promote the research culture among the students and faculty of the institution.
8. To create a system to promote decentralization and participatory management.
9. To prepare Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC, to be submitted to NAAC.
10. To assess students' performance and their competencies
11. To arrange various faculty development program
12. To obtain the feedback from various stakeholders

The IQAC has started to establish and streamline the quality processes in departments. Adherence to curriculum implementation, assessment and feedback are monitored through curriculum committee. Presentation in various conferences, paper presentations, publications, are promoted.

The suggestions received from the students on curriculum are discussed in the meeting and changes are acted upon. The feedback on faculty and facilities is also taken from students.

The IQAC assures the quality of examination process by ensuring robust and transparent examination system.

IQAC facilitates the process of conducting faculty development programmes through Medical education unit to enhance the teaching-learning process. The IQAC evaluates and suggest recommendations.

The preparation of standard operating procedures and policies of various institutional committees has been

initiated and guided by the IQAC.

For the orientation and documentation related to NAAC accreditation, IQAC has conducted various quality enhancement programmes.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for minutes of the IQAC meetings	[View Document](#)

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

Response: 39.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
160	172	0	0	0

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

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

NIRF etc.,)

Response: A. All of the above

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

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Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	3	4	0	1

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

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

Response:

Gender Equity is a basic human right and SMBT IMSRC is very much committed to give equal opportunities and rights to every person who is either employee or student.

The first institutional Head was a woman. Nearly half of the staff consists of women in various capacities. Important committees have a woman representative. Security and Transport departments have adequate women representatives.

Curricular activities of SMBT IMSRC are designed to sensitize the students for the issues related to gender equity. For under graduate curriculum, topics on gender equity related issues in General Medicine, Community Medicine, Forensic Medicine & Toxicology, Obstetrics and Gynaecology and Psychiatry are formally discussed with students. Public Health related issues like sex selection, abortion and violence against women are included in the curriculum and topics like Sex and Gender as a social construct, Gender as a social determinant of health and Gender based violence are discussed.

SMBT IMSRC has Internal Complaints Committee known as *VISHAKHA Committee* for gender sensitization and prevention of sexual harassment of women in the workplace. This committee is framed in accordance with the legal requirement of Government of Maharashtra. It facilitates healthy atmosphere for work and a sense of security for girl students and women working in the campus. Co-curricular activities like skits, role plays, talks etc. aimed at gender equity are conducted frequently for sensitizing the students and staff for gender related issues. Awareness programmes are conducted on regular basis for students and women staff members by ICC.

SMBT IMSRC has provided following specific facilities in terms of Safety and Security, Counselling Personnel, Common Room for girl students and women staff

a. Safety and Security

CCTV Cameras are installed everywhere in the campus to monitor the different areas like classrooms, corridors, library, canteen, parking area, hostels, OPD complex etc. to monitor the areas and provide complete safety and security. Security staff are posted in campus including Boys and Girls hostels round the clock to ensure safety and security of women staff. Frequent checking and patrolling is done by Security Department across the campus.

b. Counselling

This institute has a Student Counselling Centre handled by a full-time qualified Counsellor. Counselling of both genders is done. Selected and trained staff members are deputed for counselling students. Counselling is provided in the areas related to academic performance, home sickness, family problems etc. SMBT IMSRC has a very effective mentor-mentee programme in which gender related issues are touched upon.

c. Common Room

SMBT IMSRC has a well maintained Common Room situated at the central area of the institute so that it is easily accessible to women staff. It is provided with the facilities like tables, chairs, water purifier and first aid box. Basic medical services are provided if necessary to the staff.

Girl's hostel is also provided with separate common room with tables, chairs and TV facility.

SMBT IMSRC has many women employees working in senior positions in both teaching and non-teaching departments which emphasizes implementation of the policy of gender equity.

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

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

Response: D. Any two of the above

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

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

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

Response:

In order to create Clean and Green Campus and Pollution free environment, this institute practices all the waste disposal policies very strictly.

SOLID WASTE MANAGEMENT

1. Waste generated in this campus is segregated as biodegradable and non-biodegradable waste at the collection points by the housekeeping staff. We are cleaning each and every floor of all the buildings twice a day. Separate bins are kept in each room to dispose-off waste in a proper way. Outsourced housekeeping staff is educated and trained about various types of wastes and they sort the waste in different bins. All the waste is taken to the central collection point to dispose through authorized agency.
2. Organic waste from the canteen and cafeteria is disposed-off by composting. This institute has **Organic Composting Project** for waste food management.
3. Day-to-day utilization of papers is minimized by maintaining E-governance software. Whatever paper waste is generated is sold to venders for recycling. Wooden waste and other scrap material generated are also sold to authorized vendors.

LIQUID WASTE MANAGEMENT

This institute has Sewage Treatment Plant [STP] installed in the campus for hostels and hospital. All the liquid waste is treated by this STP Plant and then only it is released out and used for gardening. Total drainage system is underground in this campus.

BIOMEDICAL WASTE

Biomedical waste gets generated from the hospital. All the biomedical waste is segregated in different bins as per the colour codes such as Black bin for general waste, Blue bin for glassware, Red bin for contaminated recyclable waste (e.g. IV tubes, IV sets, catheters, urine bags, syringes etc.), White bin for waste sharps including metals and Yellow bin for anatomical waste parts, items contaminated with blood and body fluids, expired and discarded medicines, vaccines etc.

All staff members including nurses, ward boys and housekeeping staff are trained in handling biomedical waste. All the biomedical waste is collected at central point and it is handed over to Water Grace Agency for further processing and disposal. Institute has done MOU with Water Grace Agency.

E-WASTE

Old monitors and CPUs are repaired and reused in most of the cases. Irreparable items like CDs, parts of computers and scanners, printers are handed over to authorized vendors for recycling/disposal.

