



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	D. Y. PATIL EDUCATION SOCIETY INSTITUTION DEEMED TO BE UNIVERSITY
• Name of the Head of the institution	Prof. Rakesh Kumar Mudgal
• Designation	Vice-Chancellor
• Does the institution function from own campus	Yes
• Phone no. of the Vice-chancellor	02312601235
• Alternate phone No.	02312601236
• Mobile no (Vice-chancellor)	9811319470
• Registered Email ID (Vice-chancellor)	vc@dypatilkolhapur.org
• Address	869, E, D.Y.Patil Vidyanagar, Kasaba Bawada, Kolhapur
• City/Town	Kolhapur
• State/UT	Maharashtra
• Pin Code	416006
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education

• Location	Urban																		
• Financial Status	Private																		
• Name of the IQAC Co-ordinator/Director	Prof. Shimpa Sharma																		
• Phone No.	02312601235																		
• Alternate phone no.	02312601236																		
• Mobile No:	9820017268																		
• IQAC e-mail ID	iqacdyp@gmail.com																		
• Alternate e-mail	info@dypatilkolhapur.org																		
3.Website address	http://dypatilunikop.org/																		
4.Whether Academic Calendar prepared during the year?	Yes																		
• If yes, was it uploaded in the Institutional Website?	http://dypatilunikop.org/academic-calendar/																		
5.Accreditation Details																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>A</td> <td>3.09</td> <td>2012</td> <td>21/04/2012</td> <td>20/04/2017</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>3.20</td> <td>2017</td> <td>30/10/2017</td> <td>29/10/2022</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	A	3.09	2012	21/04/2012	20/04/2017	Cycle 2	A	3.20	2017	30/10/2017	29/10/2022	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to														
Cycle 1	A	3.09	2012	21/04/2012	20/04/2017														
Cycle 2	A	3.20	2017	30/10/2017	29/10/2022														
6.Date of Establishment of IQAC	24/07/2012																		
7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.																			
<table border="1"> <thead> <tr> <th>Institution/ Department/Faculty</th> <th>Scheme</th> <th>Funding agency</th> <th>Year of award with duration</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>Nil</td> <td>Nil</td> <td>Nil</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	Nil	Nil	Nil	0	0									
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount															
Nil	Nil	Nil	0	0															
8.Is the 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	6	
<ul style="list-style-type: none"> • Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10.Did IQAC receive funding from any funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1. Achieve high standards in functioning through accreditation (NABH, NABL) , audits (IT, AAA, Energy), certification (ISO) and Ranking (NIRF Bandwidth 100-150) 2. Ensure quality sustenance through ongoing monitoring of activities through decentralisation, participative management and completed feedback loops. 3. Promote and facilitate Technology integration in academics, research and governance through increased awareness, knowledge and training. 4. Faculty Development was focused in matters of academics, research, and quality assurance through good number of activities. 5. Focus on holistic development of students by the way of lifestyle management and enhancing mentoring through UMANG, UMGS and so on.</p>		
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		

Plan of Action	Achievements/Outcomes
<p>Improve monitoring and implementation of SOP for starting new programs with Policy</p>	<p>SSoPs have been adhered to starting new programs in Allied Health Sciences including need analysis</p>
<p>Complete PO/CO mapping and attainment by students for all programs</p>	<p>This has been completed for programs with the help of Medical Education Unit (MEU) and report of the same was placed before IQAC.</p>
<p>Upgrade and structure value-added courses being offered</p>	<p>Total Value-added 26 courses are offered out of which 18 are skill-based. All value-added courses have been restructured and upgraded. Credit points are given</p>
<p>Structure streamline efforts for increasing admissions to programs.</p>	<p>Meetings were conducted with concerned faculty, staff and related persons under the chairmanship of Hon'ble Vice-Chancellor. Different modes like advertisements in newspapers, Facebook live sessions, use of social media platforms for targeted students, etc. were discussed and adopted. Further, Meetings/sessions also conducted with faculty and students of the University and nearby Schools/colleges for wide publicity for increasing admission to various programs. Flyers with requisite details on the programs of study viz-a-viz career options, progression, were also included</p>
<p>Do a pilot testing of the Teaching Quality Tool</p>	<p>Faculty feedback on different teaching quality tools was taken and almost all faculty responded. Further analyzed and placed before the IQAC</p>

Prepare e-modules for education of community	Video on "Myths regarding COVID" was prepared by the Student of Bioethics Wing and it was uploaded on YouTube. This activity was done to educate community
Identify and support the faculty who desire to do PhD through training, statistical and other support	Pre-PhD Workshops, Research Methodology Workshops for faculty and student were conducted. Statistical Support was provided for faculty and students. Faculty members who have registered for Ph.D. were extended fee waiver
Promote to facilitate applications for Copyright through training and support.	Sessions on filling Patents/Copyright were conducted. Required support by Research Guidance Cell was provided. Patent/Copyright application process support by University in terms of fees and other documentation was provided
Design and support efforts for Consultancy	In process
Ensure protocols and SOPs of Simulation Skill Centre.	Different meetings cum discussions were made with concerned faculty and Head -Simulation and Skills Centre for preparing protocols, SoPs and the same was finalized for printing
Organize program for Student Personal Growth in collaboration with NSS	Webinars/sessions were organized for students on Stress Management, Joys of Trekking, Meditation under UMANG (Uplift the Mind and Grow) activity
Promote alumni contributions to university academics through visits, lectures, collaborations	Twelve lectures were taken by Alumni. Ph.D. Alumni Dr. N.D. Thorat, Marie Curie Fellow, Oxford University visited University and explored about collaborative work

Plan Financial Literacy module for students, staff	Three activities were conducted and more than 200 participants were benefitted
Compile and Publish alumni memories of institution to support Alumni Association	In process with Dr.Venugopal
Design and expand the scope of DYP Inter-Collegiate Online National Innovative Competition (DYPICONIC) to include students from allied health programs	13 students from Nursing and Physiotherapy have actively participated in DYPICONIC 2021
To plan and use weighted assessment for internal audit of departments through AQuA-X.	In process.
Complete NABH Accreditation	NABH Accreditation completed successfully and achieved accreditation certificate No: PEH-2021-1450 on 9th April, 2021
IT Audit, AAA to be completed. Energy Audit to be planned	IT Audit completed on 12th July, 2022. AAA conducted on 29th August, 2020. Energy Audit completed on 19th June, 2021
Preparation of Annual report.	Completed
Plan Financial Literacy module for non-teaching staff	Financial Literacy module for non-teaching staff prepared by Finance Office and guest lectures were conducted
Simplify and streamline data collection from stakeholders for purposes of annual submissions to NAAC, NIRF, UGC, AISHE, NMC, INC, etc	Series of Meetings with NAAC Criteria Coordination Team were conducted and a simplified mechanism for data collection on Microsoft OneDrive was explained in detail
Performance linked incentives/awards for students to be reviewed	In process.
Code of Conduct for online teaching to be prepared	Code of Conduct for online teaching was prepared and shared with all faculty for smooth

	implementation
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)
Board of Management	30/12/2021
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>D.Y.Patil Education Society (Institution Deemed to be University), Kolhapur is using MIS (ERP System) since its inception in 2005, but intensively since August 2017. Educational ERP developed by JUNO Campus is deployed in the University. It is a fully integrated end to end automation system for educational institutions. The system has been designed to capture, consolidate and generate data required by NAAC and other regulatory / compliance bodies. Apart from the Learning Management System (LMS), Admission, Library, Examination, Feedback, Accounts, HR, Purchase, Inventory, Events, Hostel, employees and students biometric attendance modules are also available in the system. The implementation was started by onboarding of the Teaching and Non-Teaching staff. Faculty can create their profile, upload certificates, documents supporting their qualifications, trainings, workshops attended, personal documents etc. which are visible only to the concerned faculty or authorised officers of the university. Faculty can create lesson plans, session plans which is called as worksheet. These plans are visible in the student login, so that the student will come to know about the schedule of every subject. Faculty can upload their contents in terms of ppts, pdfs, word, excel, image, video documents on to their storage space provided as a part of ERP. Further they can share these documents with their students and interactive chat can be carried out around the data shared using LMS in the ERP.</p> <p>Benefits of having ERP are Complete, end to end automation through one system. No paperwork, no manual process. All academic activities are completely automated. All support functions including Hostel,</p>	

Library, HR, Accounts, Purchase, Inventory are also automated. Any change happening in any data of the University/constituent units gets reflected in all related places. Level / role-based access ensures privacy and accountability

Microsoft Office 365 subscription A1 has helped the University in getting official email ID for every faculty and student. Microsoft Office 365 has many applications as a part of its suite. MS Teams, one of the applications in Microsoft Office 365, has complete ecosystem to conduct online lectures. More than thousand lectures are conducted during the COVID-19 pandemic and it has helped the students and staff to stay connected and keep on with their teaching / learning journey without any setback due to lockdown situation. Microsoft Teams also supports in giving assignments, quizzes, tests (both descriptive and MCQ based) to students. An interface is provided in Microsoft Teams to carry out assessment of the same and further assigning marks as well. Microsoft Teams is also used in taking remote proctored examinations.

"Lifeline Corporate Suite", the Hospital Information Management System by Manorama InfoSolutions is implemented in hospital. Onboarding of Case Paper Registration, Billing, MRD, patient admin, patient management, MIS reports, Analytics dash boards, Inventory, Nursing desk are completed. ICU, OT, Pharmacy, Doctor dashboard, Endoscopy, Blood Bank, Linen Laundry modules are taken in second phase.

