



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

DR. ULHAS PATIL MEDICAL COLLEGE
AND HOSPITAL

- Name of the Head of the institution **Dr. Prashant Vinayakrao Solanke**
- Designation **Dean**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **9325248206**
- Alternate phone No. **9325150001**
- Mobile No. (Principal) **9751926130**
- Registered e-mail ID (Principal) **dupmcj@gmail.com**
- Alternate Email ID **drprashantsolanke@gmail.com**
- Address **NH No.6 Jalgaon-Bhusawal Road,**
- City/Town **Jalgaon**
- State/UT **Maharashtra**
- Pin Code **425309**

2.Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **Private**
- Name of the Affiliating University **Maharashtra University of Health Sciences**
- Name of the IQAC Co-ordinator/Director **Dr. Prashanth Kumar Guddeti**
- Phone No. **9326150008**
- Alternate phone No.(IQAC) **8080030785**
- Mobile No: **9848086874**
- IQAC e-mail ID **iqacdupmc@gmail.com**
- Alternate e-mail address (IQAC) **dupmcj@yahoo.in**

3.Website address (Web link of the AQAR (Previous Academic Year)

https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_5_3_Copy_ofAQAR202223.pdf

4.Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

<https://www.dupmc.ac.in/institute-academic-calendar.html>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.39	2023	12/08/2023	11/08/2028

6.Date of Establishment of IQAC

08/10/2018

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) No File Uploaded

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **10000**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. IQAC secured funding from an agency to support its initiatives.
2. IQAC initiated a regular faculty development program. 3. IQAC received satisfactory feedback reports from stakeholders. 4. IQAC conducted regular meetings of its committee. 5. IQAC organized various workshops, seminars, and orientation sessions on quality issues for faculty and administrative staff.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
IQAC secured funding from an agency to support its initiatives.	With the secured funds, IQAC initiated regular faculty development programs.
IQAC initiated a regular faculty development program.	IQAC initiated a regular faculty development program, resulting in an increased pass rate for students by the end of the academic year.
IQAC received satisfactory feedback reports from stakeholders.	IQAC received satisfactory feedback reports from stakeholders and acted upon them.
IQAC conducted regular meetings of its committee.	The IQAC meeting minutes were approved by the College Council.
IQAC organized various workshops, seminars, and orientation sessions on quality issues for faculty and administrative staff.	The quality of faculty and administrative staff was enhanced through IQAC initiatives.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

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• Alternate e-mail address (IQAC)	dupmcj@yahoo.in				
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13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
College council	26/09/2024
14. Does the Institution have Management Information System?	Yes
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 	
<p>An Institutional Management Information System (IMIS) is a comprehensive digital platform designed to streamline and enhance the management of various administrative and academic processes within our educational institution. It serves as a centralized</p>	

repository for data and information, facilitating efficient decision-making and operations. Key Features of IMIS: 1. Centralized Database: IMIS provides a centralized database that stores all relevant information about students, faculty, courses, and administrative functions, ensuring easy access and retrieval. 2. Real-time Data Access: It allows for real-time updates and access to information, enabling timely decision-making by administrators and faculty. 3. User-friendly Interface: The system is typically designed with a user-friendly interface to ensure ease of use for all stakeholders, including administrators, faculty, and students. Current Operational Modules: 1. Student Information System (SIS): Manages student records, enrollment, attendance, grades, and academic progress. It allows for easy tracking of student performance and facilitates communication between students and faculty. 2. Faculty Management Module: Handles faculty profiles, qualifications, schedules, and performance evaluations. It helps streamline faculty-related processes and ensures compliance with institutional policies. 3. Course Management: Supports the creation, management, and scheduling of courses. This module aids in curriculum planning and ensures effective course delivery. 4. Financial Management: Manages financial transactions, including tuition fees, payroll, budgeting, and accounting. This module ensures transparency and accountability in financial operations. 5. Library Management System: Facilitates the management of library resources, including cataloging, circulation, and digital resources. It helps students and faculty access necessary materials efficiently. 6. Assessment and Evaluation Module: Supports the creation and management of assessments, including quizzes, exams, and feedback mechanisms, ensuring a robust evaluation process. 7. Human Resource Management: Manages recruitment, employee records, performance appraisal, and training and development for staff and faculty. 8. Reporting and Analytics: Provides tools for generating reports and analyzing data, helping stakeholders make informed decisions based on institutional performance metrics. Conclusion: Our Institutional Management Information System enhances the efficiency and effectiveness of educational institutions by integrating various administrative and academic functions. The currently operational modules contribute significantly to the overall management and quality of education provided by the institution.

15. Multidisciplinary / interdisciplinary

Dr. Ulhas Patil Medical College (DUPMC) is committed to fostering a multidisciplinary and interdisciplinary approach to medical

education and healthcare delivery. This approach emphasizes the integration of knowledge and skills from various disciplines to enhance the quality of medical training and patient care.

Multidisciplinary and Interdisciplinary Focus at DUPMC:

- 1. Collaborative Learning Environment:** DUPMC promotes a collaborative learning environment where students from different medical and allied health disciplines can work together. This encourages the exchange of ideas and perspectives, enriching the educational experience.
- 2. Integrated Curriculum:** The college offers an integrated curriculum that combines various subjects such as basic sciences & clinical skills. This holistic approach ensures that students understand the interconnections between different fields of medicine, enhancing their ability to provide comprehensive patient care.
- 3. Research Opportunities:** DUPMC encourages faculty and students to engage in multidisciplinary research projects. Collaborations between departments such as surgery, pharmacology, and public health lead to innovative solutions and advancements in medical knowledge.
- 4. Clinical Rotations:** During clinical rotations, students have the opportunity to interact with professionals from various specialties. This exposure helps them appreciate the importance of interdisciplinary teamwork in diagnosing and treating complex medical conditions.
- 5. Community Health Initiatives:** The college actively participates in community health programs that involve collaboration with public health officials, social workers, and other healthcare providers. These initiatives address health issues from multiple angles, demonstrating the significance of interdisciplinary efforts in improving community health outcomes.
- 6. Workshops and Seminars:** DUPMC regularly organizes workshops and seminars that feature experts from various fields, including medicine, nutrition, and health policy. These events promote knowledge sharing and encourage students and faculty to think beyond traditional disciplinary boundaries.
- 7. Clinical Case Discussions:** Interdisciplinary case discussions are a staple at DUPMC, where students and faculty from different specialties come together to analyze complex patient cases. This practice fosters critical thinking and collaborative problem-solving skills.

Conclusion: Dr. Ulhas Patil Medical College's commitment to a multidisciplinary and interdisciplinary approach enhances the quality of education and healthcare delivery. By integrating knowledge from various fields and promoting collaborative practices, DUPMC prepares its students to become well-rounded healthcare professionals capable of addressing the complexities of modern medicine. This approach not only benefits the students but also significantly contributes to improved patient care and community health outcomes.

16.Academic bank of credits (ABC):

The Academic Bank of Credits (ABC) at Dr. Ulhas Patil Medical College (DUPMC) is an innovative initiative designed to enhance the educational experience of students by promoting flexibility, mobility, and recognition of academic achievements. This system aligns with the broader goals of the National Education Policy (NEP) and aims to facilitate credit transfer and accumulation, thereby supporting a more student-centric learning approach. Key Features of the Academic Bank of Credits (ABC) at DUPMC:

1. **Credit Accumulation:** The ABC allows students to accumulate credits from various courses and programs, enabling them to build a personalized academic profile. This flexibility encourages students to explore interdisciplinary options and tailor their education according to their interests and career goals.
2. **Credit Transfer:** The system facilitates credit transfer between different institutions and programs, promoting mobility for students. This means that students can pursue courses at other accredited institutions while ensuring that their earned credits are recognized and counted towards their degree at DUPMC.
3. **Interdisciplinary Opportunities:** ABC encourages students to take courses across various disciplines, fostering a multidisciplinary approach to education. This not only broadens their knowledge base but also enhances their employability by equipping them with diverse skills.
4. **Enhanced Learning Pathways:** With the ABC, students have the flexibility to design their learning pathways based on their academic interests and professional aspirations. They can choose elective courses, participate in workshops, and engage in research projects that align with their career goals.
5. **Digital Record Keeping:** The Academic Bank of Credits uses a digital platform to maintain a secure and transparent record of students' credits. This digitalization simplifies the process of tracking academic progress and ensures that students have easy access to their credit information.
6. **Promotion of Lifelong Learning:** The ABC framework supports the concept of lifelong learning by allowing individuals to earn and accumulate credits throughout their careers. This encourages continuous professional development and helps healthcare professionals stay updated with the latest advancements in their field.
7. **Quality Assurance:** The implementation of the ABC is guided by rigorous quality assurance measures to ensure that the courses and programs offered meet high academic standards. This focus on quality helps maintain the integrity of the credit system.