WASTE RECYCLING SYSTEM

Organic waste from the canteen and cafeteria is disposed-off by composting. This institute has adopted **Organic Composting Project** for waste food management. All the solid food waste and waste of vegetables are segregated at the canteen and mess kitchen. It is sent to Compost Machine and processed there. The capacity of the machine is 125 kg/day and it yields 25 to 30 kg of organic manure. So in a month we get approximately 450 to 500 kg of organic manure. This manure is used for plantation in campus.

HAZARDOUS CHEMICALS AND RADIOACTIVE MATERIAL

This institute is not using any hazardous chemicals and radioactive material.

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

7.1.5 Water conservation facilities available in the Institution:

1. Rain water harvesting

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

Response: Any Three of the above

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

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

Response: D. Any two of the above

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

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

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Inclusion and Situatedness is the way we understand, impact and respond to the world around us. The first step in building a better world around us is by changing hearts, minds and behaviour of people surrounding us.

As this institute is located in hilly and tribal area of Nashik district and people residing in the nearby areas are mainly engaged in agricultural activities, so it is not possible for them to move in search of jobs. Our presence affected each and every aspect of their lives, but impact on the lives of the youth has been maximum. Because of this institute, they got the opportunities at their doorsteps. We have taken prompt and appropriate steps to train and give jobs to local people. And thus youngsters got occupied and started earning their livelihood.

Before this institute established, women in this area were restricted to do household task and farm work. So in order to empower them, we have given equal opportunities to women as well. We encouraged the women to be self- reliant, independent and have positive self. It is clearly evident from the fact that most of our non-teaching staff from Transport, Security, Housekeeping, Account department etc. belong to the local community.

Cultural Harmony is something that teaches us to accept the cultural behaviour of others and connect the people from different backgrounds of cultures. To maintain the cultural harmony amongst students, we undertakes different initiatives. For example- We organize "SMBT FEST" in the month of February every year. This helps to dissolve the social barriers between students, bring them together and give chance to showcase their abilities and talent to all. We invite special dignitaries who have achieved excellence in their fields. Their presence and words are truly inspiring for every student and staff member to serve the society.

We are bound to maintain **Communal Harmony** as students and staff members in this institute come from different religions, caste and communities and live here with love and peace among them. Different festivals, be it Diwali, Eid or Christmas, are celebrated with equal zeal in this campus. We organize Ganapati Utsav [MANOMAY] and Dandiya Nights during the festival of Navratri to know our diversified culture.

Social tolerance demands each member of the society to behave with civility with other members and accepting the differences of each person in the society.

To promote and enhance **linguistic tolerance** between different linguistic groups, we ensure that the values of respect for diversity and non-discrimination are promoted effectively. Language is a powerful tool and should be used to spread the message of mutual understanding, love and respect among various regional groups. Our institute publishes its Magazine every year, which helps to improve linguistic skills and social aspect of everyone. It includes multilingual writings, poetry and paintings from varied culture. Institute along with the Trust are interested to create and develop inclusive, adaptive, social environment in the entire campus through developing social and communal harmony.

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

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

Response: B. Any three of the above

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

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

Response:

SMBT Institute celebrates different National and International commemorative days, events and festivals.

We celebrate these days in such a way that students get an opportunity to spread awareness about various diseases in the community and connect at large to the public health system.

- *World Leprosy Eradication Day* is celebrated on 27th January every year and thus we contribute towards creating awareness, ending discrimination, stigma and prejudice surrounding Leprosy.
- *International Women's Day* is celebrated on 8th of March every year. A programme is organized with participation of all women teaching and non-teaching staff and PG girl residents. Felicitation programme is organized to award the work of excellence by women staff members. We invite special dignitaries as Chief Guest motivate our women staff to perform well and give the very best out of them.
- *World Tuberculosis Day* is celebrated on 24th March. Skits, group discussions, role play etc. are performed. Queries from the crowd regarding the disease and treatment facilities available are answered. Informative posters are prepared by students and interns in order to spread awareness about Tuberculosis.
- In society, emphasizing on specific theme of the year of WHO, *World Health Day* is celebrated every year on 7th April. Skits are performed and posters are prepared by students to spread awareness among the community.
- *World Hypertension Day* is celebrated on 17th May with the goal to create awareness about Hypertension so that people become enlightened about its risk factors, prevention and treatment available.
- Every year on 31st May *World No Tobacco Day* is celebrated, with the motive to spread awareness among community. Various plays are performed and posters describing the harmful effects of tobacco are displayed. Young age group is the main targets during these programmes to help to reduce tobacco addiction and thus move towards a tobacco free culture.
- *ORS Day* is celebrated on 29 July every year by organising a demonstration to mothers about ORS preparation, administration, and explaining the significance of ORS in preventing dehydration in children. ORS sachets are distributed free to mothers.
- With the aim to increase awareness about mental illness *World Mental Health Day* is celebrated on 10th October. Health talks by the Psychiatrist are organised. Skits are performed; posters are made with the emphasis on changing the outlook of the society towards mental illness.
- *World Diabetes Day* is celebrated every year on 14th November. Programs are organised to emphasize on prevention, control of diabetes and its complications.
- Every year on 1st December *World AIDS Day* is celebrated in collaboration with ICTC of SMBT hospital and ICTC Igatpuri Rural hospital. Health talks and skits are organised in the schools of nearby areas and at Igatpuri railway station to create community awareness.
- Institute celebrates National festivals like *Republic Day* and *Independence Day*. Every year one student excelling in academics and one employee [teaching or non-teaching] excelling in his/her field is selected and given an honour to hoist the National Flag. This selection has no bar of caste, creed or religion.