MEDSYNAPSE PACS (Picture archiving and communication system) This is an effective & user-friendly image transmission system, to reduce the Image Processing and Transmission times and in getting instant acquisition of data and analytical & clinical findings.

Tally ERP 9 is implemented for accounting financial transactions taking place in the University.

15.Multidisciplinary / interdisciplinary

The university has included multidisciplinary and interdisciplinary subjects in lots of its academic programs. It has established the Centre for Interdisciplinary Research (CIR), wherein research and academic programs in interdisciplinary areas of medical sciences and basic sciences are offered. Additionally, the university offers 50+ value-added courses with the aim to provide multidisciplinary and interdisciplinary exposure to students. Some of these courses also designed to prepare students towards self-employment and the endeavour is further supported & strengthened by the Innovation and

Incubation Centre and active industry-academia linkages.

The university fully appreciates that the integration of multidisciplinary and interdisciplinary aspects in higher education, as emphasised in the NEP-2020, would go a long way in developing the competencies that are essential for intellectual, emotional, physical, aesthetic, social, and moral development of students in an integrated manner. Towards this end, the university is further looking to expand its program offerings with enhanced flexibility in curriculum, for multidisciplinary and interdisciplinary education, with multiple entry and exits. This shall be suitably supported by curricula and pedagogies to meet the specific requirements of knowledge, skills, attitudes and values so as to ensure that the desired learnings are acquired by the learners.

16.Academic bank of credits (ABC):

The university is registered with the National Academic Depository (NAD), which is a laudable initiative of the Government of India to offer an online repository for all academic awards under the Digital India Mission. The university has started uploading students' mark sheets and degree certificates at www.nad.digitallocker.gov.in starting backward from the students passed-out in year 2021-22 and is currently live for academic year 2020-21 and 2019-20. The university has also registered on the National Academic Bank of Credits (ABC) portal. The modalities for implementation of the provisions of the ABC are being worked out.

17.Skill development:

The university lays great emphasis on skill development of its students with internship as an integral part of the curricula of all the programs. Realizing the importance and necessity for developing skills among students, and creating work-ready manpower on large scale, the university has established a state-of-the-art '*Simulation & Skills Centre*'. Students of all the health sciences programs are given hands-on experience in controlled and simulated clinical conditions, which reinforces the classroom learning.

This Centre is extensively used to impart competency-based education and training to medical, nursing, physiotherapy and allied health sciences students and staff. Post graduate students and faculty learn and hone their advanced medical and surgical skills. Besides imparting skills to its students, faculty members and practitioners from various domains of medical sciences are also trained in the Centre. High fidelity manikins are available to teach and train on healthcare skills and evaluates the learner's ability to manage real-

life medical emergencies. The programmable simulators facilitate testing of the ability of a student to integrate assessment and diagnostic skills into decision making. Skill-based courses are also conducted for the employees of the health department of Maharashtra.

Value-based education to inculcate positivity amongst the students is an integral part of the curriculum and also of the co-curricular and extra-curricular activities. Celebrating national festivals, programs related to national and international days such as Doctors' Day, World Bioethics Day, Nursing Day, Physiotherapy Day, World Yoga Day, World Aids Day, Environment Day, World Cancer Day, NSS Day help in imbibing the good qualities in the students and honing their various skills. The mentee-mentor initiative of the university also enables students to get the most of their studies.

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

The student body of the university has representation from almost the states of the country. The university encourages learning of Marathi language to all the non-Marathi speaking students. This is being done to facilitate the students to understand the culture, values and their comfort in communication with locals in hospital and other settings. The students of B. Sc. in Hospitality Studies are also taught in Marathi and Hindi, keeping in mind the training requirements of their curriculum and also the communities they are going to serve. Additionally, cultural values in Indian traditions are stressed upon while planning and organizing various activities. Visits to local heritage sites, museum, communities further help to value and preserve the culture and traditions.

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

The University offers 46 programmes across Medical, Nursing, Physiotherapy, Hospitality Studies, Allied Health Sciences, and Interdisciplinary Studies. The focus of all the programmes that are being offered by the university is on outcomes-based education (OBE). Outcome-based education has been implemented with clearly stated Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs), and Course Objectives (COs) are also aligned to the PO-PSO philosophy. All courses are designed with outcomes centred on cognitive abilities namely remembering, understanding, applying, analysing, evaluating and creating. The competency based medical education (CBME) framework, as introduced by the National Medical Commission, has been implemented in MBBS program from session 2019-20, Variety of approaches in teaching-learning process like lectures, seminars, tutorials, workshop,

practical and project-based learning, field work, technology enabled learning, internship and research work are employed. The university has started implementing 'Choice Based Credit System' (CBCS) in phased manner from academic year 2017-18. Currently, around 50% of the academic programs are being run in CBCS pattern.

20.Distance education/online education:

The COVID-19 pandemic had necessitated and accelerated adoption of digital platforms for engaging classes, conducting conferences and meetings. More or less the online education emerged as a saviour in these testing times of the pandemic. The university has greatly benefited by leveraging the potential of online education enabling interaction of experts and students from distant geographies, thus overcoming the geographical barriers. Advent of user-friendly tools for online education has further paved the way for adoption of hybrid mode of education popularly called as 'PHYGITAL' combining online and offline resources. MOOC courses are also included in the curricula of programs like Hospitality Studies, Allied Health Sciences to further promote the blended system of learning.

The university is well prepared to impart online education through different online modes likewise app, Zoom, Microsoft Teams, Google Meet, Google Classroom, YouTube Videos, WhatsApp. Fully wi-fi enabled campus with digital solutions installed in classrooms, has further facilitated adoption of online education. Also, faculty own developed e-contents are made available through JUNO ERP System. We are further strengthening our systems to make available all such type of e-content material prepared by faculty members to all students through online mode to meet the future challenges.

Extended Profile

1.Programme

1.1 Number of all Programmes offered by the Institution during the year	46
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File Description	Documents
Data Template	View File

2.Student

2.1	1949
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Number of students during the year		
File Description	Documents	
Data Template	View File	
2.2		355
Number of graduated students during the year		
File Description	Documents	
Data Template	View File	
3.Academic		
3.1		190
Number of full-time teachers during the year		
File Description	Documents	
Data Template	View File	
3.2		190
Number of sanctioned posts during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1		7167.796
Total expenditure excluding salary during the year (INR in lakhs)		
File Description	Documents	
Data Template	View File	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs)

offered by the University, as per the norms of the Regulatory Bodies.

Graduates must fulfil needs of industry, employers, society, and nation for which curriculum upgradation translating to delivery is essential. This is guided by Vision and Mission, respects global trends, national needs, contributions of experts in statutory bodies, authorities, industry, academicians, researchers, students, community workers and feedback from all stakeholders. D Y Patil Education Society Deemed University (referred to as DYPES hereafter) has adopted OBE, CBME, CBCS, Electives, industry training, internships, Community postings, Research at UG to doctoral level.

Niche curricula focusing on thrust areas and innovation like Medical Physics, Stem Cell & Regenerative Medicine, Medical Biotechnology stand alongside those responding to national needs like Medicine, Nursing and Allied Health Professions. Short term training for immediate employability (Certificate courses), Skill India Mission initiatives and government-deputed Community Health Officers training respond to regional educational and economic realities.

Curricular design, development and revisions reflect changes in demography, health priorities, emerging diseases, disease trends, environmental impacts, technological advances, epidemiological determinants, and preventive measures. Board of Studies deliberations involve experts, include regulatory body recommendations, and are adopted after Academic Council approval. PO, PSO and CO are displayed on the website. Clear, directed mention of CO facilitates outlining of learning outcomes and appropriate teaching methodology.

File Description	Documents
Curricula implemented by the University	https://dypatilunikop.org/aqar2020-21/1/1-1/1-1-1/1-1-1-1-1-1-Curricula-implemented-by-the-University.pdf
Outcome analysis of POs, COs	https://dypatilunikop.org/aqar2020-21/1/1-1/1-1-1/1-1-1-1-1-2-Outcome-analysis-of-POs-COs.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/1/1-1/1-1-1/1-1-1-1-1-3-POCO-Maping-All-programs.pdf

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Details of the revised Curricula/Syllabi of the programmes during the year	View File
Institutional data in prescribed format (Data Template)	View File
Syllabus prior and post revision of the courses	View File
Any other relevant information	View File

1.1.3 - Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions / Industries during the year

Modern education must enable economic independence of the graduate. Employability of graduates in professional programs is secure due to the available options of employment, self-employment, or entrepreneurial opportunities. The curriculum of MBBS, BSc Nursing, B.P.Th, MD, MS, MSc Nursing are replete with training in soft skills, medicolegal and legal content, human resource management, ethics, pharmacovigilance, regulatory matters. Entrepreneurship Cell organizes talks by external experts on setting up own enterprises. Alumni support to students has been extended. Provision of Logbooks, journals, hospital internship, industry internship, community posting are inbuilt in the curricula of all programs and most courses. The mentoring scheme, remedial classes, supplementary exams, continuous internal assessment, revision classes and transparent & fair examination system all combine to ensuring competency of graduates. Establishment of Simulation & Skill Centre with a Communications Skills Lab ensures skill development of students in basic clinical procedures, life-saving procedures, indoor invasive procedures, endoscopy, laparoscopy and point of care ultrasound. Judicious use of practical credit hours, involvement of students in faculty research, collaboration with industry for training and inclusion of industry experts in Board of Studies ensures skill development in non-health sciences courses.