Conclusion: The Academic Bank of Credits at Dr. Ulhas Patil Medical College represents a forward-thinking approach to medical education, promoting flexibility, interdisciplinary learning, and student empowerment. By

facilitating credit accumulation and transfer, the ABC enhances the overall learning experience, prepares students for dynamic career paths, and aligns with the evolving landscape of higher education

17.Skill development:

Skill development at Dr. Ulhas Patil Medical College (DUPMC) is a fundamental aspect of the institution's commitment to producing competent healthcare professionals. The college recognizes the importance of equipping students with not only theoretical knowledge but also practical skills essential for their future careers in medicine and allied health fields. Key Aspects of Skill Development at DUPMC:

- 1. Comprehensive Curriculum:** The curriculum at DUPMC is designed to integrate both theoretical knowledge and practical skills. This includes hands-on training in clinical settings, ensuring that students gain real-world experience alongside their academic studies.
- 2. Clinical Skills Training:** Students undergo extensive clinical skills training in simulation labs and clinical settings. This training covers essential skills such as patient examination, diagnostic procedures, and basic life support, allowing students to practice in a controlled environment before interacting with real patients.
- 3. Interdisciplinary Workshops:** DUPMC organizes workshops that focus on various skills, including communication, teamwork, and leadership. These workshops often involve collaboration with other departments, promoting a multidisciplinary approach to skill development.
- 4. Research Opportunities:** The college encourages students to engage in research projects, which enhances critical thinking, analytical skills, and the ability to apply theoretical concepts in practical scenarios. Research experience is invaluable for developing problem-solving skills and a deeper understanding of medical practices.
- 5. Community Health Initiatives:** Through community outreach programs, students gain practical experience by working with diverse populations. These initiatives enhance their understanding of public health issues and improve their ability to communicate and provide care in various settings.
- 6. Elective Courses and Skill Modules:** DUPMC offers elective courses and skill modules that allow students to focus on specific areas of interest, such as emergency medicine, geriatrics, or pediatrics. This targeted approach helps students develop specialized skills that align with their career goals.
- 7. Mentorship and Guidance:** The college fosters a mentorship culture where experienced faculty members guide students in developing both clinical and soft skills. Regular feedback and support from

mentors help students identify areas for improvement and enhance their skill sets. 8. Assessment and Evaluation: Skill development is continually assessed through practical examinations, peer assessments, and faculty evaluations. This systematic approach ensures that students are meeting the required competencies and are well-prepared for their professional roles. Conclusion: Dr. Ulhas Patil Medical College prioritizes skill development as a core component of its educational philosophy. By providing a robust framework for practical training, interdisciplinary collaboration, and community engagement, DUPMC equips its students with the necessary skills.

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

Dr. Ulhas Patil Medical College (DUPMC) recognizes the importance of integrating the Indian Knowledge System (IKS) into its educational framework. This integration is aimed at enhancing the learning experience by incorporating elements of Indian culture, language, and traditional knowledge, alongside modern medical education practices. Key Aspects of Integrating Indian Knowledge System at DUPMC: 1. Teaching in Indian Languages: DUPMC emphasizes the use of local languages in teaching, particularly in foundational courses and community health settings. This approach ensures better comprehension among students and facilitates effective communication with patients, especially in rural and semi-urban areas where regional languages may be more commonly spoken. Instruction in marathi languages helps bridge cultural gaps and fosters a deeper understanding of the local context. 2. Cultural Context in Curriculum: The curriculum at DUPMC is designed to incorporate elements of Maharashtrian culture, traditions, and values. This includes discussions on Ayurveda, yoga, and traditional healing practices, which are integral to Indian healthcare. By understanding these cultural aspects, students can appreciate the holistic approach to health and wellness that is prevalent in Indian society. 3. Online Courses and E-Learning: DUPMC leverages technology by offering online courses that include modules on Indian knowledge systems, ethics in healthcare, and traditional medical practices. These online resources provide students with flexibility and access to a broader range of materials, including lectures and seminars led by experts in Indian medical traditions. 4. Integration of Ayurveda and Holistic Health Practices: The college acknowledges the significance of Ayurveda and other traditional healing systems in India. Courses and workshops on Ayurveda, herbal medicine, and holistic health practices are incorporated into the

curriculum to provide students with a comprehensive understanding of diverse healthcare systems. 5. Community Engagement: DUPMC encourages students to engage with local communities to learn about traditional health practices and the cultural factors influencing health behaviors. This engagement helps students develop cultural competence and enhances their ability to provide patient-centered care that respects the beliefs and practices of diverse populations. 6. Interdisciplinary Learning: The integration of IKS promotes interdisciplinary learning, where students from various fields, including medicine, nursing, and allied health, collaborate to explore the intersections of traditional and modern medical practices. This holistic approach fosters innovation and enriches the educational experience. 7. Research on Indian Knowledge Systems: DUPMC encourages research initiatives focused on the Indian Knowledge System, allowing students and faculty to explore the efficacy and relevance of traditional practices in contemporary healthcare. This research can contribute to evidence-based practices.

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

Dr. Ulhas Patil Medical College (DUPMC) places a significant emphasis on Outcome-Based Education (OBE) as a key educational framework to enhance the quality of medical training and ensure that graduates are well-prepared for their professional roles in healthcare. OBE shifts the focus from traditional teaching methods to learning outcomes, emphasizing the knowledge, skills, and competencies that students should acquire by the end of their educational programs. Key Aspects of Focus on Outcome-Based Education at DUPMC: 1. Clear Learning Outcomes: DUPMC defines clear and measurable learning outcomes for each course and program. These outcomes are aligned with the competencies expected from healthcare professionals, ensuring that students understand what is required of them and can track their progress throughout their education. 2. Curriculum Design: The curriculum at DUPMC is designed with OBE principles in mind. Each course module is structured to facilitate the achievement of specific learning outcomes, integrating both theoretical knowledge and practical skills. This approach ensures that students are not only taught concepts but also how to apply them in real-world scenarios. 3. Assessment Methods: Assessment strategies at DUPMC are closely linked to the defined learning outcomes. Various assessment methods, including formative assessments, practical examinations, and competency-based evaluations, are utilized to measure student performance and progress. This continuous feedback loop helps identify areas for improvement and reinforces

the importance of achieving desired outcomes. 4. Skill Development: OBE emphasizes the development of essential skills, including clinical skills, communication, teamwork, and problem-solving. DUPMC provides ample opportunities for students to engage in hands-on training, simulations, and clinical rotations, allowing them to practice and refine these skills in a supportive environment. 5. Student-Centered Learning: The OBE framework encourages a student-centered approach to learning, where students take an active role in their education. DUPMC fosters an environment that promotes self-directed learning, critical thinking, and collaboration among peers, empowering students to take responsibility for their educational journey. 6. Interdisciplinary Integration: DUPMC promotes interdisciplinary learning experiences, where students collaborate across various healthcare disciplines. This integration prepares students to work effectively in multidisciplinary teams, a crucial aspect of modern healthcare delivery. 7. Continuous Quality Improvement: The implementation of OBE at DUPMC is part of a broader commitment to continuous quality improvement in education. Regular reviews of the curriculum, assessment methods, and overall program effectiveness ensure that the educational offerings remain relevant and aligned with industry standards and healthcare needs.