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

7.2 Best Practices

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

Response:

Title of the practice 1: *"Adhar: A life-changing experience for medical students"*

Objectives

1. To inculcate human values like empathy, compassion and resilience in the undergraduate medical students.
2. To assist medical students to develop an attitudinal change for facing challenging situations.
3. To carry out regular health check-ups and hospital treatment free of costs

Context:

Intellectually challenged persons are dependent on their caretakers for their physical, mental and financial wellbeing. *ADHAR* is an Association of the parents of intellectually differently abled children, which was established exclusively to address the problems faced by the parents and caregivers of adults with intellectual disability. It is located at *Pimpalgaon Dukra*, 2 km away from SMBT IMSRC. As a part of Community Medicine practical postings, regular visits of students with specialist doctors are arranged at *ADHAR*. The team from the institute regularly conducts health check-ups with health education sessions.

The main aim is to provide a life changing experience to medical students who would be mainly working in secondary and tertiary health care set up by demonstrating to them human values like empathy and compassion.

Practice:

1. Regular visits to *ADHAR* centre with teaching faculty.
2. During these visits, students learn to interact empathically with intellectually challenged adults, gain their confidence, play with them and give health talks along with demonstrations and explanations.
3. Training of staff of *ADHAR* regarding maintenance of personal hygiene and care of these differently abled individuals with their health check-ups.
4. Provision of free diagnosis and treatment services.
5. Provision of free physiotherapy services as a special need.
6. Students share their reflections with other students of their class about their experience of the visit.
7. A comprehensive package of preventive, diagnostic, curative and rehabilitative services.

Evidence of success:

Due to regular visits to *ADHAR*, communication with them has become streamlined. And due to our regular health talks and training of staff of ADHAR for health hygiene and prevention, their personal hygiene is improved. Reduced morbidity is possible due to early diagnosis and treatment. Physiotherapy is helping them to reduce their physical disability and to move one step forward to become self- sufficient.

In their reflections, students have expressed that it was a great learning experience for them to be in direct contact with a difficult and different aspect of human life and lot of attitudinal learning happened along with increasing their sensitivity towards human life. This entire experience has helped them in understanding human values like empathy, compassion along with effective communication. It was a life influencing experience which will help transforming them into compassionate, sensitive health care practitioners in the society in the future.

Difficulties Encountered:

1. Number of visits are fixed due to prescribed curriculum and as per the teaching schedule prescribed by statutory regulatory authorities.
2. Initial difficulty in establishing communication with intellectually challenged people.

Since when it is started:

SMBT IMSRC has started *"Helping Hands- ADHAR Visits"* since the year 2017-18.

Title of the practice 2: "Community Outreach: Serving tribal areas"

Objectives:

1. To cater quality healthcare services to remote areas through outreach activities.
2. To provide affordable healthcare services through tertiary care centre.
3. To make our patients aware about their overall health and deploy all the measures of timely delivery of quality health care.
4. To train our students to provide quality health care services to the society.

Context:

SMBT IMS and RC is located at hilly area of Nandi hills, Dhamangaon, taluka Igatpuri, Nashik. No tertiary care hospital was present to provide health care services before 2012. In this area, a vast proportion of the tribal population, with low socio-economic status, was underserved in terms of the basic as well as advanced medical facilities. SMBT IMS and RC through its charitable hospital started providing quality healthcare services through various outreach services from 2012.

Practice:

1. SMBT IMS and RC through its charitable hospital functions with corporate professionalism. We conduct speciality and superspeciality camps to provide community outreach services to population across 34 districts of Maharashtra. In 2021, 57 healthcare camps were organised.
2. Hub and Spoke model is practiced as SMBT IMS and RC charitable hospital being hub and rural healthcare training centre, urban healthcare training centre, five SMBT clinics and various government and private tie-ups being the spokes.
3. SMBT Hospital is distinctive in providing quality super-speciality health services at grossly subsidized rates to the economically weaker section of the society. SMBT Hospital delivers integrated healthcare services with 810 multi-speciality beds.
4. We provide speciality services like Medicine, Surgery, Obstetrics, Paediatrics etc. and super-speciality services like Cardiology, Neurology, Neurosurgery, Nephrology, Urosurgery, Plastic

surgery, Endocrinology, Medical Oncology, Surgical oncology etc.

5. Undergraduate and postgraduate students are exposed to variety of cases and trained in achieving requisite competency and skill for their overall professional development.
6. Various awareness programmes are conducted regularly for tribal population about their overall health.

Evidence of success:

From the year 2012 when the hospital started functioning, there is upward graph of both OPD and IPD patient reaching to 458816 OPD and 35825 IPD cases, 8590 major surgeries including superspeciality and 17780 minor surgeries in the year 2021. In Cardiology super-specialty section, total Cathlab procedures were 90 in 2015 when it started and in 2021 it reached up to 3000, whereas Cardiac surgeries increased from just 7 in 2015 and reached to 537 in 2021.

It is a great learning experience for medical students to learn through outreach services and variety of speciality and superspeciality cases seen in the hospital. This also helps in elevating the understanding of our undergraduate and postgraduate students in relation to non-profit, social service-oriented approach in their clinical practice. This helps students to become a competent and skilled professional.

Difficulties Encountered:

1. Access to remote areas is difficult.
2. Cultural beliefs of the tribal population towards acceptance of healthcare services is a barrier.

Since when it is started:

The practice has been started from the year 2012.

File Description	Document
Any additional information	[View Document](#)
Link for best practices page in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Medical Education Unit and Faculty Development

Teaching Faculty are recruited in Medical Colleges on the basis of their post graduate degrees. No formal training is imparted to Medical professionals in the art of teaching. Medical Education Unit (MEU) of

SMBT IMS & RC was established in 2014 under MCI and allocated to MCI Regional Centre at IMETTT, MUHS. Competency Based Medical Education (CBME) was launched in India in 2019. The new curriculum requires significant change in planning, delivery and assessment. Unfortunately, the launch of the curriculum coincided with the advent of COVID Pandemic. The mandatory workshops conducted under the flagship of NMC (then MCI) were halted. However, the new curriculum did roll out. The faculty was facing difficulty in implementation of the curriculum. Also, for workshops guidelines of NMC need to be followed, and in this process, junior cadres of teaching faculty get omitted.