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	View File
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	View File
Any other relevant documents	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year)

1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system

24

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
University letter stating implementation of CBCS by the Institution	View File
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View File
Any other relevant information	View File

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year

6

File Description	Documents
List of the new Programmes introduced during the year	View File
Minutes of relevant Academic Council/BoS meetings for the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year

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

380

File Description	Documents
List of Interdisciplinary courses under the programmes offered by the University 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	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Holistic student development includes knowledge and understanding of ethical, social, legal, and global issues that impact healthcare practice and delivery. They represent the difference between a competent professional and a humane aware professional capable of respectful service and lifelong professional dedication. They facilitate lifelong learning of continuously evolving parameters. Recognizing and respecting gender differences, awareness of social, psychological, and legal developments within the LGBTQIA2S+ community, respecting basic unalienable human rights and learning to value professional ethics and sustain personal ethics above all are

vital for graduates to effectuate their inherent competence and proficiency. Sustainable Development Goals 2021 is the responsibility of every citizen as India has pledged to adhere to them, for betterment of humanity. Environmental activities, focus on socioeconomic health determinants and evolving interpretations and dimensions of right to health are matters that healthcare professionals are specially placed to serve. As community leaders, they must recognize emerging demographic changes to be able to address and accommodate them in daily practice. Inculcation of values, ethic and behavior, will enable graduates to uphold professional principles and codes, even as they contribute to societal and national development and growth.

The above are integrated in the curricula and challenging to quantify as such.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://dypatilunikop.org//agar2020-21/1/1-3/1-3-1/1-3-1-1-List-of-Programmmes.pdf
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	https://dypatilunikop.org/description-of-the-courses/
Any other relevant information	View File

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

File Description	Documents
Brochure or any other document related to the value-added course/s	View File
List of value-added courses (Data Template -5)	View File
Any other relevant information	View File

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year

1609

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	View File
Any other relevant information	View File

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

Industry readiness or Practice readiness are important outcomes of any educational program. The university mission to provide trained manpower to the nation mandates that every graduate has a comprehensive understanding of the different roles, duties and responsibilities of the profession. It is also important that each graduate can perform these in a competent, safe and efficient manner. This ability is learnt and assessed through multiple sessions of experiential learning and place-based learning. Visits to educational institutions, research labs, industry and historical places provide observational and demonstrative opportunities for learning with first-hand experience of values, methods, systems and possibilities. Field trips, community postings and industry or hospital internships are all framed to provide both experiential learning and structured logbooks or journal records permit fair and transparent assessment. These motivate students to self-volunteer for activities in their neighborhood too. Research projects are a part of the undergraduate curriculum as well as postgraduate and doctoral programs. Research methodology workshops for students, ongoing faculty training, support of Research Guidance Cell combined with encouragement and motivation from the system have seen students gain awards, ICMR STS projects, copyrights and overseas SERB-DST fellowships.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	https://dypatilunikop.org/agar2020-21/1/1-3/1-3-4/1-3-4-1-List-of-Programmes-and-number-of-students-undertaking-field-visits.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/1/1-3/1-3-4/1-3-4-2-Any-other-relevant-information.pdf

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 report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View File
URL for feedback report	https://dypatilunikop.org/agar2020-21/1/1-4/1-4-1/1-4-1-2-Feedback-Reports.pdf
Sample filled-in Structured Feedback forms by the institution for each category	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.4.2 - Feedback process of the Institution may be classified as:

A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional

File Description	Documents
URL for stakeholder feedback report	https://dypatilunikop.org/agar2020-21/1/1-4/1-4-1/1-4-1-2-Feedback-Reports.pdf
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	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

File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	View File
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell for the year	View File
Initial reservation of seats for admission	View File
Any other relevant information	View File

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

File Description	Documents
Institutional data in prescribed format (Data Template)	View File
Document relating to Sanction of intake	View File
Extract of No. of application received in each program	View File
The details certified by the Controller of Examination or Registrar evaluation 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

2.1.3 - Student enrollment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries

2.1.3.1 - Number of students from other states and countries during the year

154

File Description	Documents
List of students enrolled from other states and countries during the year	View File
E-copies of admission letters to the students enrolled from other States / Countries	View File
Copy of the domicile certificate/passport from respective states / countries	View File
Previous degree/ Matriculation / HSC certificate from other state or country	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 organises special programmes for advanced learners and slow performers. The Institution: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement

A. All of the Above

File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View File
Details of outcome measures	View File
Proforma created to identify slow performers/advanced learners	View File
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	View File
Any other relevant information	View File

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

2.2.2.1 - Total number of students enrolled in the specified year

1949

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 University (with Designation and Highest Qualification)	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Ground up diversity in teaching methodology has introduced, promoted, and facilitated student-centric teaching in the university. Experiential learning forms the core of training in medical, nursing and hospitality studies. Adoption of Competency-based Medical Education for MBBS and curricular incorporation of research projects for UG and PG programs are outcome-based. Change agents undertake participatory learning through problem-based learning, case-based learning, and place-based learning. Health camps, rural trainings, field visits, community postings, ISR activities permit invisible structures teaching in real-world scenarios with relevant social dimension. Social media, Technological aids, AV resources and online platforms enhance learning. Clinical rounds and case discussions follow both a reductivism and constructivist approach that also promotes self-directed learning. Small group teaching in tutorials, demonstrations, clinics and laboratories facilitate interactive teaching, emphasis of evidence-based teaching and the humanities. Role modelling, curricular content, value-added courses, guest lectures and cocurricular activities provide character education and ethical training. Personalized education amidst the collective system is possible through the Remedial Classes and the Mentoring scheme. Hospital and Industry Internships provide allow for readiness testing as well as expeditionary learning. Posters, Essays, debates, role plays, skits, are teaching methodologies that enhance learning experiences, nurture motivation, offer variety and encourage individual talent and abilities.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	https://dypatilunikop.org/wp-content/uploads/2019/09/2-3-1-1-List-of-Student-centric-methods.pdf
Any other relevant information	View File

2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and Simulation-Based Learning The Institution:

A. All of the Above

1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the

faculty in the use of clinical skills lab and simulation methods of teaching-learning

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	View File
List of training programmes conducted in the facilities during the year	View File
List of clinical skills training models	View File
Proof of Establishment of Clinical Skill Laboratories	View File
Proof of patient simulators for simulation-based training	View File
Report on training programmes in Clinical skill lab/simulator Centre	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

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

Educational technology and techniques have evolved with the rapidly advancing software and hardware in the IT industry. Innovative expressions and integrations of ICT in teaching learning facilitate learning, support teaching and assessment and provide an avenue to hold student attention and motivation in teaching spaces. The effortless and unrestricted availability of information through online e-resources makes mere impartation of facts both unnecessary. Teachers need to offer more. They need to be familiar with online resources, understand new obtainable technologies, train themselves in new tools and make their lesson plans accordingly. The university recognizes these realities and has equipped all learning spaces with LCDs and Projectors. Smart Boards, Visualizers, WiFi campus, LAN-connectivity, Microsoft Teams, Zoom, Simulation Centre, Learning Space Management, Digital libraries are commonly used tools by faculty. WhatsApp, Email, YouTube channels, Telegram are some social applications used for teaching-learning. Swayam, NPTEL, Coursera,

Udemy, WHO are some faculty-favored distance-learning platforms. Swayam courses are included in curricula. Online teaching since April 2020 has motivated teachers to use software like Poll Everywhere, SurveyMonkey, Google Forms, etc. Since 2017 all phases of the ERP have been installed and are used in a phased manner by teachers.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	https://dypatilunikop.org/wp-content/uploads/2019/10/2-details-of-ict-enabled-tools-4-July-22.pdf
List of teachers using ICT-tools	https://dypatilunikop.org/wp-content/uploads/2019/09/2-List-of-full-Time-Teachers-Using-ICT-Tools.pdf
Any other relevant information	https://dypatilunikop.org/wp-content/uploads/2019/09/3-ict-tools-details.pdf

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
190	1949

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	View File
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	View File
Copy of circular pertaining to the details of mentor and their allotted mentees	View File
Approved Mentor list as announced by the HEI	View File
Log Book of mentors	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4 - Teacher Profile and Quality

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

190

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	View File
Position sanction letters by competent authority	View File
Appointment letters of faculty during the year	View File
Institutional data in prescribed format (Data Template)	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 (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 data to be entered

29

File Description	Documents
List 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

190

File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	View File
Experience certificate of fulltime teacher	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year

190

File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	View File
Reports of the e-training programmes	View File
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	https://dypatilunikop.org/naac-2-4-4/
List of e-contents / e courses / video lectures / demonstrations developed	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	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

62

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

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the year

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year

10

File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	View File
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View File
Minutes of the grievance cell / relevant body	View File
List of complaints / grievances during the year	View File
List of students who appeared in the exams during the year (Data template)	View File
Any other relevant information	View File

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.

1. Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	https://dypatilunikop.org/exam-announcements/examinations/
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

The assessment and evaluation are important curricular aspect that represents the validation of training and learning attributes achieved by the student. The University has introduced multiple reforms. Training of faculty in newer methods of evaluation and assessment, the introduction of newer technology & providing learning resources in the field have remained important co-measures.