20.Distance education/online education:

Dr. Ulhas Patil Medical College (DUPMC) recognizes the importance of distance education and online learning as essential components of modern medical education. By leveraging technology, the college aims to provide flexible and accessible learning opportunities that cater to the diverse needs of students, particularly in the context of evolving educational landscapes and the need for continuous professional development. Key Aspects of Distance Education/Online Education at DUPMC: 1. Flexible Learning Options: DUPMC offers a variety of online courses and programs that allow students to learn at their own pace and convenience. This flexibility is particularly beneficial for working professionals and those with other commitments, enabling them to balance their education with personal and professional responsibilities. 2. Blended Learning Approach: The college employs a blended learning model that combines online education with traditional classroom instruction. This approach enhances the learning experience by providing students with access to digital resources while still engaging in face-to-face interactions with faculty and peers. 3. Comprehensive Online Resources: DUPMC provides a range of online resources, including

lecture videos, e-books, research articles, and interactive learning modules. These resources facilitate self-directed learning and allow students to explore topics in depth, enhancing their understanding of complex medical concepts. 4. Interactive Learning Environment: Online courses at DUPMC are designed to be interactive and engaging. Utilizing discussion forums, virtual simulations, and live webinars, students can participate actively in their learning process, fostering collaboration and knowledge sharing among peers and instructors. 5. Assessment and Evaluation: Distance education programs at DUPMC incorporate a variety of assessment methods, including online quizzes, assignments, and virtual practical exams. These assessments are designed to evaluate students' understanding of the material and their ability to apply knowledge in practical scenarios. 6. Continuous Professional Development: DUPMC recognizes the importance of lifelong learning in the medical field. The college offers online courses and continuing education programs for healthcare professionals seeking to update their knowledge and skills. This commitment to professional development ensures that practitioners remain informed about the latest advancements in medicine. 7. Support Services: To enhance the online learning experience, DUPMC provides robust support services, including academic advising, technical assistance, and access to library resources. These services help students navigate their online education effectively and address any challenges they may encounter. 8. Research and Collaboration Opportunities: Online education at DUPMC encourages students to engage in research and collaborative projects, even in a virtual setting. This fosters a culture of inquiry and innovation, allowing students to contribute to advancements in medical knowledge and practice.

Extended Profile

1.Student

2.1

946

Total number of students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2

140

Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File
2.3 Number of first year students admitted during the year	239
File Description	Documents
Institutional Data in Prescribed Format	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	336110653.7
File Description	Documents
Institutional Data in Prescribed Format	View File
3.Teacher	
5.1 Number of full-time teachers during the year:	536
File Description	Documents
Institutional Data in Prescribed Format	View File
5.2 Number of sanctioned posts for the year:	255
File Description	Documents
Institutional Data in Prescribed Format	View File
Part B	
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.	

Dr. Ulhas Patil Medical College & Hospital (DUPMC&H) is recognized by the National Medical Commission (NMC) & is affiliated with Maharashtra University of Health Sciences (MUHS), Nashik for UG and PG courses.

Curriculum planning

- Curriculum is based upon the guidelines issued by MCI/NMC and affiliated University.
- University will release its academic calendar based on that college academic calendar will be prepared.

Curriculum delivery

- DUPMC&H is having adequate infrastructure in class rooms and digital library facilities are used for effective curriculum delivery to students.
- Based on academic calendar, master time table, teaching schedule and integrated teaching modules of various departments of the course, the college is prepared by respective head of the department which is displayed departmental notice board and Whatsapp groups.
- Regular classes, practical, clinics, clinical skill lab and visit to communities are conducted based on departmental time table and daily attendance record will be maintained.

Curriculum Evaluation

- Assessments / Examinations are conducted by the departments on completion of teaching modules / Term ending examinations according to the curriculum. Once the results are ready, it will be communicated to students and their acknowledgement is obtained.
- Qualified students in internal examination and attendance criteria are eligible to attend University Examination.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA1/1_1_1_CC_MINUTES_OF_MEETING.pdf
Any other relevant information.	https://www.dupmc.ac.in/criterion-1-curricular-aspects/Other_relevant_information.html

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

1

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

34

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	No File Uploaded

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

60

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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

To maximize the potential of every student, institute fosters human values.

Gender Equality:

Institute hosts several initiatives, annual social events to raise awareness about gender equality.

Environment:

Institute endorses "Go Green movement." Robust trees, verdant gardens and water harvesting plants are found at the institute.

Human Values:

Curriculum incorporates teaching moral principles, covered in the CBME module. Excellent human values were encouraged by institute prior CBME module. "White coat ceremony," component of foundation curriculum, inculcates sense of responsibility among future clinicians. Each student receives "Cadaveric Oath" in anatomy course as gratitude for helping them learn anatomy and for family members who donated their body to the medical field. As part of the internship program all students take Hippocratic Oath.

Right to Health Issues:

Urban health facilities assign students to families as part of the curriculum, they are responsible for each family member's health. Youngsters are taught about several national health programs and serve as advocate for them.

Professional Ethics, Attitude and Communication:

Prior CBME, role plays, demonstrations, and live clinics were opted. ATECOM module adheres new curriculum. Foundation course is adopted in new CBME module beginning of first year. Since 2019 batch, all departments are involved in its implementation.

File Description	Documents
List of courses with their descriptions	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA1/1_3_1_Listofcourses.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA1/1_3_1_AnyOtherRelevant.pdf

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

49

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

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

1059

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

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

1012

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA1/1_4_1_URL%20for%20feedback%20report.pdf
Data template	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
URL for stakeholder feedback report	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA1/1_4_1_URL%20for%20feedback%20report.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

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

90

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

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

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

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

0

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

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

A. All of the Above

File Description	Documents
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Any other relevant information	View File

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

Number of Students	Number of Full Time Teachers
946	536

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	View File

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

Institute stands as a paragon of educational excellence, exemplifying a commitment to holistic development and outstanding achievements. The institution's success is not merely measured by academic accomplishments but extends into diverse arenas, showcasing a comprehensive and well-rounded approach to education. Two students Omprakash Mutkule and Shrikant Suryavanshi were selected for Summer Internship Program (SIP) 2024 and awarded completion certificate. Contribution in ICMR research through one of student who selected and got ICMR funded project. Sportsmanship and team spirit flourish within the college, as evidenced by the triumphant performances in the sports activities. The football team's runner-up position in the prestigious Godavari Inter college Football Tournament 2024 further attests to the college's commitment to nurturing talent beyond the medical curriculum. Such achievements in sports contribute to the overall development of well-rounded individuals. The participation of Amit Sakhare (3rd Major) and Pruthviraj Thorat (3rd Minor) in the MUHS football (Men) of 2024 is a testament to the college's dedication. This reflects not only the academic prowess of the students but also their ability to excel in competitive and intellectually challenging environments.

File Description	Documents
Appropriate documentary evidence	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_2_3_Appropriatedocumentary_evidence.pdf
Any other relevant information	Nil

2.3 - Teaching- Learning Process

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

Student-centric methods enhance learning experiences by prioritizing the needs, interests, and learning styles of students. These approaches promote active participation, collaboration, and critical thinking. Key strategies include:

1. Collaborative Learning: Students work in groups to solve problems, share ideas, and learn from each other.
2. Personalized Learning: Instruction is tailored to meet individual student needs, allowing for varied pacing and content.
3. Project-Based Learning: Students engage in projects that relate to real-world issues, fostering engagement and application of knowledge.
4. Active Learning: Techniques such as discussions, hands-on activities, and interactive technology encourage students to actively participate in their learning.
5. Feedback and Reflection: Regular feedback helps students understand their progress, while reflection encourages them to think critically about their learning.

By involving students in their education, these methods promote deeper understanding, motivation, and ownership of the learning process.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-

A. All of the Above

based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

Teachers increasingly use ICT-enabled tools to enhance the teaching and learning process. These tools include:

1. **Learning Management Systems (LMS):** Platforms like Moodle or Google Classroom facilitate course management, assignments, and student engagement.
2. **Online Resources:** Access to e-books, academic journals, and educational websites enriches content and provides diverse learning materials.
3. **Interactive Whiteboards:** These allow teachers to present multimedia content and engage students through interactive lessons.
4. **Virtual Classrooms:** Tools like Zoom or Microsoft Teams enable remote teaching, making education accessible regardless of location.
5. **Educational Apps:** Apps designed for various subjects support personalized learning and skill development.
6. **Assessment Tools:** Online quizzes and feedback platforms help teachers gauge student understanding in real-time.

7. Collaborative Tools: Platforms like Padlet and Google Docs encourage group work and peer collaboration.

By integrating these tools, teachers can create a more dynamic, engaging, and effective learning environment.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_3_3_1_TeachersuseICTenableertoolsfo.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_3_3_2_Listofteachers.pdf
Webpage describing the “LMS/ Academic Management System”	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_3_3_3_Webpagedescribingthe.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_3_3_4_AnyOtherDetails.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
537	839

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

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

Here's how we achieve this:

1. Student-Centered Learning

- Active Participation: Students are encouraged to engage actively in discussions and projects, promoting a hands-on approach to

learning.

2. Inquiry-Based Learning

-Critical Thinking: Assignments that require problem-solving and critical analysis enable students to explore concepts deeply and develop their analytical skills.