MEU of SMBT IMS & RC has conducted four mandatory Revised Basic Course Workshop (RBCW) and AETCOM and three Curriculum Implementation Support programme (CISP) workshops since its inception. The MEU under leadership of the Dean decided to expand its ambit beyond the mandatory workshop to overcome the crisis faced due to COVID pandemic, advent of new Curriculum and to reach all the cadres of faculty involved in teaching. With the onset of COVID and colleges functioning on On-line mode, MEU took up the challenge of training faculty to brace for the online teaching techniques which were completely new for all stakeholders and conducted workshop on Orientation of Teaching Faculty for Modalities of Online Teaching

CBME came up with newer teaching techniques. It was a mammoth task of covering all the teaching faculty. MEU conducted Faculty Development Sessions in context of medical teaching techniques covering all teaching staff at regular intervals. Topics of relevance like problem-based learning, DOAP, flipped classrooms, bed side clinics and evaluation techniques like OSCE and OSPE were covered. MEU has a mechanism of maintaining the standards of teaching learning processes by conducting audit of Microteaching sessions of teaching faculty. Dean along with a subcommittee of MEU members conduct Microteaching sessions in phase wise manner. The objective is to suggest changes and improve the quality at the same time bring about a basal uniformity in TL processes. MEU promotes and oversees Educational Research involving Medical Students. We also promote faculty to take higher educational courses in the field of Medical Education (ACME, FIMER etc.) We believe in networking and invite esteemed MEU members form Nodal Centres as guest faculty to orient faculty on specialised topics. We network with various Internal Committees (Curriculum Committee, Time Table Committee, Skill Lab Committee) and external agencies (MUHS IMETTT, NMC, MEUs of other Medical Colleges). Members of MEU visit various agencies like MUHS, institutes and sister institutes of SMBT, as Guest Faculty The workshops conducted by MEU have traditionally significant changes in the pre and post evaluations. We have also had very encouraging feedback from the faculty.

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

8.Medical Part

8.1 Medical Indicator

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

Response: 90.08

8.1.1.1 Institutional mean NEET percentile score

Response: 90.084

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

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

Response:

All the students of SMBT Medical college, Dhamangaon are exposed to quality of care and patient safety procedures, infection prevention and control practices in both theoretical and practical sessions during clinical postings.

Though health-care outcomes have been significantly improved with the discoveries of modern medicine, the risks of the human errors are always there. These are the diagnostic errors, medication errors, postoperative infections, miscommunication, etc. The essential step to lower errors is educating healthcare professionals about patient safety and quality care. As students are the health-care leaders of the future, it is vital that they be knowledgeable and skilful in their application of patient safety principles and concepts.

Quality of care:

In our college WHO patient safety curriculum guide is followed to provide the exposure of patient safety issues to undergraduate medical students. It includes following topics:

1. Patient safety.

2. Human factors and its importance in patient safety.

3. Understanding and learning from errors.

4. Understanding and managing clinical risks.

5. Introduction to quality improvement methods.

6. Minimizing infection through improved infection control practices.

7. Patient safety and invasive procedures.

8. Improving medication safety.

The introductory topics like what is patient safety, introduction to human factors, health-care system is taught in separate lecture sessions in second, third and fourth semesters. Guest lectures are also arranged for the topic like human factors and patient safety.

There are lectures, seminars, and tutorials on the topic 'Minimising infection through improved infection control' in Microbiology subject (4th and 5th semester).

Its practical exposure is during the clinical postings in Departments of Medicine, Surgery, OBGY and Paediatrics, where students observe all the sterilisation and disinfection procedures, standard precautions, Antibiotics and proper disposal of biomedical waste.

Theoretical session of adverse drug reactions, safe medication is conducted in Pharmacology subject (fourth and fifth semester). Also, during clinical postings, the topic is discussed by a case presentation or small group discussion methods.

The topics Patient safety and invasive procedures, understanding and learning from errors, management of clinical risks are discussed in clinical posting during 6th, 7th, 8th, 9th semester as lecture cum demonstrations (LCD) or small group discussions, observers for all invasive procedures and precautions taken during that procedure to minimize the risk to the patients.

Patient safety:

Patients are diagnosed with illnesses which carry risk at various steps from hospitalization to discharge. Main goal in patient safety is to reduce the risk and adverse events occurring in hospital.

Patient safety practice followed are:

1) Geriatric care and prevention of falls.

2) ID card for patient relatives and check on unknown visitors.

3) Blood sample handling and hand washing technique.

4) Prevention of thrombosis and hospital acquired infections.

5) Safe medication and injection handling.

6) Infant swapping

7) Prevention of vector borne diseases.

8) Use of proper antibiotics

9) Nutritional diet plans.

10) Side railing, ramps and lift for safe transport.

11) Sterilisation of wards, ICU and OT.

12) Segregation and isolation of patient diagnosed with highly communicable diseases.

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

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

Response: 8.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	18	14	08

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

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

Response:

The development of clinical competence is the main purpose of medical education. The responsibility of SMBT IMS & RC is to train those students to become clinically competent physicians who are highly qualified and specialized professionals able to function in a constantly changing society that puts continuously growing demands on the medical profession.

Formative & summative assessments during the MBBS course:

Assessment of MBBS students is done according to CBME curriculum provided by MUHS. Students are assessed based on their knowledge, skills and competencies at regular intervals, after completion of topics and also at the end of term and preliminary exams.

Primary goal of formative evaluation is to **monitor student learning** for which ongoing feedback is provided to the students which would help to improve on the teaching and also improve student learning. Clinical skills are tested during the concerned clinical posting as a part of formative assessment. Log book and journal are maintained by the students throughout the year, which are periodically assessed by the teachers.

Primary goal of summative assessment is to **evaluate student learning** through prelim and term exams.