Some of the evaluation reforms undertaken are:

- Extensive use of technology from admission to certification.
- Implementation of e-governance in areas of operations. Automation of examination work.
- Advance and meticulous planning and notice of examination details are communicated to students through the website, notice boards, WhatsApp, LMS, and departments.
- Transparent and strict invigilation.
- Moderation of question papers.
- CCTV surveillance of the examination hall.
- Answer booklets have security features.
- Coding and decoding of all answer books.
- Double assessment system is followed.
- Confidentiality in the conduct of examination is ensured through use of technology.
- Introduction of workplace-based assessment for PG students - Mini-CEX.

- The facility of verification and revaluation.
- Grievance redressal mechanisms.
- Timely declaration of results.
- The use of OSPE and OSCE for formative assessment has brought greater objectivity.

File Description	Documents
Details of examination reforms implemented during the year	https://dypatilunikop.org/agar2020-21/2/2-5/2-5-4/2-5-4-Examinations-Reforms.pdf
Any other relevant information	View File

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):

A. Complete automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Snapshot of EMS used by the Institution	View File
Copies of the purchase order of the software/AMC of the software	View File
The present status of automation., Invoice of the software, & screenshots of software	View File
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

Graduate attributes are clearly defined in tune with the Vision, Mission and global trends and expectations from professionals and citizens. Learning outcomes framed within the Competency-based curriculum, outcome-based approach ensure that Course Outcomes and Program Outcomes are achieved in a documented, reliable manner and provide the direction, methodology and scope of the teaching learning sessions and assessment process. The Graduate Attributes, POs, COs of all Programs is displayed in the departments for information of stakeholders. and on the website and in the Brochure.

Mapping of the Question paper depicts which Course Outcomes have been assessed. This ensures that assessment done is for the learning outcomes covered and the desired outcomes in terms of CO aimed for. Outcome analysis of the student assessment results for CO, based on POCO mapping is done, thus ensuring that the PO which address the graduate attributes are assessed.

Outcome Analysis report is tabled before the IQAC, Academic Council, and the BOM. It is shared with the respective departments and faculty for attention, and consideration of recommendation of the statutory bodies. These allow for improvement in the teaching learning process as well as the standard and appropriateness of the assessment tools and techniques.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://dypatilunikop.org/aqar2020-21/2/2-6/2-6-1/2-6-1-1-Relevant-documents-pertaining-to-learning-outcomes-and-graduate-attributes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://dypatilunikop.org/aqar2020-21/1/1-1/1-1-1/1-1-1-3-POCO-Maping-All-programs.pdf
Any other relevant information	View File

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

535

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	View File
Institutional data in prescribed format (Data Template)	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://dypatilunikop.org/agar2020-21/2/2-6/2-6-2/2-6-2-3-the-annual-report-of-examination-results.pdf
Any other relevant information	View File

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

File Description	Documents
Any other relevant information	View File
Database of all currently enrolled students (Data Template)	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website

DYPES is committed to promoting research in pertinent sectors through proper governance to ensure confidence in the scientific outcomes by aligning with high scientific, and ethical standards, transparent decision-making processes, clear responsibility allocation and robust monitoring.

The Research Promotion Policy provides a framework to all research under the Comprehensive Research Promotion Program, supported by the Research Incentive Policy, the guidelines for university funded (seed-money) projects, Guidelines for Excellence in Research Awards, the IPR Policy and Plagiarism Policy. The research outlay as planned in the budget addresses needs of equipment, consumables, incentives, stipend, travel, conference registration, as also organization of academic and training programs for stakeholders. All transactions

are done through NEFT/RTGS wherever possible.

These policies and ensure smooth governance and research promotion. The Institutional Ethics Committee and Animal Ethics Committee safeguard the wellbeing of research participants/ subjects.

The implementation of the principles, requirements and standards of the policy are ensured by Institutional Research Committee, Intellectual Property cell, and the Ethics Committees, which together enhance ethical awareness, scientific quality, publication standards, and promote good practices. Mentoring by qualified Guides is assured through the Research Guidance Cell, Research and Recognition Committee, and regular project reviews.

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	View File
Document on Research promotion policy	View File
Any other relevant information	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

12

File Description	Documents
Sanction letter of seed money to the faculty	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving seed money and details of seed money received (Data Template)	View File
Any other relevant information	View File

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

62

File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	View File
List of teachers and their national/international fellowship details (Data Templates)	View File
Any other relevant information	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

16

File Description	Documents
List of research fellows and their fellowship details	View File
E copies of fellowship award letters	View File
Registration and guide / mentor allocation by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

**3.1.5 - University has the following facilities
 Central Research Laboratory / Central
 Research Facility Animal House/ Medicinal
 plant garden / Museum Media
 laboratory/Business Lab/e-resource Studios
 Research/Statistical Databases/Health
 Informatics Clinical Trial Centre Any other
 facility to support research**

A. Any 5 of the Above

File Description	Documents
Videos and geo-tagged photographs	https://dypatilunikop.org/agar2020-21/3/3-1/3-1-5/3-1-5-1-Videos-and-geo-tagged-photographs.pdf
List of facilities provided by the University and their year of establishment (Data Template)	View File
List of the facilities added in the current academic year	View File
Any other relevant information	View File

3.1.6 - Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

3.1.6.1 - The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by National and/or International agencies

14

File Description	Documents
E-copies of departmental recognition award letters	View File
List of departments and award details (Data Template)	View File
Any other relevant information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year

2

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	View File
List of project and grant details (Data Template)	View File
Any other relevant information	View File

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

116

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	View File
List of projects and grant details (Data Template)	View File
Any other relevant information	View File

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

24

File Description	Documents
List of research projects and funding details (Data Template)	View File
Supporting document/s from Funding Agencies	View File
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	View File
Any other relevant information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

DYPES strives to promote symbiotic relations with industry, community, academic and research institutions to meet stakeholder expectations and to engage in interdisciplinary research and innovate for growth of knowledge, and technology. To fulfil this commitment, the Institute Innovation Council, Entrepreneurship Development Cell, Intellectual Property Rights Cell are established. DYPES has established the "APJ Abdul Kalam Incubation Centre" (AKIC) on 25th July 2019 to foster innovation, incubate ideas and achieve their translation. The activities include organization of activities to create awareness & promote Innovation and Entrepreneurship among students and staff. Capacity building programs/workshops on entrepreneurship, and conference & seminar are conducted. Guidance, mentoring, training, incentivization, awards and rewards are tools used to promote and strengthen the ecosystem for innovation and entrepreneurship. This is reflected in collaborations, and two start-ups in last 3 years (Table 1).

EDC cell organizes impact lectures to educate on self-employment opportunities and entrepreneurship avenues in healthcare, addressing hospital setup, support service, quality in health care, evidence-based research, medico legal systems etc. These activities have been appreciated by the medical students. Through these ecosystems, DYPES is committed to build a process by which more innovators and entrepreneurs can develop and launch solutions to solve real-world problems

File Description	Documents
Geotagged photographs of the facilities and innovations made	View File
Any other relevant information	View File

3.3.2 - Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the year

DYPES is committed to its responsibilities of dissemination of knowledge, training, creation of new knowledge and innovation by providing an ecosystem of scholarship, excellence and ethical innovation. Intellectual capacity building, training in standard practices, rights of inventors and judicious distribution of the

gains of all research are key to providing impetus and motivation.

In collaboration with IQAC and Research Guidance C, DYPES IRC organizes Research Methodology workshop students and staff with special emphasis on scientific writing, plagiarism and ethics in research and research grant writing. IQAC along with IPR Cell also organizes workshop/seminar on IPR policy, types of IPR and provide guidelines related to filing of patents and copyrights. Activities related to good laboratory practice, clinical practices, and industry-academia collaborations are also arranged.

The year 2020-2021 saw 16 such events organized within campus for staff and students. The success of all such efforts are reflected in the 05 Indian patents and 01 Australian Innovation patent has been granted and 13 Indian patents are published in 2021. A technology transfer project has been sanctioned to Prof. C. D. Lokhande by Scientific and Engineering Research Board, India (Rs 30.0 Lakh) in 2021.