-Research Opportunities: Students are guided to pursue independent research projects, encouraging curiosity and innovation.

3. Interdisciplinary Approaches

-Cross-Disciplinary Courses: Offering courses that blend multiple disciplines helps students draw connections and think creatively about complex problems.

-Real-World Applications: Projects often involve real-world scenarios, pushing students to apply their knowledge in practical, innovative ways.

4. Innovative Teaching Methods

- Technology Integration: Utilizing the latest technology and digital tools enhances the learning experience and fosters creativity.

5. Feedback and Reflection

-Constructive Feedback: Regular feedback from instructors helps students refine their ideas and approaches, enhancing their analytical skills.

6. Supportive Environment

-Mentorship Programs: Pairing students with mentors nurtures their ideas and provides guidance on innovative projects.

Through this dynamic and supportive teaching and learning process, our institution not only nurtures creativity and analytical skills but also inspires innovation, preparing students to excel in their future endeavors.

File Description	Documents
Appropriate documentary evidence	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_3_5_1_Appropriatedocumentevidence.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_3_5_2_AnyOther.pdf

2.4 - Teacher Profile and Quality

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

536

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
Any other relevant information	View File

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

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

100

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc..) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	View File

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

https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_4_3_List_of_teachers_including_their_designation_qualifications_department.xlsx

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	View File

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

60

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	View File

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

1

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	View File

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

Institute ensures adherence to academic calendar by Following academic calendar. Conduction of CIE / internal test as per schedule of the institute academic calendar. Adherence to University curriculum guidelines for number of lectures and practical. - Institutes ensures robustness through Display of academic calendar on institute website and follows the same. Strict count of number of lectures as per curriculum. Conducting

internal test as per institute schedule. Distribution printing by central examination cell only. - Institute ensures transparency by, Sharing the answersheets of students with them. Students signature are taken on the marksheet for future reference. Sharing Internal examination marks with University through online portal. Forming grievance redressal committee which ensures that all queries of students regarding examination are solved.

File Description	Documents
Academic calendar	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_5_1_Academic_Calender_Completion_Report_2023_24.pdf
Dates of conduct of internal assessment examinations	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_5_1_Dates_of_Internal_Assessment_Examination.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_5_1_Any_Other.pdf

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

The grievance redressal mechanism at Dr. Ulhas Patil Medical College ensures transparency and fairness in academic evaluations, addressing concerns related to continuous internal evaluation and university examinations. For internal assessments, students can approach designated faculty or the grievance redressal committee to address issues like perceived biases or discrepancies. The college emphasizes timely feedback and resolution.

In matters of university examinations, students have the right to submit formal appeals against their results. The process is time-bound, with a 10-day window from result declaration. University-level grievance procedure is equally efficient, with quick disposal of reverification requests and transparent provisions for obtaining answer book photocopies. The institution facilitates access to answer scripts, allowing students to review their performance and identify potential errors. Provision for re-totaling ensures accuracy in the calculation of marks, offering an additional layer of verification.

Additionally, students dissatisfied with their results can apply for reassessment, wherein independent examiners re-evaluate the answer scripts to ensure impartiality. These measures uphold academic integrity and provide students with avenues to seek redressal, fostering confidence in the evaluation process. Regular awareness sessions are conducted to inform students about these provisions, ensuring their accessibility and effectiveness.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

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

Dr. Ulhas Patil Medical College has implemented comprehensive reforms in its evaluation and examination processes to ensure quality and competency-based learning outcomes. Examination procedures are streamlined with clear guidelines, robust invigilation, and a focus on maintaining fairness and transparency. IT integration has revolutionized the processes, with online portals for exam scheduling, result declarations, and access to answer scripts, ensuring efficiency and accessibility.

The continuous internal assessment system evaluates students periodically through assignments, quizzes, and clinical skill tests, promoting consistent learning rather than end-term cramming. Competency-based assessments emphasize the acquisition of core medical skills, aligning evaluations with practical healthcare requirements.

Workplace-based assessments allow students to demonstrate their skills in real-world clinical settings under supervision, enhancing their readiness for professional practice. Self-assessment modules encourage reflective learning, enabling students to identify strengths and areas for improvement.

The introduction of OSCE (Objective Structured Clinical Examination) and OSPE (Objective Structured Practical Examination) ensures standardized evaluation of clinical and practical skills through structured, scenario-based tasks. Attendance of minimum 75% is made compulsory to appear for the final examination. These reforms collectively create a holistic evaluation framework, fostering the development of competent and reflective medical professionals.

File Description	Documents
Information on examination reforms	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_5_3_Information_of_Examination_Reforms.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_5_3_Anyother.pdf

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

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

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

The Medical Council of India (MCI) Gazette of India Part 3 outlines learning outcomes and graduate attributes. National goals are defined as Program Outcomes (POs), while Institutional goals are represented as Program Specific Outcomes (PSOs), Course Outcomes (COs), and learner roles, along with the competencies students must acquire. These statements are shared via the institute's website and displayed at key locations.

Assessment of Learning Outcomes and Graduate Attributes:

1. Continuous Internal Evaluation (CIE) is conducted for theory and practicals.
2. The percentage score for each student in theory and practical exams is calculated.
3. The average percentage score of all students in CIE reflects CO attainment.
4. University examination scores are averaged to measure CO attainment at the university level.
5. Overall CO attainment is determined as a weighted average, with 40% weightage for CIE and 60% for university exams.

Under the undergraduate (UG) program, students study 14 subjects across phases: Phase-I (3 subjects), Phase-II (4), Phase-III Part I (3), and Phase-III Part II (4). The percentage contribution of each subject is factored into PSO attainment. Final PSO attainment is calculated as the weighted average of COs and further averaged across all subjects in the UG program.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_1_Relevant_documents_pertaining_to_learning_outcomes_and_graduate_attributes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_1_Methods_of_the_assessment_of_learning_outcomes_and_graduate_attributes.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_1_Upload_Course_Outcomes_for_all_courses.pdf
Any other relevant information	Nil

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

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
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 File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

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

In accordance with Graduate Medical Regulations 1999 and 2019, MCI/NMC created curricula for MBBS and MD/MS courses for all medical colleges, outlining program/course outcomes. MUHS, Nashik has authorized it, and the institute is implementing it for the 2019 admissions batch. Here are the specifics. At the start of the academic year, department-specific programs and course outcomes are used to determine the specific learning objectives for each course. Particular learning program outcomes are grouped based on knowledge, abilities, and attitude to choose instructional strategies, learning resources, and evaluation instruments. Internal and practical exams, OSPE/OSCE, case-presentations, clinical performance, laboratory record books, and log books employing assessment tools are all used to continuously evaluate learning outcomes. Postgraduate students are required to submit their research procedure, hypothesis, goals, material method, observation discussion, and study conclusion. Department heads and faculty members examine how instructional strategies and measuring tools translate to program outcomes. Program-specific results that map to a higher level of the Bloom taxonomy domain employing methods like DOPA, skill-workshops, journal clubs, and structured presentations. Lectures, seminars, and poster presentations are examples of teaching and learning strategies for knowledge-based domains. Questions, case based questions, and patient case report understanding are used to gauge student progress.

File Description	Documents
Programme-specific learning outcomes	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_3_A_Programmespecificlearningoutcomes.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_3_B_Anyotherrelevantinformation.docx

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

The institute hosts parent-teacher conferences with the following

goals in mind. Discuss and share student improvement and academic progress based on observations, evaluation data, portfolios, assessments, and assignments. Talk about methods that help pupils learn. Every year, PTM is conducted by our organization, the Godavari Foundation Dr. Ulhas Patil Medical College and Hospital in Jalgaon. In order to maximize participation and accommodate a larger group of parents, these meetings were organized to accommodate the convenience of both parents and teachers. Parents are notified via SMS calls of the meeting's scheduled date and time. Existence and Regularity: • A PTM committee has been formed by the institute. This committee holds the PTM twice a year; the meetings are planned following review and assessment; the committee notifies students of the meeting's specifics via the media; and the dean of the institute gives an introductory statement outlining the organization's vision, mission, and goals. learning and talking about the elements that influence learning, behaviour development, motivation, relationships, strengths, and challenges Parents are shown the planned performance, enabling accurate evaluation. Parents provided input on the student's areas of strength, needs, and performance improvisation strategy.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_4_2_parentteachersmeetings.pdf
Follow up reports on the action taken and outcome analysis.	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_4_3_followupreports.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_6_4_1_4_Anyotherrelevantinformation.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA2/2_7_1_StudentSatisfactionSurveyReport2023.pdf