Assessment program conducted by faculties on periodic basis:

1. Weekly test is conducted by teaching faculty.
2. Seminars presented by students.
3. Quiz conducted by each faculty for students.
4. Tutorials are conducted every week.
5. Skill lab training. (CPR, ACLS, BLS, First aid, I.V cannulation, normal delivers, suturing techniques etc).

New assessment methods used:

1) OSCE & OSPE

2) Mini CEX (mini case evaluation Exercise)

3) Case-based discussion

4) DOAP (demonstrate, observe, assist and perform)

5) OSLER: (Objective Structured Long Case Record)

Interns:

As per MUHS guidelines log book has been provided by the college which is used for assessment of clinical competences of interns at the end of the various departmental posting. At the end of the internship, students must be able to take appropriate history, provide basic clinical care and first aid to the patients, able to recognize and manage all life threatening conditions and emergencies. Development of leadership qualities, decision making, good communication skills with patient and doctors.

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

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

Response:

We the SMBT Institute of Medical Science and Research Centre are committed to provide best knowledge to our students in every way.

Organ transplantation is one of the landmark invention which has saved many lives and offers hope to millions of patients. Continuous research and advances are being made in the field of organ transplantation, of which many are unaware and it should be involved in continuous learning process. In India organ transplantation act was formulated and implemented in the year 1994. The Act legalised deceased organ donation and acceptability of Brian dead.

The knowledge regarding the legal aspects of Organ Donation and Transplantation is given by Forensic Medicine and Toxicology Department as per their curriculum approved by MCI as well as MUHS. Lectures are conducted from time to time by the Departments of Anatomy and PSM to educate the students

about the social stigma and issues related to organ donation and transplantation. Department of Medicine, Surgery and Ophthalmology take sessions on medical and ethical aspects of organ donation.

We are teaching students about the Laws and Rules related to Organ Donation and Transplantation in India as well as the protocol of how to proceed in such situations and make them aware.

Topics involved in organ transplantation for student learning are as follows:

1) **Medical issues** (type of donors, age, co-morbidities, matching and cross-match, transplant rejection).

2) **Legal issues** (Definition of death, acts and amendments related to transplantation of human organs, their rules, working guidelines and authorizing committee).

3) **Ethical issues** (shortage of organ supply, organ selling practices, organ transplantation business, priority of organ transplantation and equal access of organ transplantation).

4) **Social issues** (misconceptions regarding mutilation of body, mishandling of body, removal of other organs from body during donation and religious ground).

Policies issued by National and state government on organ transplantation are implemented by our institute.

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

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

Response:

Immunization clinics are conducted at SMBT Hospital,Dhamangaon & also rural & urban health centres of SMBT IMSRC on regular basis as per quality specifications stated in WHO guidelines

Immunization clinic objectives are:

1. To prevent the transmission of vaccine-preventable diseases in children

2. To educate and train undergraduate, interns, and postgraduate students in Immunization

3. To increase immunization coverage in under-five children

Immunization clinics are held every Monday, Wednesday & Friday between 9 am -1 pm in Paediatric OPD

Around 25 -30 vaccinations are given to around 8- 10 children (roughly 3 vaccinations per child) during every session. Vaccines given are BCG, OPV, Penta vaccine (DPT, HBSAG, HeC, MMR & TT)

All the information of the vaccinated children such as name, age & sex, date of birth, address, birth weight are recorded in "immunisation register" maintained by the department.

Vaccines are meticulously preserved in IL refrigerators taking stringent measures to maintain cold chain as per who guidelines. ILR temperature is monitored twice daily by incharge sister & noted in qmr register.

ILR is defrosted once a month & at that time all the vaccines are carefully shifted to another refrigerator whose temperature is also monitored twice a day & noted in another register. There is a separate vaccine vial monitoring register for OPV vaccine in which remarks of OPV vials (1st,2nd,3rd, 4th stage) are noted down with their batch number.

In urban health training center at Igatpuri, regular immunization clinics are held on first Monday & last Tuesday of every month.

In rural health training center Immunization clinic is held on first Thursday of every month.

Both at urban health training center & rural health training center the detailed records of children receiving immunization are carefully recorded in immunization registers as per who guidelines.

As regards the training of MBBS undergraduate students & exposing them to the conduct of immunisation clinics, Detailed & separate clinical sessions are held during 3rd & 4th clinical term when students are posted in paediatrics department.

During clinical posting students are made to observe the actual vaccination procedures, demonstrated the storage methods, they are made aware on proper maintenance of records of vaccination, who vaccination schedules.

Theoretical knowledge on types, WHO schedule & other details on vaccination for Phase II & III MBBS students is imparted through lectures & lecture cum demonstrations conducted by asst. / asso. Professors in Pediatric department

During their clinical postings in PSM department, when they are posted in urban & rural health training centers, chief medical officers of concerned center take practical sessions on conduct of immunization clinics. Senior level teaching faculty also participates in these training sessions.

Special attention is given towards training the UG students on counseling & educating the parents of infants & preschool children in surrounding community regarding importance of vaccination & motivating them to get their children immunized.

SMBT IMS and RC has successfully started a well established COVID Vaccination center fully equipped with trained staff as per guidelines of MOH & FW, GOI.

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

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

Response:

The undergraduate medical education program is designed by NMC with a **goal** to create an **"Indian Medical Graduate" (IMG)** possessing requisite knowledge, skills, attitudes, values, and responsiveness, so that he or she may function appropriately and effectively *as a physician of first contact of the community* while being globally relevant. In order to fulfil this goal, SMBT IMS and RC adopts and follows the following medical graduate attributes prescribed by the NMC:

Clinician, **Leader and member of the health care team and system**, **Communicator, Lifelong learner** & **Professional**.

Clinician, *who understands and provides preventive, promotive, curative, palliative and holistic care with compassion.*

Demonstrate knowledge of normal & abnormal human structure, function, and development from a molecular, cellular, biologic, clinical, behavioral, and social perspective.

Demonstrate ability to elicit and record from the patient, and other relevant sources including relatives and caregivers, a history that is complete and relevant to disease identification, disease prevention and health promotion.