File Description	Documents
Reports of the events	https://dypatilunikop.org/aqar2020-21/3/3-3/3-3-2/3-3-2-1-Reports-of-the-event.pdf
List of workshops/seminars on the above conducted during the year	https://dypatilunikop.org/aqar2020-21/3/3-3/3-3-2/3-3-2-2-List-of-Workshops.pdf
Any other relevant information	View File

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year

17

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	View File
Link to appropriate details on the Institutional website	https://dypatilunikop.org/details-of-awards-recognitions-received-for-innovation-discoveries-by-the-institution-teachers-research-scholars-students-from-recognized-bodies-during-the-year-2020-2021/
Institutional data in prescribed format (Data Template)	View File

3.3.4 - Number of start-ups incubated on campus during the year

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)

1

File Description	Documents
Registration letter	View File
E- sanction order of the University for the start-ups on the campus	View File
Contact details of the promoters	View File
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	View File
Any other relevant information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

File Description	Documents
Institutional code of Ethics document	View File
Course content of research ethics and details of members of Ethics Committee	View File
Copy of software procurement for plagiarism check	View File
Minutes of the relevant committee meetings for the year with reference to the code of ethics	View File
Details of committee on publication guidelines	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.2 - The Institution provides incentives for teachers who receive state,national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award

A. All of the Above

File Description	Documents
Policy on Career advancement for the awardees	View File
Policy on salary increment for the awardees	View File
Snapshots of recognition of notification in the HEI's website	View File
Copy of commendation certificate and receipt of cash award	View File
List of the awardees and list of awarding agencies and year with contact details for the year	View File
Incentive details (link to the appropriate details on the Institutional website)	View File
Institutional data in prescribed format (Data Template)	View File

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

21

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	View File
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	View File
Technology transfer document	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher of the Institution during the year

3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year

15

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	View File
Web page for research in the Institutional website.	https://dypatilunikop.org/resaearch-initiatives/
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

File Description	Documents
List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link	View File
Names of the indexing databases	View File
Any other relevant information	View File

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year

3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year

125

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://dypatilunikop.org/13336-2/
Names of the indexing databases	View File
Any other relevant information	View File

3.4.7 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the year

3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year

29

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	View File
List of names of publishers: National/ International	View File
Any other relevant information	View File

3.4.8 - Bibliometrics of the publications during the calendar year based on average Citation Index in Scopus/ Web of Science

138

File Description	Documents
List of the publications during the year	View File
Any other relevant information	View File

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

47

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any other relevant information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

The institutional policies on IPR and consultancy are in keeping with the Vision, Mission of the university and the Research Promotion efforts made over the years.

The IPR policy protects and preserves the intellectual rights of the researchers as also provides encouragement and motivation to young researchers by providing a structured framework of operations. The rights and duties of the university are defined as are the guidelines to the creators of intellectual property and associated stakeholders viz. industry, sponsors, and scientific bodies. Sharing mechanism for any IPR generated income are specified. Support for creation of IPR is given through dissemination of expertise within scientific community, provision of required space, tools and equipment, capacity building, education, and guidance by the IPR Cell, as also by financial support for all filing of patents and copyrights with the Patent Office. Incentivization of researchers to create IP through commendation, awards, financial means and recognition on university website are measures adopted by DYPES.

The consultancy Policy is carefully structured to ensure accordance of all consultancy work with policies, code of conduct and ethical standards of DYPES. Benefits conceived to employee and DYPES range from enhancement of reputation, income, expertise and contributing to capacity-building within society.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://dypatilunikop.org/agar2020-21/3/3-5/3-5-1/3-5-1-1-BOM-Extract.pdf
Link to the soft copy of the IPR and Consultancy Policy	https://dypatilunikop.org/agar2020-21/3/3-5/3-5-1/3-5-1-2-Link-to-the-soft-copy-of-the-IPR-and-Consultancy-Policy.pdf
List of the training / capacity building programmes conducted during the year	https://dypatilunikop.org/agar2020-21/3/3-5/3-5-1/3-5-1-3-training-or-capacity-buildind-program.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/3/3-5/3-5-1/3-5-1-4%20Anyother.pdf

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

3.5.2.1 - Total amount generated from consultancy during the year (INR in lakhs)

7

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	View File
CA certified copy/Finance Officer Certified copy attested by head of the Institution	View File
List of consultants and revenue generated by them (Data Template)	View File
Any other relevant information	View File

3.6 - Extension Activities

3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

235

File Description	Documents
Photographs or other relevant supporting document	View File
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	View File
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	View File
Any other relevant information	View File

3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

235

File Description	Documents
Reports of the events organized	View File
Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template)	View File
Geo tagged Photos of events and activities	View File
Any other relevant information	View File

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

Extension and outreach activities form an integral part of curricular, co-curricular and extra-curricular activities of DYPES. The pandemic has seen reduced student footfall in campus, especially with majority of DYPES students coming from outside Kolhapur and a large proportion from outside Maharashtra. However, the enthusiasm

and zeal of medical and nursing students remained unabated and with the faculty, to demonstrated the social responsibility of DYPES.

The outcomes of the extension and outreach activities of DYPES were amply appreciated by the community populace and their leadership. This has translated into generous outpouring of letters of recognition by the various concerned associations. Total of 36 appreciation letters and certificates of recognition were garnered by faculty including 15 for COVID-related contributions.

Activities under the flagship program Unnat Bharat Program of the MHRD, GOI and the Swachh Bharat Abhiyaan were undertaken even under the trying circumstances.

The activities undertaken for which appreciation letters have been received include interactive discussions, community education on topics of general concern as well as related to the COVID pandemic. In 2020-2021, student participation was lesser than previous years due to obvious reasons. Medical Faculty took upon themselves the onus of executing these tasks.

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	View File
List of Government/other recognized bodies that have given the awards	View File
Any other relevant information	View File

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

ISR is not merely a duty. DYPES sees it as accountability to the society and to provide students role modelling and experiential training. Inculcation of humane values, contribution to local community, participation in national development are all intrinsically woven within ISR.

The 2020-21 pandemic has increased emphasis on health and well-being of the people through ISR activities including education of local populace through training videos, YouTube and DYPES websites. Home delivery of subsidized prescription medicines through hospital

pharmacy via website and Telemedicine consultation and follow-up was free.

Flu OPD, quarantine wards and general OPD offered free consultations. Patients (98) transferred from Govt Hospital were treated free. All patients received free diet with subsidized medical treatments for admitted patients in Obstetrics and COVID wards.

Free Health Camps were conducted to support persons unable or fearful to travel to hospitals for attention. Free ambulance services were provided to transport patients wherever requested for.

Activities under the Unnat Bharat Abhiyaan and Swachha Bharat Abhiyaan were continued wherever possible. Community surveys were undertaken in the Gandhinagar Panchayat at DYPES expense.

Green landscaping of the Kolhapur airport and plantings on Main Road Dividers was undertaken at DYPES expense.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://dypatilunikop.org/aqar2020-21/3/3-6/3-6-4/3-6-4-1-Geotaged-photos.pdf
Link for additional information	https://dypatilunikop.org/aqar2020-21/3/3-6/3-6-4/3-6-4-2-Airportmaintenance.pdf
Link for additional information	https://dypatilunikop.org/aqar2020-21/3/3-6/3-6-4/3-6-4-3-Road-dividers.pdf

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

3.7.1.1 - Total number of Collaborative activities for research, faculty exchange, student exchange during the year

132

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	View File
Certified copies of collaboration documents and exchange visits	View File
Link with collaborating Institution's website	http://www.stempluscryopreservation.com/
Any other relevant information	View File

3.7.2 - Presence of functional MoUs with Institutions/ industries in India and abroad for academics, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the year

3.7.2.1 - Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the year

34

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

Delivery of programs follows the creation of adequate infrastructure, staff, faculty, and resources for commencement of teaching learning activities for admitted students. Effective and efficient conduct of the programs is facilitated by the availability of adequate and suitable physical facilities. Regulatory requirements of the statutory bodies are enhanced and supplemented by need-based, quality-focused decisions influenced by national needs, global advances, and developments in educational technology.

Adequate classrooms, demonstration rooms, seminar rooms,

laboratories, museums, dissection hall, 3-D CyberAnatomy room, Yoga Lab, Botanical Garden, Simulation and Skill Centre are ensured and maintained for optimal utilization. ICT enabled classrooms, LCS, LMS are in place. Departmental laboratories including, Cadaveric BioSkill Lab, Communication Skill Lab, Mannikin Lab, Nutrition laboratory and the Simulation and Skill Centre support skills acquisition.

Addition of new infrastructure to meet needs of latest programs is both cogent and syllogistic. Appropriate teaching aids, ventilation, lighting, attendance systems, storage space, washing facilities in laboratories, etc. are provided in addition to cleaning staff and supervising staff for use of the technological aids and biometric attendance. Incorporation of AYUSH-related treatment OPD in the hospital has created an awareness of the scope of alternate medicine in the modern concept of holistic healthcare.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://dypatilunikop.org/agar2020-21/4/4-1/4-1-1/4-1-1-1-Teaching-Learning-and-Skills-acquisition-Facilities.pdf
Geotagged photographs of the facilities	https://dypatilunikop.org/agar2020-21/4/4-1/4-1-1/4-1-1-2-Teaching-Learning-and-Skills-aquisition-Facilities-with-Geotagged-Photo.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/4/4-1/4-1-1/4-1-1-3-Any-other-Relevant.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

Holistic student development is congruent with curricular, co-curricular and extra-curricular activities and offerings.

A Sports Director, NSS Unit, NCC unit, Students Wing of Bioethics and Students Council are key to organized activities. Physical activities bestow wellness and experiential learning of teamwork, partnership, synergism, and life-skills. Sports Ground with running track, basketball, cricket, football field, are routinely used by students and staff who organize intra and inter institution sports. The Medical Premier League, President Cup, Interns Sports Day,

National Sports Day, Annual Sports Meet of Nursing College and Medical College, University games, are formal organized events for students and staff. Indoor games are encouraged like chess, carrom, table tennis, playing cards and intra-university and college-level competitions are conducted. Indoor gyms in campus and hostels encourages fitness amongst students.

Annual events like Social Gathering Week, Nursing Day, Annual Day, Foundation Day, Republic Day, Independence Day, Lamp-lighting Day etc. are conducted in the auditorium or outdoor stage or nearby auditorium at specified consideration and provide platforms for cultural, arts and literary activities like mime, skits, roleplays, posters, and essay competitions, rangoli, mehndi, others. Yoga Lab and the NSS jointly conduct trainings, demonstrations, and celebrations on Yoga. Intercollegiate events were organized supporting student engagement.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://dypatilunikop.org/agar2020-21/4/4-1/4-1-2/4-1-2-1-Available-Sports-and-Cultural-Facilities-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/4/4-1/4-1-2/4-1-2-2-Any-Other-Relevant.pdf

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

Campus facilities respect regulatory requirements, student welfare, social responsibility, and patient well-being. Hostels for UG, PG students and Interns have wardens, 24-hr water, solar heaters, 24x7 security, mess, free transport to campus and an inclusive hostel committee.