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION	
3.1 - Resource Mobilization for Research	
3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year	
100	
File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	View File
3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year	
1	
File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	View File
3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year	
Number of Research Projects	Amount / Funds Received
1	50000

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://www.icmr.gov.in/short-term-studentship-sts
Any other relevant information	No File Uploaded

3.2 - Innovation Ecosystem

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

The Dr. Ulhas Patil Medical College & Hospital fosters a dynamic environment for innovation, research, and training to enhance research initiatives. An incubation center has been established to support research, innovation, and intellectual property rights activities through facilities such as the Molecular Diagnostic Lab (MDL), Central Research Laboratory (CRL), Simulation Skill Lab, and Adverse Drug Reaction (ADR) monitoring center. A plagiarism detection software is implemented, and all users have been informed about its usage. The Central Research Laboratory (CRL) serves as a comprehensive facility for undergraduate, postgraduate, and faculty research projects, equipped with various instruments and testing materials. An updated inventory of equipment is meticulously maintained, with items organized in phases. The institute has also organized workshops on research methodology, good clinical practices, pharmacy collection practices, and analytical and statistical training. Furthermore, our institution provides essential healthcare services to the community, contributing to the clinical experience and skill development of both undergraduate and postgraduate students. We are recognized as an ADR monitoring center (AMC) under the Pharmacovigilance Programme of India (PvPI). Consequently, the institution has established a robust ecosystem for innovation, including the incubation center and various initiatives aimed at knowledge creation and transfer.

File Description	Documents
Details of the facilities and innovations made	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA3/3_2_1_A_Detailsofthefacilities.pdf
Any other relevant information	Nil

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

2

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	No File Uploaded

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

A. All of the Above

File Description	Documents
Institutional Code of Ethics document	View File
Institutional data in prescribed format	View File
Any other relevant information	No File Uploaded
Minutes of meetings of the committees with reference to the code of ethics	View File

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

3.3.2.1 - Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers* of the Institution during the year

23

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File
Any other relevant information	View File

3.3.3 - Number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the year

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

6

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

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

7

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

3.4 - Extension Activities

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

1

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
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 File
Any other relevant information	No File Uploaded

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

595

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

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

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

To increase the awareness about organ donation there was a meeting organized by Dean of GMC, Jalgaon, which was attended by our Respected Dean Sir Dr. Prashanth Solanke and it was decided to organize as per The Maharashtra government and NMC instruction "The Indian Organ Donation Day" programs from 11th July to 3rd August 2024 in respective colleges.

The students who were participated in different types of competitions such as, Poster making, Rangoli, Essay Writing, Poem, Speech, Slogan, and Role Play Competitions given them participation certificate with memento, on the Theme of "The Indian Organ Donation Day" to UG and PG students in these two weeks with a lot of enthusiastic participation from all the batches of MBBS was present and an idea of organ donation were portrayed by the students.

File Description	Documents
List of awards for extension activities in the year	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA3/3_4_3_List_of_awards_for_extension.pdf
e-copies of the award letters	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA3/3_4_3_e_copies_of_the_award_letters.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA3/3_4_3_List_of_awards_for_extension.pdf

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

Dr Ulhas Patil Medical College and Hospital, Jalgaon (kh) is playing important role in forming healthy bond between hospital and surrounding social communities. The college celebrates various national and international days along with various activities such as role play, rally, poster and debate competition. Health and hygiene awareness programs have been a priority, with both students and staff actively participating in health camps, awareness sessions, and distribution of health kits. This holistic approach contributes to the overall well-being of our community

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

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA3/3_4_4_Institutional_Social_Responsibility_Report.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA3/3_4_4_Institutional_Social_Responsibility_Report.pdf

3.5 - Collaboration

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

1

File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	View File

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

3

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

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

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

The institution prioritizes hands-on experience through well-maintained museums and updated clinical specimens, reflecting its commitment to delivering a holistic medical education experience. Overall, Dr. Ulhas Patil Medical College excels in providing a well-rounded and technologically supported learning environment.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_1_TheInstitutionhasadequatefacilitis.pdf
Geo tagged photographs	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_1_GeoTagPhoto.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_1_Essay.pdf

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

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

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

The 18,000-square-foot auditorium serves as a cultural hub, hosting events throughout the year, including the annual cultural gathering and celebrations of festivals like Ganesh Festival, Pongal, Onam, and Christmas.

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

File Description	Documents
List of available sports and cultural facilities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_2_Listofavailablesportsandculturefacility.pdf
Geo tagged photographs	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_2_GeoTagPhoto.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_2_AnyOtherEssay.pdf

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

The college is dedicated to offering outstanding infrastructure that meets the diverse needs of students, faculty, and patients. The institute prioritizes patient care and provides access to advanced technological resources. To enhance living conditions, the campus features well-ventilated and spacious hostels for both. Ongoing construction projects, such as new hostels, staff quarters, and wards, highlight the institution's commitment to improving facilities.

The college ensures the availability of essential support infrastructure, including hostels, washrooms, and medical facilities. The construction of buildings also takes account the importance of natural light, ventilation, and energy conservation. Additionally, CCTV surveillance at the main entry are in place.

The Hospital offers medical facilities to both staff and students, and it also provides parking space. The lanes within the hospital premises are well-marked for easy navigation. Moreover, the campus is equipped with Wi-Fi, ensuring connectivity.

In addition to the medical facilities, the hospital also offers convenient amenities such as a bank, post office, and ATM. Furthermore, the institution promotes sustainability by incorporating solar panels and a water treatment plant that utilizes reverse osmosis (RO) technology to provide clean drinking water.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_3_GeoTagPhoto.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_1_3_AnyotherEssay.pdf

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

341000000

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

Patient Care Facilities:

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

Teaching and Learning Facilities:

- **Lecture Halls and Classrooms:** Equipped spaces for lectures, interactive sessions, and academic discussions.
- **Libraries:** Comprehensive collections of medical textbooks, journals, research papers, and study spaces.

Research Facilities:

- **Research Laboratories:** Dedicated spaces equipped with scientific instruments and equipment for conducting medical and scientific research.
- **Animal Research Facilities:** Facilities to conduct research involving laboratory animals, including animal housing, surgical suites, and dedicated animal care staff.
- **Research Institutes and Centers:** Specialized facilities or units within the institution that focus on specific areas of research, such as cancer research, neuroscience, or genomics.

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

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_2_1_GeoTagPhoto.pdf
The list of facilities available for patient care, teaching-learning and research	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_2_1_Thelistof_facilities.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_2_1_AnyotherEssay.pdf

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

hospital for the year**4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year****585697**

File Description	Documents
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://godavarifoundation.com/HMS/LoginForm.aspx#!
Any other relevant information	View File

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year**4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year****195**

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s**A. All of the Above**

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

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource

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

DUPMC is having well established Library as per statutory and regulatory requirements for students and teaching staff.

- We have Godavari Foundation online library management system, which is developed by our own software development cell.
- Till date the library management system is partial Automation.
- The library management system was introduced in March 2022 and will be fully automated in March 2025.

Library automation is the application of ICTs to library operations and services. We used Godavari Foundation Library Management Software prepared by our own software development team.

The Godavari Foundation LMS provides all the functions related to

Library

It is simplifying the various tasks of library such as acquisition of books, cataloguing of books and issue and return process commonly done in the library.

The library management system allows a library to keep track of all its books, and also manage its members. Some of the services offered by a library management system include book request by the members of the library, and denial or issuance of the request by the librarian.

The system has several modules that serve various functions.

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

File Description	Documents
Geo tagged photographs of library facilities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_1_Geotaggedphotographsof_libraryfacilities.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_1_Anyotherrelevantinformation.pdf

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

Godavari Foundation's Dr Ulhas Patil Medical College has established well equipped library having textbooks, reference volumes, journals, collection of rare books, manuscripts, digitalized traditional manuscripts, discipline-specific learning resources from ancient Indian languages.

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

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

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

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

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

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

Digitalized Manuscripts: 'lipi' Medical digital manuscripts collection is a part of k.hub.in e-library services which is subscribed by the institute.

It is focused on delivering various manuscripts content to its users.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_2_Data_on_acquisition_of_books.pdf
Geotagged photographs of library ambiance	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_2_Geotaggedphotographsof_libraryambiance.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_2_Any_other_Essay.pdf

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

B. Any 3 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

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

2002922

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

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

Library is the important resource for medical students and staff. DPUMC is having well established library having remote access to its users.