Demonstrate ability to prescribe and safely administer appropriate therapies.

Leader and member of the health care team and system

Work effectively and appropriately with colleagues in an inter?professional healthcare team respecting diversity of roles, responsibilities, and competencies of other professionals.

Communicator with patients, families, colleagues, and community.

Demonstrate ability to communicate adequately, sensitively, effectively, and respectfully with patients in a

language that the patient understands and in a manner that will improve patient satisfaction and health care outcomes.

Demonstrate ability to establish professional relationships with patients and families that are positive, understanding, humane, ethical, empathetic, and trustworthy.

Lifelong learner committed to continuous improvement of skills and knowledge.

Demonstrate ability to perform an objective self?assessment of knowledge and skills, continue learning, refine existing skills and acquire new skills.

Professional who is committed to excellence, is ethical, responsive, and accountable to

patient's community and the profession.

Practice selflessness, integrity, responsibility, accountability, and respect.

Steps taken for Implementation and Assessment:

- SMBT IMS & RC conducts a "**Foundation Course**" to orient medical students to the MBBS program one month immediately after students are admitted to college.
- The curricular content is vertically and horizontally aligned and integrated to the maximum extent possible to enhance student interest and eliminate redundancy and overlap.
- Teaching?learning methods include small group learning, interactive teaching methods and case-based learning.
- Clinical training emphasizes on ECE, skill acquisition, certification in essential skills; community/primary/secondary care-based learning experiences and emergencies.
- Progress of the medical student is regularly documented through structured periodic assessment that includes formative assessment and summative assesment.
- Various health camps are conducted in all medical specialties on regular basis in hospital as well as in the community.
- Regular seminars & workshops in various clinical subjects are conducted for UG, PG students & teachers to update them in recent advances in various branches of Modern Medicine.
- Appropriate faculty development programs are conducted regularly.

File Description	Document
Links for Medical graduate attributes as described in the website of the College	[View Document](#)

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

Response:

The medical education unit (MEU) happens to be an integral part of any medical institute in our country.

The apex governing body MCI has made it mandatory for all medical colleges in India to set up a medical education unit in medical colleges with trained staff who have received adequate training in medical education technology after attending workshops (revised basic workshops & ATCOM workshop) at MCI-approved regional centers.

At SMBT IMSRC, we have a very efficient team which includes one member of FAIMER and 3 members who have done ACME. Currently, 5 members are pursuing ACME course at K.E.M, Mumbai.

Aim of SMBT Medical Technology (MET) Unit:

To help improve the quality of teaching by continuous training of faculty members.

Objectives:

1) Implement modern technologies & research methodology for knowledge updates.

2) To Improve clinical skills, knowledge and teaching skills of teaching faculties.

3) To Sensitise teachers about new teaching concepts and assessment methods.

4) To assist teachers with continuous learning process.

5) To assist faculty in Developing research, teacher-mentor relationship, improve communication and behavioral skills.

Training all the teaching faculty of SMBT college in RBCW & ATCOM, SMBT IMSRC established medical education unit. Team members at SMBT have successfully conducted three MCI APPROVED RBCW & ATCOM workshops in 2017, 2018 & 2019 (detailed reports attached). A total number of 90 teachers from the ranks of professor, associate professor & assistant professors underwent systematic, elaborate & exhaustive training in basic, advanced & latest techniques involved in medical teaching.

The entire workshop is conducted on various topics which are selected as per MCI GUIDE:

1) Teaching learning methods & their innovations.

2) Objective writing.

3) Goals, roles & competencies of Indian medical graduate.

4) Effective clinical & practical skill teaching.

5) Effective use of internet & various e- learning.

6) Changing learning styles.

7) New assessment methods and tools.

8) Innovative curriculum.

12 MEU faculty members conduct various sessions under observation of MCI appointed observers. Total 4-5 days of sessions are conducted on latest ATCOM module implemented by MCI.

Our MET unit plays important role in overcoming hurdle's like lack of motivation, lack of recognition or rewards for those who have performed exceptional. They also play pivotal role in creating healthy culture for education, faculty awareness, help in multi-tasking, guide those who find difficulty in new teaching and learning methods, motivating faculties who loss hope with technical issues and they even providing additional appropriate training sessions on timely intervals.

MET members work and concentrate on the teaching learning needs of students. SMBT IMSRC has also held several workshops in clinical teaching skills for senior residents & workshops on communication skills for junior residents from time to time. Our MET UNIT plays important role in conducting regular sessions for undergraduate students and junior residents with research, collection of data and publication of data.

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

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

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

Response: D. Any one of the above

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150

8.1.10.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150

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

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

Response:

SMBT Institute of Medical Science and Research Centre is giving best of the education to our students. We are conducting seminars and group discussions so that our students will remain up to date. Regarding Medical Ethics and Medico-Legal works and issues, we are providing vast knowledge to our students.

Medical Ethics and Medico-Legal work is also included in the curriculum of students in 3rd Semester in Forensic Medicine. Concise form of what we are teaching in our Institution as follows: -

Profession has its own ethical parameters and code of conduct. However, negligence by doctors has to be determined by judges who are not trained in medical science. They rely on expert's opinion and decide on the basis of basic principles of reasonableness and prudence.

The duties which a doctor owes to his patients are a duty of care in deciding whether to undertake the case, a duty of care in deciding what treatment to give, and a duty of care in the administration of that treatment. A breach of any of these duties gives a right of action for negligence to the patient.

While most physicians stay up to date with the latest continued medical education programs/conferences/workshops/symposia, increasing advances in healthcare make it important to know what is happening in the world of medical news. Often medical news is reported in consumer publications and the Internet. Often patient may discuss what is in the social media, the ability to discuss about those news with your patients will reinforce their confidence even though they may not be practiced by the treating doctor.