The Gated Campus has 24x7 security trained in Code Red and Pink. Medical facilities are intrinsic as are paved roads, sidewalks, signages in two languages and facility boards. Toilet facilities include running water, sanitary napkin dispensers in college. Provision of ladies and boys' common rooms, child-care facility, Counselling center, Canteen, 24-hr cafeteria, ATM machine, Coffee Dispensers, Temple, and Pharmacy has been done.

Well-maintained Landscaped gardens are used by students as well as patients for leisure, reading and social interaction. QR coding of plants provides information about the planted greenery and plants in

botanical garden.

Solar panels in college and hospital buildings, Solar lamp near security gate, use of LED bulbs, Solar water heaters are some energy-saving measures and back-up generators are provided. Environmental measures like Sewage Treatment Plant, Effluent Treatment Plant, drinking water purifiers, Biogas Plant, Sprinklers, Rainwater Harvesting system and composting Pits are in place.

File Description	Documents
Geotagged Photographs of Campus facilities	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-3/4-1-3-1-Campus-Facilities-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-3/4-1-3-2-Any-Other-relevant.pdf

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

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

3895.39

File Description	Documents
Audited report / 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/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

Concerned Regulatory bodies are National Medical Commission, Indian Nursing Council, State Council of Physiotherapy, Atomic Energy Regulatory Board. Regular inspections, scheduled and surprise, consistently yield permissions to run 22 programs recognized by them.

Adherence to GCP and GLP practices, evidence-based protocols, emphasis on training and skill acquisition are inherently evidenced by NABH Accreditation, NABL Accreditation and ISO Certification to maintain highest standards of functionality and quality; Simulation and Skill Centre with 50 basic models, 19 advanced Patient simulators and Holo-Lens simulation; Communication Skill Lab for Soft Skills; Advanced instrumentation facility and specialized research labs.

The 800-bedded Teaching hospital has 55 OPDs, upgraded 30-bed Casualty, 14 Operation Theatres, Wards and 46 Intensive Care Unit beds. Laboratories with Pathology, Microbiology and Biochemistry facilities, Molecular Biology Lab and advanced instrumentation laboratories follow prescribed PG training and annual and comprehensive maintenance contracts ensure optimization and standardization.

Clinical TL facilities like bedside teaching, OT viewing gallery, seminar rooms, and simulation-based training of health science students on essential clinical skills and procedures ensures patient safety and care. Clinical training is demonstrative, supervised, and experiential depending on learner. Central Research Laboratory is supported by research databases, statistical software, biostatistician, Institutional Research Committee and CDSCO-registered Institutional Ethics Committee.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://dypatilunikop.org/agar2020-21/4/4-2/4-2-1/4-2-1-1-facilities-as-per-stipulation-of-the-respective-bodies-with-geotagged-photo.pdf
List of facilities available for patient care, teaching- learning and research with geotagged evidences	https://dypatilunikop.org/agar2020-21/4/4-2/4-2-1/4-2-1-2-List-Of-Patient-care-Teaching-Learning-Research-With-geotagged-photos.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/4/4-2/4-2-1/4-2-1-3-Any-Other-Relevant-Information.pdf

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

Continuous efforts ensure adequate patient flow to provide relevant training to medical and allied health science students. Highly subsidized medical care delivered through qualified doctors and staff, empathetic and ethical patient care, regular retraining, streamlined administration, quality processes and tertiary-level facilities, ensure patient loyalty.

Primary goal of high OPD attendance is achieved through regular rural and urban health camps, school camps and medical support to colleges, universities and religious institutions for large events. Collaborations with Rotary, MIDC Industries, NGOs and empanelment by ECHS, ESIC, MPKY, Health Insurance Cos, and participation in government schemes like MJPJAY, contribute to footfall and clinical work. OPD Work translates into Indoor work that feeds the laboratories, operation theatres and ICUs. Round-the-clock Public Relations Officers and dedicated staff for Yojana registration provide patients much needed assistance and information as does hospital website.

NABH, NABL, ISO and inherent ethical standards ensure patient safety and convenience are always foremost with upgradation of Operation Theatres, patient-support equipment, and simulation-based training before patient access.

A robust, 24x7 emergency section with state-of-the-Art Casualty of 30 beds, Casualty Officers and Residents, highly trained nurses and laboratory back-up provides cost-effective care. Provision of a Cardiac Ambulance and clinical ambulances contributes to patient accessibility.

File Description	Documents
Outpatient and inpatient statistics for the year	https://dypatilunikop.org/agar2020-21/4/4-2/4-2-2/4-2-2-1-OPD-&-IPD-CENSUS-FOR-jully-2020-TO-Dec-2021.pdf
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	https://dypatilunikop.org/agar2020-21/4/4-2/4-2-2/4-2-2-2-Description-of-the-adequacy-of-outpatient-and-inpatient.pdf
Link to hospital records / Hospital Management Information System	https://dypatilunikop.org/agar2020-21/4/4-2/4-2-2/4-2-2-3-Link-to-hospital-records-or-Hospital-Management-Information-System.pdf

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health

A. All of the Above

File Description	Documents
Geotagged photographs of Health Centers	View File
Government Order on allotment/assignment of PHC to the Institution	View File
Documents of resident facility	View File
Any other relevant information	View File

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

B. Any 4 of the Above

File Description	Documents
Copies of the Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template in prescribed format	View File

4.3 - Library as a Learning Resource

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

Management System of the Library is a part of the Learning Management System and integrated with other modules of the JUNO ERP. Introduced in a phased manner, the automation has served to make the library functioning more reliable and accessible for users while improving the maintenance and safety of the inventory. The automation ensures that inventory management is facilitated and recording of purchases, weeding out of books, annual stock-audit reports, etc. are more transparent and dependable. Users can access the booklist online through individual LMS portals. They can also find out the status of the book viz if it is on-shelf or issued to another student. This enables book selection and avoids wastage of students' time. All records of issued and returned books are maintained within the system. In addition, all account records of fines paid by all users are available within the system. Journals and AV resources in the library are also entered into the system and are handled in a similar manner. Ease of use, training of library staff, and continuous upgradation of library facilities are the focus of the university authorities, implementation being done by the Library Committee.

File Description	Documents
Geotagged photographs	https://dypatilunikop.org/agar2020-21/4/4-3/4-3-1/4-3-1-1-ILMS-System.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/4/4-3/4-3-1/4-3-1-2-Any-Other-relevant.pdf

4.3.2 - Number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Textbooks, reference volumes in the library follow the requirements of the Regulatory Bodies of different programs. In addition, books are procured based on the recommendations of faculty, which are either solicited through the head of departments or institutions or spontaneously and individually made. The participative and democratic practice has resulted in an eclectic mix of prescribed and non-prescribed books.

Prescribed books are available for all stakeholders, with copies keeping tandem with regulations as well as perceived usage. The latest editions of books are sourced and weeding is done annually to ensure up-to-date shelves. Stakeholders can borrow these books as well as read them in the Reading Room. The same policies are followed for journals.

To enhance pedagogy and andragogy, books on educational methods and techniques, educational technology, assessment support the faculty development efforts of the university. This collection of 79 books is an impressive and unique facet of our collection.

Books on history, religion, communication, politics, bioinformatics, philosophy, law, economics, etc., in the English, local language and foreign languages, inspiring and spiritual books by Dr APJ Abul Kalam, S Pachindare,, Bhaktivedanta, Swami Prabhupada and teachings of great leaders like Gautam Buddha, Shahu Maharaj, and Y B Chavan.

File Description	Documents
Library acquisition data for the year	https://dypatilunikop.org/agar2020-21/4/4-3/4-3-2/4-3-2-1-labrarry-acquisition-data.pdf
Any other relevant information	View File

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases **A. All of the Above**

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	View File
E-copy of subscription letter/membership letter or related document with the mention of year	View File
Any other relevant information	View File

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

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

247.74

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	View File
Audited Statement highlighting the expenditure for purchase of books and journal library resources	View File
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	View File
Details of annual expenditure for purchase of books and journals for the year (Data Template)	View File
Any other relevant information	View File

4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

C. Any 3 of the Above

File Description	Documents
Give links or upload document of e-content developed	View File
Supporting documents from the hosting agency for the e-content developed by the teachers	View File
Give links e-content repository used by the teachers / Students	https://dypatilunikop.org/agar2020-21/4/4-3/4-3-5/4-3-5-3-Link-of-e-content-repository-used-by-teachers.pdf
Data Template	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 preceding academic year)

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

71

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	View File
Description of new facilities added during the preceding academic year	View File
Consolidated list duly certified by the Head of the institution	View File
Geotagged photographs	View File
Any other relevant information	View File

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

DYPES supports use of technology in all areas.

Computers -computers/laptops available with latest configuration are present in digital library (Central and Department Facility), accessible to students.

ERP - Cloud-based ERP software with Admission, Academic, LMS, Leave, Muster, Salary, Fee Collection are accompanied by on-boarding of purchase, transport and complete Exam Module. Biometric machines with face recognition ensure accurate attendance.