DUPMC organizes awareness sessions for teachers and students for how to use remote access facility of library every year. This awareness is organized for all students and teachers.

Remote Users: On-campus remote users are possessed significant experience with library research and familiarity with electronic resources, and demonstrate relatively high success in using

information technology.

A well-equipped library serves a practical role in sharing expensive resources. Physical resources such as books and periodicals, films and videos, software and electronic databases, and specialized tools such as projectors, graphics equipment and cameras are shared by a community of users.

The Central Library has organized a learning session for 1st MBBS Students and staff at Lecture Hall no. 1. All the faculty and students of 1st MBBS attended this session. The students were briefed about the library functions, library resources, library services, library facilities and library rules

File Description	Documents
Details of library usage by teachers and students	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_5_1_Detailsoflibraryusagebyteachersandstudents.pdf
Details of library usage by teachers and students	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_5_2_Detailsoflibraryusagebyteachersandstudents.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_3_5_Anyotherrelevantinformation.pdf

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

B. Any 4 of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	View File

4.4 - IT Infrastructure

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

25

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

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

- The institution has adequate ICT facilities available for teaching-learning activities of students.
- Institution is well equipped with computers for improvement of quality of students teaching learning process.
- Institution has E - library with adequate numbers of computers with internet connectivity for the use of students and staffs.
- The digital library has computers connected to internet for the e-journals subscribed by college through K-HUB to access Pub Med and e-content resources like SWAYAM, NPTEL etc.
- With 300 mbps broadband line from SCUD communication private limited, Jalgaon, institute has provided uninterrupted internet facility with high speed CAT6 cable to every department.
- All computers and audio-visual equipments are supported by UPS/generator.
- Each department has computer facility and is connected through LAN.
- Network security is ensured through Firewall subscriptions (TUX WALL).
- Antivirus is installed in all computers to prevent, detect and remove viruses. Anti-viruses are regularly updated to prevent entry of virus into system.
- Lecture halls are fully upgraded with ICT facilities with LCD projectors and laptops for the effective delivery of lectures in terms of PowerPoint presentations, online videos for demonstrating various invasive procedures, etc.
- For the safety of students and staff, entire campus is monitored through CCTV cameras.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4 4 2 document related.pdf
Any other relevant information	Nil

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

C. 250 MBPS - 500MBPS

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

4.5 - Maintenance of Campus Infrastructure

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

181369102

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

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

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

A well-organised system and process is in place to manage the upkeep of physical and academic support facilities. The Maintenance Department and committee oversee the maintenance of all facilities. Maintenance Committee takes primary responsibilities, including planning, purchasing, condemning, and controlling the use of physical resources. Periodic checks are conducted to guarantee the efficiency and functionality of the infrastructure.

Maintenance efforts span various areas, encompassing infrastructure upkeep, cleanliness across the campus, and the optimal functionality of equipment. The site office team manages regular maintenance tasks, ensuring the premises are well-maintained, including furniture repairs, civil works, painting, carpentry, and plumbing. Ensuring the highest standards of hygiene and cleanliness, the in-house staff diligently maintains the campus, covering classrooms, staffrooms, seminar halls, hospitals, laboratories, and washrooms.

The green cover of the campus is meticulously managed by a dedicated maintenance team. Equipment, ranging from medical instruments to computers and sports facilities, undergoes regular maintenance checks and upgrades. Annual maintenance contracts (AMC) cover generators, air conditioners, CCTV cameras, and water purifiers, while high-end equipment like CT scans and MRIs is managed through contracts with authorised agencies. The comprehensive approach extends to sports facilities, managed by a dedicated team under the supervision of the physical director.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_5_2_MinutesofMeetingMaintenance.pdf
Log book or other records regarding maintenance works	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_5_2_Logbookorotherrecords.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA4/4_5_2_Anyother.pdf

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - Number of students benefited by scholarships/ freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the year	
733	
File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	No File Uploaded
Data template	View File
5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development	A. All of the Aboe
File Description	Documents
Link to Institutional website	https://www.dupmc.ac.in/
Details of capability enhancement and development schemes(Data Template)	View File
Any other relevant information	View File
5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year	
400	

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_1_3_Copyofcircularbrochurereport.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File

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

The International Student-Cell at our medical college plays a crucial role in supporting the diverse community of international-students. This dedicated unit ensures that students from various countries feel welcomed, valued, and integrated into the academic and social environment of the college. The cell provides comprehensive services, including orientation programs, academic-support, and cultural events, aimed at enhancing the overall student experience.

One of the primary functions of the International Student-Cell is to offer guidance on academic matters, helping international students navigate the medical curriculum and adapt to the academic standards of the college. Additionally, the cell assists with visa-related issues, accommodation arrangements, and financial advice, ensuring that students face minimal obstacles in their day-to-day lives.

The cell also organizes cultural exchange activities, which help foster cross-cultural understanding and create a sense of community among students from different backgrounds. These events promote diversity and allow students to share their unique

cultures, traditions, and perspectives, enriching the overall campus experience.

Moreover, the International Student-Cell provides a platform for students to voice concerns and seek advice through regular counselling sessions and feedback mechanisms. By addressing the challenges faced by international-students, the cell plays an essential role in creating an inclusive and supportive learning environment.

File Description	Documents
For international student cell	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_1_4_Forinternationalstudentcell.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_1_3_Anyother.pdf

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

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_1_5_Circularweblinkcommittee.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

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

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

32

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

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

99

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

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

17

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

17

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

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

Student council at DUPMC, Jalgaon Kh. provides various kinds of Academic and Administrative inputs during various events. The student's council is formed each year and nominated students are chosen as per guidelines prescribed by MUHS, Nashik. The student council is headed by the college Dean. Other members constituting the council are One Teacher, Sports Director, Officer in charge of cultural activities, One student from each class from 2nd year to final year, one Intern, One student having outstanding performance in each category like Sports, Cultural and Research, two female students having outstanding performance in sports, cultural or research work, and a student secretary. OBJECTIVES ARE: - To be a representative body acting as a bridge between Administration and students - To make administration aware about problems faced by students, and make students aware regarding any concerns the Administration has - To be the voice of students in Academic, and extracurricular matters - To inculcate leadership and team spirit in students - Organize capability enhancement programs - Control and preside over various student committees - To counsel, provide

support, and advice to problems faced by students and overcome their problems

File Description	Documents
Reports on the student council activities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_3_2_Reportsonthestudentcouncilactivities.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_3_2_anyother.pdf

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

5

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

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

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

Regular activities of alumni association are:

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

File Description	Documents
Registration of Alumni association	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_4_1_RegistrationofAlumniasociation.pdf
Details of Alumni Association activities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_4_1_DetailsofAlumniAssociation.pdf
Frequency of meetings of Alumni Association with minutes	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_4_1_FrequencyofmeetingsofAlumni.pdf
Quantum of financial contribution	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_4_1_Quantumoffinancialcontribution.pdf
Audited statement of accounts of the Alumni Association	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA5/5_4_1_Auditedstatementofaccounts.pdf

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

A. All of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

DUPMC is committed to impart quality education to medical graduate and postgraduate with development of their right attitude, professional competence and right ethical values.

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

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

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

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

Perspective Plans: The institute develops perspective plan for every five years taking into consideration vision and mission. The Strategic plan is discussed in the College Council meeting and

forwarded to executive council for final approval.

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

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_1_1_VisionAndMission.pdf
Achievements which led to Institutional excellence	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_1_1_Achievementswhich.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_1_1_Anyother.pdf

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

Dr. Ulhas Patil medical College & Hospital is governed by Godavari Foundation a registered trust.

- Executive committee members participate in various decision-making processes.
- The College Council is headed by Dean of the institute and all the Head of Departments (HODs) are the members of it. This council reviews all academic and administrative processes and activities.
- Institute has a Curriculum Committee for smooth conduct and effective implementation & monitoring of academic requirements.
- The institute has established Medical Education Technology Unit (MEU) since 14 years for the enhancement of skills and competencies of the faculty members.
- IQAC is established for establishing, maintaining and monitoring of various quality related standards and accreditations
- HODs and senior faculty are committee members taking active participation in the various activities as conducting departmental meetings for implementation of decisions taken by the College Council, Curriculum Committee, and Medical Education Unit.

- Students are members of the various bodies including Curriculum Committee, Student Council, Anti-ragging, Cultural and Sports committees etc. Their active role here is the evidence of student participation in all the major events and decentralization in decision-making too.