The practice of medicine is capable of rendering great service to the society provided due care, sincerity, efficiency, and skill are observed by doctors. The cordial relationship between doctor and patient has undergone drastic changes due to the corporatization of medical profession, resulting in the commercialization of the noble profession, much against the letter and the spirit of the Hippocratic Oath. Although rapid advancements in medical science and technology have proved to be efficacious tools for the doctors in the better diagnosis and treatment of patients, they have equally become tools for the commercial exploitation of the patients. Medical law is undergoing a massive change. The development of law pertaining to professional misconduct and negligence is far from satisfactory. The legislations are not adequate and do not cover the entire field of medical negligence. Lawsuits for medical negligence can be minimized or avoided by taking steps to keep patients satisfied, adhering to policies and procedures, developing patient-centered care, and knowing ways of defending against malpractice judgments. Having comprehensive professional liability, insurance is a necessity in the present-day litigious society.

File Description	Document
Link for Additional Information	View Document

5. CONCLUSION

Additional Information :

- S.M.B.T Cardiology Superspeciality unit was established in the year 2015 with the moto to provide a best cardiac care to the rural and under privileged population of northern Maharashtra. We had started with simple angioplasties and slowly we began performing complex cases and also paediatric device closure cases. We get lot of patients from rural area of north Maharashtra. The team or RBSK (Rashtriya Bal Swasthya Karyakram) doctors pay their visits to the primary schools. This is the basic screening mechanism by which the patients are screened. Then this school children are called to the tehsil place or district place for further 2decho evaluation. The team of cardiologist visits the place and does 2dechos of the patients. The patients are thoroughly screened and final diagnosis is reached. Accordingly, the screened and diagnosed patients are given dares for admission and date for surgery. With help of marketing team, the patients are brought to the hospital and are admitted is separate wards. We provide complete free of cost treatment to these patients. During the stay the formalities like blood investigations, radiological tests and the MJPJAY approvals are seeked. The patients and relatives are also counselled for the nature of disease, nature of procedure, outcome and risks involved in the procedure. We perform the procedures with hands of eminent paediatric intervention cardiologists throughout the country. During the day of procedure, the children are thoroughly screened by the operating paediatric cardiologist and are then operated one by one.
- Through the technical support of Tata Memorial Hospital, Mumbai, oncology services ranging from preventive to palliative care are provided which include all diagnostic services including PET scan, all treatment modalities including advanced surgery, brachytherapy, radiotherapy, etc.
- SMBT IMS and RC provided services in COVID pandemic by running the government sanctioned 200 bedded Dedicated COVID Hospital catering population of nearby areas of Ghoti, Igatpuri, Sinner, Trimbakeshwar and Devlali.

Concluding Remarks :

SMBT IMS and RC was established with a vision to make it the most trusted and respected institution in the field of health care education, health care training and health care delivery.

To achieve the vision, the institute strives continuously to fulfil the following mission statements:

- To educate and train our students to provide "fit for purpose" quality health care services to the society they will serve and, in the process, become the most trusted and respected members of the society.
- To make our patients aware about their overall health and deploy all the measures of timely prevention, intervention and timely delivery of quality health care in the most efficient and effective manner.
- To address "Learning and Growth" aspirations of our employees and also, address the education & health care needs of the society in general.

To effectively implement and deliver the CBME curriculum, the Medical Education Unit of the institution conducts regular mandatory and additional teacher trainings. The teaching-learning processes like student centric methods, skills training, AETCOM modules along with various structured co and extra-curricular

activities promote holistic growth of students and make them globally competent Indian Medical Graduate.

SMBT IMS and RC has been continuously providing quality healthcare to tribal population having minimal access to healthcare services at affordable rates.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification: {TABLE_A} Answer After DVV Verification : {TABLE_B}
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 185 Answer after DVV Verification: 53 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 185 Answer after DVV Verification: 185 Remark : As per the NMC at MBBS level there are no interdisciplinary courses. Considered at MD level
1.2.2	Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years 1.2.2.1. Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years Answer before DVV Verification: {TABLE_C} Answer After DVV Verification : {TABLE_D}

TABLE_A (Answer before DVV Verification, Metric 1.1.2):

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

TABLE_B (Answer After DVV Verification, Metric 1.1.2):

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

TABLE_C (Answer before DVV Verification, Metric 1.2.2):

2021-22	2020-21	2019-20	2018-19	2017-18
280	342	362	364	247

TABLE_D (Answer After DVV Verification, Metric 1.2.2):

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150

	Remark : As per the HEI statement in the response dialog box and the document attached during clarification.
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 32 Answer after DVV Verification: 27 Remark : As per the HEI statement in the response dialog box and the document attached during clarification.
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years 1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
219	380	262	60	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
149	201	262	60	0	
1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year) 1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings Answer before DVV Verification : 493 Answer after DVV Verification: 491 Remark : As per the HEI statement in the response dialog box and the document attached during clarification.
2.1.1	Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.1.1. Number of students admitted from the reserved categories as per GOI or State

Government norms year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	51	55	38	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	48	38	37

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
48	54	57	38	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
54	54	48	38	38

Remark : As per the HEI statement in the response dialog box and the document attached during clarification. Seats earmarked are based on the sanctioned intake and are fixec %. Number of tudents admitted from the reserved categories as per GOI or State Government norms year-wise cannot be more than the Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
243	243	201	200	200

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
193	178	150	150	150

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

243	243	201	200	200

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150

Remark : As per the HEI statement in the response dialog box and the document attached during clarification. Number of sanctioned seats year-wise

2.1.3	Average percentage of Students admitted demonstrates a national spread and includes students from other states 2.1.3.1. Number of students admitted from other states year-wise during the last five years Answer before DVV Verification: *table1* Answer After DVV Verification : *table2*
2.2.1	The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers The Institution: 1. Follows measurable criteria to identify slow performers 2. Follows measurable criteria to identify advanced learners 3. Organizes special programmes for slow performers 4. Follows protocol to measure student achievement Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.3.2	Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning **The Institution:** 1. Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. 2. Has advanced simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab /

Table (2.1.3.1 before DVV):

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	0	0	0

Table (2.1.3.1 after DVV):

2021-22	2020-21	2019-20	2018-19	2017-18
1	3	0	0	0

Simulation based learning.
4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

Answer before DVV Verification : B. Any three of the above
Answer After DVV Verification: B. Any three of the above

2.4.2	Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities. 2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered. Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>11</td><td>11</td><td>11</td><td>9</td><td>7</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>11</td><td>11</td><td>11</td><td>9</td><td>7</td></tr></table>
2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year) 2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) Answer before DVV Verification : 1500 years Answer after DVV Verification: 1189 years
2.4.4	Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years 2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years. Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>48</td><td>50</td><td>37</td><td>0</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>47</td><td>44</td><td>37</td><td>0</td><td>0</td></tr></table>

	Remark : As per the HEI statement in the response dialog box and the document attached during clarification.
2.4.5	Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years 2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1	4	0	5	3 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1	02	0	2	1	
2.5.4	The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through: 1. Timely administration of CIE 2. On time assessment and feedback 3. Makeup assignments/tests 4. Remedial teaching/support Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
3.1.1	Percentage of teachers recognized as PG/ Ph.D research guides by the respective University 3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
36	32	0	0	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
36	32	0	0	0	

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	17	20	21	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	04	02	02

Remark : As per the HEI documents provided in support of its claim during clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	2	3	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	8	6	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	03	03	03	03

Remark : As per the HEI statement in the response dialog box and the document attached during clarification. The HEI has repeated the same workshops over and again in the same AY.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	9	9	54	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	9	9	54	26

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
192	197	189	521	391

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
192	79	110	176	153

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

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

Answer before DVV Verification : 6
Answer after DVV Verification: 6

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
290.63	430.72	566.92	421.83	261.28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
277	139.5	233.3	258	230

Remark : As per the HEI statement in the response dialog box and the document attached during clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
600	600	600	450	450

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
493	381	428	450	450

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
86	43	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
86	43	0	0	0

	Remark : As per the HEI statement in the response dialog box and the document attached during clarification.
4.3.3	Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases Answer before DVV Verification : C. Any three of the above Answer After DVV Verification: C. Any three of the above
4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1969.43</td><td>1765.38</td><td>1456.13</td><td>1063.97</td><td>676.52</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>710</td><td>176</td><td>653</td><td>429</td><td>676.52</td></tr></table>
5.1.2	Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development

	7. Employability skill development Answer before DVV Verification : B. Any five of the above Answer After DVV Verification: B. Any five of the above
5.1.3	Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years 5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
200	00	57	58	32

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
200	00	57	58	32

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

2021-22	2020-21	2019-20	2018-19	2017-18
24	42	5	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	42	5	0	0

5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations */* AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

5.2.2	Average percentage of placement / self-employment in professional services of outgoing students

	during the last five years 5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
120	134	95	0	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
120	134	95	0	0	
5.3.3	Average number of sports and cultural activities/competitions organised by the Institution during the last five years 5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
4	11	21	14	13 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
04	09	09	06	05	 Remark : As per the HEI statement in the response dialog box and the document attached during clarification.
5.4.2	Provide the areas of contribution by the Alumni Association / chapters during the last five years 1. Financial / kind 2. Donation of books /Journals/ volumes 3. Students placement 4. Student exchanges 5. Institutional endowments Answer before DVV Verification : D. Any two of the above Answer After DVV Verification: E. Any one of the above
6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years 6.3.2.1. Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	3	5	6	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	3	02	06	1

Remark : As per the HEI statement in the response dialog box and the document attached during clarification.

6.3.3	Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) 6.3.3.1. Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7</td><td>9</td><td>8</td><td>11</td><td>4</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7</td><td>9</td><td>8</td><td>11</td><td>4</td></tr></table>

6.3.4	Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years.. 6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>57</td><td>34</td><td>67</td><td>13</td><td>5</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>

57	34	67	13	5

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
191	929	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
160	172	0	0	0

Remark : As per the HEI statement in the response dialog box and the document attached during clarification.

6.5.3	The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	6	0	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	3	4	0	1

Remark : As per the HEI statement in the response dialog box and the document attached during clarification.

7.1.5	Water conservation facilities available in the Institution:

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

Answer before DVV Verification : Any Three of the above
Answer After DVV Verification: Any Three of the above

7.1.6	Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. Any two of the above

Remark : As per the claimed photographs Battery-powered vehicles and Landscaping with trees and plants considered. The HEI has not provided photographs of the Pedestrian-friendly pathways or Ban on use of plastics.

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

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

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

7.1.9	Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.
	
	1. The Code of conduct is displayed on the website
	
	2. There is a committee to monitor adherence to the code of conduct
	
	3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff
	
	4. Annual awareness programmes on the code of conduct are organized
	
	       Answer before DVV Verification : A. All of the above
	       Answer After DVV Verification: B. Any three of the above
	  Remark : As per the HEI statement in the response dialog box and the document attached during clarification.

8.1.1	NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.
	
	  8.1.1.1. Institutional mean NEET percentile score
	  Answer before DVV Verification : 90.084
	  Answer after DVV Verification: 90.084

8.1.3	Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.)
	
	  8.1.3.1. Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate
	    Answer before DVV Verification:
	
	    Answer After DVV Verification :
	
	  Remark : Teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements. As per the HEI data provided during clarification.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
47	47	45	28	19

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	20	18	14	08

2.Extended Profile Deviations

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
914	886	948	700	650

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
864	836	898	650	600

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
131	160	154	121	0

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
131	137	127	100	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
243	243	201	200	200

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	150	150	150

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
266	265	272	240	239

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
162	170	182	150	147

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
266	265	272	240	239

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
170	171	182	150	147

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2929.91	2714.91	2393.66	2102.80	1605.11

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2929.91	2714.91	2393.66	2102.80	1605.11

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