HIMS -Thirty modules covering, OPD, IPD, OT, Laboratories, Radiology, Inventory, Pharmacy, Billing, Nursing station, etc.

SonicWALL NSA 4600 Firewall offers content filtering, bandwidth management, DHCP server functions, support VPN, and network monitoring, Intrusion Prevention and LAN protection using deep packet inspection.

Simlab learning space - cloud-based software for administration and utilization of patient, ultrasound and surgical simulators.

Microsoft Office 365 -Subscription and training with Microsoft office 365 Suite (A1) subscription has improved use of MS Teams, OneDrive, Word, Excel, PowerPoint.

Wi-Fi - Student-enabling Wi-Fi infrastructure (D -Link DWC 2000 wireless controller) is installed with 50+ access points of Ruckus, D-Link, Cisco and Cambium brand and additional 8 Access point of Rucks brand (R610) in Simulation lab, Hospital & University. Enhanced and complete Wi-Fi coverage is planned.

Surveillance - 275+ analog and IP Cameras with required backend devices, continuously maintain surveillance.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://dypatilunikop.org//aqar2020-21/4/4-4/4-4-2/4-4-2-1-Documents-relating-IT-Wifi.pdf
Any other relevant information	https://dypatilunikop.org//aqar2020-21/4/4-4/4-4-2/4-4-2-2-any-other-relevant.pdf

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

A. ?1 GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Annual subscription bill / receipt	View File
Any other relevant information	View File

4.4.4 - Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.

Use of technology to provide blended learning, online learning and e-resources for students and faculty has been a significant move by the university in the last 4 years following installation of the Learning Management System in 2017. E-content that could be uploaded on the LMS has been developed by faculty in the form of PPTX, Faculty Lectures, e-Modules and Guest Lectures. Content is available for students round the clock and all-place access with general content also being uploaded on the YouTube Channel or Facebook. The establishment of a Media Room and then Media Department, equipped with dedicated staff, high resolution audio and video recording facilities and a dedicated room for recording purposes streamlined the process. This allows for recording of lectures in the media room for uploading on the LMS. It also facilitates recording of lectures taken in different classrooms using either fixed recording equipment or mobile equipment. The need to replace the previously installed Lecture Capturing System was felt keeping resolution and audio-quality in mind. Identification of new equipment was done and the Tutor Plus has been purchased for the University which allows recording of the lecture as seen on the Screen with voice recording of high quality.

File Description	Documents
The e-content development facilities	https://dypatilunikop.org/agar2020-21/4/4-4/4-4-4/4-4-4-1-E-Content-Development-Facilities.pdf
Geotagged photographs	https://dypatilunikop.org/agar2020-21/4/4-4/4-4-4/4-4-4-2-Facilities-for-E-content-Development-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/4/4-4/4-4-4/4-4-4-3-Any-Other-Relevant-Information.pdf

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Number of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

7167.79

File Description	Documents
Audited statements of accounts on maintenance	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	View File
Link to ERP	https://dypatilunikop.org/agar2020-21/4/4-5/4-5-1/4-5-1-3-Link-to-ERP.pdf
Any other relevant information	View File

4.5.2 - There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Facility Maintenance promotes ease of utilization and optimization of usage. The Maintenance Committee executes infrastructural maintenance of all buildings, lands, and utilities of the campus. Chaired by a Civil Engineer with departmental representation and an external senior expert for matching stakeholder expectation, all major works are routed through the Committee. Routine maintenance works are executed by assigned departments. ISO certification of

hospital ensures equipment logistics is as per SOPs. Annual and Comprehensive Maintenance Contracts of equipment ensure minimal down-time, and enhanced reliability. A dedicated Biomedical Engineer oversees all medical and supportive equipment. NABH Accreditation mandates existence and deliberate adherence to SOPs with 3-monthly audits being done. Assigned persons to classrooms and laboratories ensures that all furniture, IT&C aids, and usage of electricity is optimized. Sports Director for all sports facilities and equipment ensures their maintenance. Distinct, well-staffed IT Department ensures that all computers are upgraded regularly, anti-virus, firewall and security measures are ensured, and licensed software is used, monitored through IT Audit. Training of all employees in use of computers and the applications adds to proper use. Good Laboratory Practices SOPs are in place, as are guidelines for the Simulation Laboratory, Animal House and Cadaveric Bioskill Lab.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	https://dypatilunikop.org/agar2020-21/4/4-5/4-5-2/4-5-2-1-Minutes-of-the-Meetings.pdf
Log book or other records regarding maintenance works	https://dypatilunikop.org/agar2020-21/4/4-5/4-5-2/4-5-2-2-Maintenance-Log-Book.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/4/4-5/4-5-2/4-5-2-3-Any-Other-Relevant-Information.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	View File
List of students for the year who received scholarships/ freeships /fee-waivers	View File
Any other relevant information	View File

5.1.2 - Institution implements a variety of capability enhancement and other skills development schemes
Soft skills 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 Above

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	View File
List of capability enhancement and skill development schemes (Data Template)	View File
Link to Institutional website	https://dypatilunikop.org/capability-enhancement/
Any other relevant information	View File

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

5.1.3.1 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

1500

File Description	Documents
Copy of circular/brochure of such programs	View File
List of students attending each of these schemes signed by competent authority	View File
Program/scheme mentioned in the metric	View File
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell

D. Y. Patil Education Society (Institution Deemed to be University), Kolhapur has established an office for International Affairs in the university as per emphasis in NEP 2020. This office will be responsible for undertaking various activities such as:

1. To coordinate all matters relating to welcoming and supporting foreign students
2. To disseminate information related to admission process among prospective foreign students
3. To engage in promotional activities and brand building campaigns abroad
4. Single point contact for carrying out all collaborative activities with foreign institutions
5. Act as a liaison body between the foreign students and the sponsoring agency
6. To facilitate the addressal of grievances of foreign students
7. Single point contact for registration with FRRO/e-FRRO
8. To facilitate networking with fellow students

9. To extend all possible help to the foreign students to adapt to the new cultural environment and make their stay in India comfortable and enriching

The booklet is available to provide the basic information to the international students about the University. We encourage the students to access further details from suggested websites below:

1. <https://www.maharashtra.gov.in/1125/Home>

2. <https://www.dypatilunikop.org/>

File Description	Documents
International students' cell	https://dypatilunikop.org/agar2020-21/5/5-1/5-1-4/5-1-4-1-International-Student-Cell.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/5/5-1/5-1-4/5-1-4-Any-other-relevance.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
The Institution has a transparent m	View File
Circular/web-link/ committee report justifying the objectives of the metric	https://dypatilunikop.org/agar2020-21/5/5-1/5-1-5/5-1-5-2-commttee-report.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 (eg:

NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) during the preceding academic year

92

File Description	Documents
Number of students qualifying in state/ nation	View File
Pass Certificates in the examination	View File
Any other relevant information	View File

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

290

File Description	Documents
Self-attested list of students placed / self-employed	View File
Details of student placement / self-employment during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education

5.2.3.1 - Number of outgoing students progressing to higher education

76

File Description	Documents
List of students who have progressed to Higher education preceding academic year	View File
Supporting data for students/alumni	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/ cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the year

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

14

File Description	Documents
e-copies of award letters and certificates	View File
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	View File
Any other relevant information	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

Our university has Medical Students Council, Student Nursing Association and Student Bioethics wing. Student Council General Secretary, Cultural secretary, Sports secretary, Class Representatives are the members.

Objectives: -Enhance cordial relations between students, parents and staff.

- Promote healthy relationship amongst students.

- Represent students' views to the institution.

Functions: - Encourage the students in organizing various activities.

- Celebrate National days and participate in various extension activities in co-ordination with NSS. Under the faculty guidance student Councils conduct various activities for student welfare such as welcome of newcomers, annual art and cultural programs, sports meet, farewell to outgoing students. It builds unity and peer support amongst all students.
- Participate in Community welfare activities like Swachh Bharat Abhiyan, Unnat Bharat Abhiyan, Blood donation drives, Disaster response, Covid awareness programmes.

Student Bioethics wing participates in organization of various programs related to Bioethics.

Student Nursing Association participates in celebration of Days like Midwives , International Nurses Day, Covid awareness programs, they volunteer in mask distribution, covid vaccination programme.

Students represent in university committees like ICC, Anti-Ragging committee, Gender sensitization and Woman Development cell, IQAC including in decision making. It helps students to groom themselves and its helpful to institution and society as well.

File Description	Documents
Student Council activities during the year	https://dypatilunikop.org/agar2020-21/5/5-3/5-3-2/5-3-2-1-Web-link-for-reports-of-student-council-activities.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/5/5-3/5-3-2/5-3-2-2-link-to-Any-other.pdf

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

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

File Description	Documents
Report of the events/along with photographs appropriately dated and captioned	View File
Copy of circular/brochure indicating such kind of activities Information as per Data template	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

Alumni Association of DYPES , Kolhapur (Deemed to be University) is registered with the Charity Commissioner of Kolhapur on 31/12/2009, Registration number is MAHA26500Kop. Website helps to enable working and interaction between alumni - <http://alumni.dypatilunikop.org/>. It's worthy to overall progression in academic, research and patient care.

Objectives: -Foster the culture of participative management involving of all alumni ofDYPES, Kolhapur.

-Help in progress of institute through active participation of alumni in variousprograms and feedback.