Through decentralization and participative management approach effective leadership is reflected in various Institutional practices.

File Description	Documents
Relevant information /documents	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_1_2_Relevant_information_documents.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_1_2_AnyOther_Relevant_information_documents.pdf

6.2 - Strategy Development and Deployment

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

Dr. Ulhas Patil Medical College and Hospital is committed to impart quality education to medical graduate and postgraduate with development of their right attitude, professional competence and right ethical values. We have formerly developed quality polices, strategies etc. A strategic plan was planned in January 2018 under the guidance of Dean to improve the quality of teaching and patient care. The responsibilities for the deployment of strategic plan are assigned by Dean of the college. Dr. Ulhas Patil Medical College has a well-defined organization structure for effective deployment and implementation of strategic plan. Organization structure is formed and implemented in the institute. Meetings of college council are held regularly and decisions made by its members are then circulated to relevant committees for the deployment of decisions. The college council is headed by dean of the institute and all departmental heads are the members of it. To ensure the development of the college, all planning and execution are monitored regularly. Strategic plan is developed for institutional development. The Institute has MEU, IQAC, and various committees for maintaining and monitoring of strategic

plan and its deployment.

File Description	Documents
Organisational structure	https://www.dupmc.ac.in/organizational-chart.html
Strategic Plan document(s)	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_2_1_Organisationalstructure.pdf
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_2_1_MinutesoftheCollegeCouncil.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_2_1_MinutesoftheCollegeCouncil.pdf

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

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

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

Godavari Foundation, Dr. Ulhas Patil Medical College and Hospital Jalgaon aspires to be the pinnacle of excellence in health science education via realistic planning and implementation by caring management, achieving the Vision and Mission's aims and objectives.

1. Campus accommodation:

On-campus housing is provided to guarantee that medical professionals and trainees have access to emergency services.

2. Transport facilities:

College bus service is offered from surrounding local train stations/bus stops to campus.

3. Free Health care facilities:

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

4. Free school facilities: College and hospital staff (teaching and non-teaching) we are support free school facilities for employees children in our English medium school in Bhusawal.

5. Day Care Centre: The majority of homes in today's culture have a family dynamic in which both parents must work.

6. Leaves: Employees are provided leave in accordance with the rules.

7. Research and Training opportunities:

The DUPMC is a research-driven organization that combines clinical care with teaching and learning.

File Description	Documents
Policy document on the welfare measures	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_3_1_Policy_document.pdf
List of beneficiaries of welfare measures	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_3_1_List_of_Benefieciary.pdf
Any other relevant document	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_3_1_Other_Relevant_Document.pdf

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

13

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

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

8

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

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

7

File Description	Documents
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File

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

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

once in a year.

The system comprises of 3 components:

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

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

For Teaching Staff: Their academic performance is classified under three categories: Teaching, learning and evaluation related activities Co-curricular and professional development related activities Research publications and Academic contributions All parameters are analysed by the Dean and submitted to the Chairman / Trustee for necessary action.

Information about increments and incentives reaches to HR/Accounts department.

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

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

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

File Description	Documents
Performance Appraisal System	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_3_5_Performance_Appraisal_System.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_3_5_AnyotherAppraisalformat.pdf

6.4 - Financial Management and Resource Mobilization

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

College is a self-financed institute where mobilization of funds is obtained through collection of fees from students, Hospital income and loans from bank.

The funds are utilized under heads specified for expenditures.

Mobilization of funds is managed by Institute head. Institute prepares the budget every year Resource mobilization policy is established.

Details are given under each heading -

1. Enhancement of Library facilities accordingly requisite funds are utilized every year.
2. Laboratory - for Equipment's in central clinical laboratory, research laboratory, RTPCR laboratory, Cath-lab, fund is utilized
3. Infrastructure - adequate income is mobilized for development and maintenance of infrastructure.
4. Funds are utilized for student enrichment programme, workshop, sports and cultural activities.
5. Adequate funds are allocated for effective learning practices that include orientation programme, training programme, interdisciplinary activities that ensure quality education.
6. Some budgets are also reserved for day to day operational and administrative expenses.

7. Budget also kept aside for social responsibilities to help community

Resources are received by following methods - Student's fees, Hospital income, Interest on fixed deposit and Loans from bank

The college ensures the utilization of funds as per budgetary providences. All expenses made are approved from college council and President of Godavari Foundations.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_4_1_Resource mobilization policy.pdf
Procedures for optimal resource utilization	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_4_1_Procedures for optimal resource.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_4_1_Any other.pdf

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

Dr. Ulhas Patil medical college has a mechanism for Internal and external audits. Internal audit is carried out by the head of the account department. A team of account staff under the guidance of the head of the account department check and verify of all transactions that are carried out in each financial year.

The purpose of an Internal Audit is to review the routine activities of the business and also give suggestions for improvement. External audit We follow Mercantile Accounting System.

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

It is carried out once in a financial year. It checks all the expenditures of infrastructure development, operating expenses, teaching, and non-teaching staff salary.

Chartered Account also checks TDS on salary as well as party payment (Like Contractor Payment, Service Provider Payment and Professional Payment).

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

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

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

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_4_2_DocumentsPertaining.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_4_2_DocumentsPertaining.pdf

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

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0	10000

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

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

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

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

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_5_1_The_structure_and_Mechanism.pdf
Minutes of the IQAC meetings	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_5_1_IQAC_Minutes_of_IQAC_Meeting_2023_24.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_5_1_Any_other_relevant_information_IQAC.pdf

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

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	View File

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

A. All of the Above

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

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA6/6_5_3_CopyofAQAR202223.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year

4

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

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

The organization focuses a high priority on gender equality, assuring that there is no gender-based discrimination in opportunities, rights, or education.

CCTV monitoring is in place around-the-clock at the hospital, dorms, and campus. Female students are safeguarded by a fence and a protective wall on the border in along with entry restrictions. There are male and female guards on the security squad, with the female guards always ready to help.

A comfortable environment is ensured by amenities such as separate dorms with dedicated wardens, night canteens, and gyms with specific schedules for girls. A safe space is actively fostered by the institute's sexual harassment prevention committee.

In addition, daycare facilities assist working parents, and faculty advisers offer mentoring. Together with class representatives, leadership positions such as Ladies Representatives in each batch highlight the dedication to equal opportunity in education, athletics, and cultural activities.

File Description	Documents
Annual gender sensitization action plan	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_2_AnnualGendersensitization.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_2_Specific_Facility_ProvidedByWomen.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_2_Anyother.pdf

7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment	B. Any 3 or 4 of the Above
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File Description	Documents
Geotagged Photos	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_3_geo_tag_photo.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

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

Dr. Ulhas Patil Medical College Jalgaon has designed methods for the management of waste generated in the campus using the basic waste management strategy.

Solid waste Management

Solid waste includes both biodegradable and non-biodegradable components.

Liquid waste Management

Liquid waste that is generated in the institute falls into two following categories. Septic tank effluents from various sanitary blocks, water used for washing and cleaning of utensils etc. from canteen.

Biomedical waste management

Proper segregation and collection of biomedical waste from all patient care areas of the hospital should be implemented and monitored. Use appropriate PPE when segregating, packing, transporting, and storing biomedical waste. Biomedical waste should be transported in a closed container. Human anatomical waste, soiled waste, all hospital waste Microbiology, biotechnology and other clinical laboratory waste should collect in yellow colored non chlorinated plastic bag. Contaminated Waste (Recyclable) should collect in red colored non chlorinated plastic bags or containers. Waste Sharps including metals should collect in Puncture proof, leak-proof, tamper-proof containers.

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

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_4_RelevantdocumentslikeagreementsMoU.pdf
Geotagged photographs of the facilities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_4_Geotaggedphotographs.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_4_AnyOtherEssay.pdf

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting

A. Any 4 or all of the above

Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	
File Description	Documents
Geotagged photos / videos of the facilities	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_5_geotag_photo.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File
7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants	B. Any 4 of the Above
File Description	Documents
Geotagged photos / videos of the facilities if available	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_6_geotag_photo.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File
7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment	B. Any 4 of the Above

**Provision for enquiry and information:
Human assistance, reader, scribe, soft copies
of reading material, screen reading**

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	View File

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

Response:

Dr. Ulhas Patil Medical College and Hospital, a premium higher education center in Maharashtra, aims to train medical students with empathy and produce quality doctors with competent skills. The college promotes innovation, knowledge dissemination, cutting-edge research, competency building, and holistic extension activities. It believes in inculcating competitive spirit and human values among students, promoting peace and harmony in society. Institutional initiatives include celebrating national days, celebrating religious festivals, and promoting cultural diversity. Staff and students wear uniforms, and the college helps students from reservation and economically weaker sections obtain scholarships and fellowships. The hospital's location in rural areas with good road connectivity makes it easily accessible for patients and emergency cases.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_8_Any_other_relevant_informationdocuments.pdf
Any other relevant information/documents	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_1_8_Any_other_relevant_informationdocuments.pdf

<p>7.1.9 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year</p>	<p>A. All of the Above</p>
File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://www.dupmc.ac.in/handbook-for-code-of-conduct.htm
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File
<p>7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words</p> <p>Dr. Ulhas Patil Medical College is dedicated to celebrating national and international commemorative days, events, and festivals. The college recognizes the diversity of society and celebrates these events with patriotism and pride. Important commemorative days include Republic Day, Independence Day, Gandhi Jayanti, Ganesh Utsav, Diwali, and cultural harmony. The institute also hosts cultural events, sports, blood donation camps, and multi-diagnostic health camps to help students understand human</p>	

rights and values. Other events include TB Day, international nursing day, anesthesia day, world psychology day, teachers' day, national yoga day, and national integration day. These events help students develop potential, develop character, and build good character and personalities.

7.2 - Best Practices

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

BEST PRACTICES

Well-being and resilience programs are crucial for medical students and faculty members to avoid burnout and foster a positive learning environment. These programs include stress management workshops, mindfulness training, mental health awareness campaigns, counseling services, peer support groups, and wellness initiatives. They provide tools and resources for staff and students to seek help when needed. Topics like professional identity construction, self-care techniques, and work-life balance can also be included in the curriculum. Encouraging resilience and well-being helps develop skills needed for medical practice and teaching, reducing burnout and attrition. Medical institutions should prioritize ongoing assessment and enhancement of well-being programs, with support from mental health specialists and integration into the organization's structure. Interprofessional education (IPE) helps students acquire competencies for productive cooperation and teamwork in healthcare environments. It increases results for the healthcare system and patient care. Medical colleges should collaborate with other healthcare disciplines to create shared learning spaces and integrate interprofessional material into the curriculum.

File Description	Documents
Best practices page in the Institutional website	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_2_1_Best_practices_page_in_the_Institutional_website.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_2_1_Any_other_relevant_information.pdf

7.3 - Institutional Distinctiveness

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

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

File Description	Documents
Appropriate web page in the institutional website	https://www.dupmc.ac.in/%E0%A4%B8%E0%A4%BE%E0%A4%AA%E0%A5%8D%E0%A4%A4%E0%A4%BE%E0%A4%B9%E0%A4%BF%E0%A4%95-%E0%A4%97%E0%A5%8B%E0%A4%A6%E0%A4%BE%E0%A4%B5%E0%A4%B0%E0%A5%80-%E0%A4%AA%E0%A4%B0%E0%A4%BF%E0%A4%B5%E0%A4%BE%E0%A4%B0.html
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA7/7_3_1_Any_other.pdf

MEDICAL PART

8.1 - Medical Indicator

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

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
200	470	499	139.3

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	View File
Any other relevant information	View File

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

We are maintaining quality of care, at the same time paying meticulous attention to patient safety mechanisms. Infection prevention and infection control practices are routinely followed in our hospital and also supervised. Various training programs such as hospital infection control, bio-medical waste management, safe blood transfusion, medical ethics, disinfection, and sterilization are conducted for undergraduate, postgraduate students and other healthcare workers also. Medical students are taught these good clinical practices through didactic lectures, practical sessions, clinical postings, bedside clinics and workshops. Extra teaching activities are also arranged from time to time.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_2_Documentspertaining.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_2_Anyother.pdf

8.1.3 - Number of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, PhD in Medical Education etc.) (excluding those mentioned in metric 2.4.2)

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File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the year	View File
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

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

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

Method of assessment of Learning outcomes and graduate attributes

1. Calculation of percentage score of each student in theory and practical examination
 2. Conduction of continuous internal evaluation (theory and practical).
 3. Averaging the proportion of

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

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the year	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_4_Report_on_the_list_and_steps.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_4_Geotagged_photographs.pdf
Any other relevant information.	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_4_Any_other_relevant_information.pdf

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

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

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

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

1. during foundation course at the beginning of 1st MBBS in Anatomy department.

2. during clinical postings at community medicine department in second year and third year.

3. Surgery department.

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

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

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_5_National_State_level_policies.pdf
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_5_Report_on_the_teaching_sessions.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_5_Any_other_relevant_information.pdf

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

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

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

National immunization schedule, Universal immunization programme, cold chain, vaccine vial monitor, adverse effects following immunization, Organization and management of immunization services are included in Syllabus of Community medicine course. Visits are

arranged to immunization clinic, Primary health centre, rural health training centre for undergraduate students, where they are shown storage of various vaccines and diluents, auto disable syringes, cold chain equipment, immunization records and also vaccination of children during sessions.

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

File Description	Documents
Report on the functioning of the Immunization Clinic	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_6_Report_on_the_functioning_of_the_Immunization_Clinic.pdf
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_6_Report_on_the_teaching_sessions.pdf
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_6_Quality_maintenance_records.pdf
Any other relevant information.	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_6_Any_other_relevant_information.pdf

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

Assessment of Medical Graduate Attributes:

1. Assessment tools for each competency has been suggested in CBME Curriculum e.g. MCQ, LAQ, SAQ, OSPE, OSCE, DOPA, case presentation, structured oral and small group examination, clinical and communication skill scheme.

2. College conducts internal examinations in theory and practical regularly and preliminary examination at the end of each phase.

3. Logbooks and laboratory record books are certified and assessed during internal and university examination.

4. The students are apprised about their academic performance and their feedback is sought.

5. Analysis of performance of students, mapped with learning outcome and feedback of the students to measure attainment of competencies.

6. Overall performance in internal and university examination is calculated for all subjects to determine achievement of competencies at desirable level.

7. Poor score of students; interns in the continuous and summative examinations is reviewed by IQAC for recommendations remedial measures to undertaken for reinforcement and motivation.

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

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

File Description	Documents
Medical graduate attributes as described in the website of the College.	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_7_Medical_graduate_attributes.pdf
Any other relevant information.	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_7_Any_other_relevant_information.pdf

8.1.8 - Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology. Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year.

Institute is conducting faculty development programs time to time since the establishment year of medical education unit (2009).

This unit committee members includes Dean as Officer-in-charge, any professor as Coordinator and other members from the institute's faculty. The committee frequently conducts the meeting for the review of its function.

In these meetings program schedules will be decided for that year and different CMEs, Workshops and CISP programmes will be arranged in that particular year. Following is the summary of the few activities organized by the institutes Medical Education Unit (MEU)

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

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year-wise during the last year.	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_8_List_of_seminarsconferencesworkshops.pdf
list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the year	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_8_list_of_teachers_who_participated.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_8_Any_other_relevant_information.pdf

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

D. Any 2 of the Above

accreditation.	
File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template	View File
8.1.10 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.	
Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
200	151
File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of first year students, teachers and hospital staff, who received such immunization during the year	View File
Any other relevant information	No File Uploaded
Data Template	View File
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.	
<p>The Medical College has adopted procedures to expose students to medico-legal practices of its time with third party insurance plans, covering indemnity insurance to Clinicians and Patients as well.</p> <p>To safeguard financially practitioners in medical field, professional indemnity insurance against legal claims for compensation by patients.</p>	

The aggrieved individuals on incurring loss is compensated through contractual indemnity specially.

The unknowing loss occurred to victim on part of doctor, insured is covered under professional indemnity insurance.

The scope of professional indemnity insurance is to provide cover on account of financial damage to qualified as well as unqualified personnel and working staff.

Our college is getting services of following medical bodies:- 1. IMA - National Professional Protection Scheme. 2. Professional Indemnity policies by National General Insurance companies. 3. Indian Medico-Legal consultancy services.

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

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

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_11_Policy_documents.pdf
List of clinical faculty covered by medical indemnity insurance policy by the Institution	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_11_List_of_clinical_faculty_covered.pdf
Any other relevant information	https://www.dupmc.ac.in/images/NAAC/2023-2024/CRITERIA8/8_1_11_Any_other_relevant_information.pdf