2994 alumni spread globally, working in different in health care and research sector are registered. They are our ambassadors and university is proud of their achievements.

Activities:

Contribution till today- INR 1339168. The association conducts two meetings yearly. In 2020 -contribution to alma mater in the form of donation of books, PhacoMarkers to the departments. Alumni association has supplementary role in Student placement by offering services at their hospital and in student exchange by allowing the students to undergo training at their hospitals for recent advances in medical field. They utilize university facilities like cadaveric bioskill laboratory for self-upgradation. Alumni guide students on career opportunities and competitive exams through guest lectures and webinars. They have worthy contribution to curriculum enrichment by providing their valuable feedback.

File Description	Documents
Details of Alumni Association activities for the year	View File
Frequency of meetings of Alumni Association with minutes	View File
Quantum of financial contribution for the year	View File
Audited statement of accounts of the Alumni Association for the year	View File

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

File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View File
List of Alumni contributions made during the year	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

The vision and mission statements of DYPES are clearly defined and translated into its academic and administrative activities.

DYPES is governed by the UGC (Institution Deemed to be University) Regulations 2019 and rules made thereunder. Administrative and

financial decisions are taken by the Finance Committee and the Board of Management. Academic decisions are taken by the Board of Studies and the Academic Council. Planning and Monitoring Board is responsible for preparation of long-term and short-term perspective plans. The constitution, composition, and number of meetings is as per various authorities and bodies of DYPES, as per the various provisions of the Regulations 2019. The decisions taken by authorities and bodies are implemented by the Vice-Chancellor and other administrative functionaries down the line.

The DYPES has a vibrant IQAC. The composition of the IQAC is as per the NAAC guidelines and is headed by the Director. Each department in the constituent units has a NAAC coordinator who is responsible for maintaining and collecting the data for forwarding to the IQAC.

DYPES has automated the work of Exam, & Finance Divisions, enhanced the Hospital Information Management System and Library. Use of technology for newer pedagogies, routine administration, and feedback processes are implemented.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://dypatilunikop.org/aqar2020-21/6/6-1/6-1-1/6-1-1-1-Vision-and-Mission.pdf
Report of achievements which led to Institutional excellence	https://dypatilunikop.org/aqar2020-21/6/6-1/6-1-1/6-1-1-2-Report-of-Achievements-which-led-to-Institutional-excellence.pdf
Any other relevant information	View File

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.

Case Study:

Hospital management decentralized decision making strengthened by multiple accountability levels to facilitate healthcare delivery during the pandemic and improve response efficiency. The Clinical Areas, Sample Collection, Training, Quarantine ward, Supplies, Dietetics, Personal Protection, Resident Roster and Biowaste management were each managed by specific department/s with assigned multidisciplinary staff. Personnel were responsible to ensure social distancing, mask-wearing and to streamline walk-in patients, and their segregation. Interdisciplinary Training sessions yielded improved outcomes. Each In-charge of the sections participated in

the daily meeting to address any emerging concerns, they reported to the Medical Superintendent and through MS to the Dean. Decisions on additional equipment, materials accommodated section input. An informative WhatsApp group for new and changing guidelines and one for ICU patient status, fit-to-shift and bed status invited participation, with equal weightage given. Customized Hospital website, and telemedicine used for follow-up, shared workload and improved efficiency.

Additional Employees with leadership quality, innovativeness and high work-ethic have been identified for leadership roles. Cooperation, collaboration between departments and with District and Corporation officers enhanced. Recognition and respect from NGOs resulted in significant donations from Rotary Sunrise through International Grant enhancing infrastructure. Disaster management systems are in place with experienced personnel available.

File Description	Documents
Information / documents in support of the case study	https://dypatilunikop.org/agar2020-21/6/6-1/6-1-2/6-1-2-1-Decentralization-and-Participative-Management.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/6/6-1/6-1-2/6-1-2-2-Any-other-relevant-information.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Strategic Plan was prepared in 2018 by an 8-member committee appointed by the Hon'ble Vice-Chancellor and approved by the IQAC. Deliberations over 3 months resulted in the draft document which was then placed before the Board of Management on 19th March 2018 and approved with minor changes. The terms of reference given to the Committee included special attention to the areas of Academics, Infrastructure, Research and Services within the ambit of the University Vision and Mission statements. Due consideration to be given to the recommendations made by the UGC in November 2017 visit was also informed to the Committee. The plan was formatted in three 5-year periods starting from academic year 2018-2019.

Implementation of the various aspects of the Strategic plan is done through various committees, statutory and non-statutory bodies and

departments following due processes as per regulations. Discussions at suitable platforms like the Academic Council, Board of Studies, Board of Management, IQAC, etc are undertaken to ensure efficient deployment. Monitoring and assessment of the activities are done at multiple levels and through various mechanisms which include IQAC, statutory authorities, stakeholder feedback systems, HOD presentations, AAA, AQuA-X., and IT, Green, Energy, Environment, Gender, and financial audits.

File Description	Documents
Strategic Plan document	View File
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	View File
Any other relevant information	View File

6.2.2 - Effectiveness and efficiency of functioning of the Institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

DYPES has well defined policies that provide direction and guidance on essential aspects of university functioning such as Quality Policy, Anti-ragging policy, Gender Policy, Health Policy, Ethics Policy, Hospital Quality Assurance Policy, Research Policy (IPR), Appraisal Policy, IT Policy, Research Incentive policy, Plagiarism Policy, Consultancy policy. Manuals adopted include the Hospital Infection Control Guidelines, Examination Manual, and the NAAC Manual provide specific structure to the efforts as do recommendations of UGC and NAAC.

The organizational structure of DYPES is based on the University Grants Commission (Institution Deemed to be Universities) Regulations, 2019. DYPES follows the flat hierarchical system of governance with appointments made as per the prescribed norms and processes. Appointment and service rules are regularly upgraded as per existing regulations and are scrupulously followed in all matters. The revision of the UGC Regulations 2019 have been incorporated in the document.

Accountability and decentralization permit judicious authority shared amongst the various committees and bodies both statutory and non-statutory. Regular and proper conduct of meetings, participation by all members and circulation of minutes of meetings as well as agenda in good time are ensured. Feedback of stakeholders contributes to both policy matters as well as steps taken to ensure

policy deliverables.

File Description	Documents
Annual Report of the preceding academic year	https://dypatilunikop.org/agar2020-21/6/6-2/6-2-2/6-2-2-1-Annual-Report.pdf
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://dypatilunikop.org/agar2020-21/6/6-2/6-2-2/6-2-2-2-Minutes-of-Meetings-of-various-Bodies-and-Committees.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/6/6-2/6-2-2/6-2-2-3-Any-Other-Relevant-Information.pdf

6.2.3 - The University has implemented e-governance in the following areas of operation
Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	View File
e-Governance related document	View File
Screen shots of user interfaces	View File
Any other relevant information	View File

6.3 - Faculty and Staff Empowerment Strategies

6.3.1 - The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.

DYPES provided COVID insurance, concessional treatment for COVID 19 and free of charge IPD diet for all teaching & non-teaching staff. Free transport, PPE kits, Masks, gloves and food to doctors, nurses and residents was provided. Customized duty rosters to protect health of COVID duty-staff. Financial incentive to all for commitment during pandemic and recognition to female workers as COVID Warrior on Women's Day. On demise of a staff, the bereaved

family received financial support.

Intramural research funding, publications and IPR incentives, fee concession for Fellowship and Ph.D and capped reimbursement of conference registration and travel for presenting posters/papers are provided to faculty.

Awards to Best Teaching and Non-teaching employees, promotions using principles of Career Advancement Scheme, complete training for changes like online teaching, JUNO (LMS) upgrades and blazers to officers, teaching staff and student council and uniforms for non-teaching staff are given.

Free of charge health check-up and quarantine facilities for new PG students during peak lockdown and fee concessions for affected students were offered. Counselling by professional Counsellor and University Moral Guidance Scheme was shifted to online mode. Online teaching ensured syllabus completion. Student felicitation for academic performance was done. Language classes were conducted in Marathi and English.

File Description	Documents
Policy document on welfare measures	https://dypatilunikop.org/agar2020-21/6/6-3/6-3-1/6-3-1-1-Policy-document-on-Welfare-Measures.pdf
List of beneficiaries of welfare measures	https://dypatilunikop.org/agar2020-21/6/6-3/6-3-1/6-3-1-2-List-Of-Beneficiaries-Of-Welfare-Measures.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/6/6-3/6-3-1/6-3-1-3-Any-Other-Relevant-Information.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

52

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
List of teachers provided membership fee for professional bodies during the year	View File
Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	View File
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	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.,)

54

File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	View File
The lists of participants who attended the above programmes during the year (Data template)	View File
Detailed program report for each program	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View File
Reports of Academic Staff College or similar centres. 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 who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

149

File Description	Documents
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
E-copies of the certificates of the programs attended by teacher Any other relevant information	View File

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

An appraisal system in academic institutions ensures maintenance of desired standards, provides direction to recognition and awards, aids selection for responsibilities, promotions and helps meet mentoring, counselling and training needs of employees. DYPES believes in the use of such an appraisal system to optimize the potential and efficiency of each employee and ensure performance-based response.

DYPES follows a tiered appraisal system with employee self-appraisal, followed by observations of the Reporting Officer and then the comments of the Reviewing Officer in sequential positions of seniority and authority in the hierarchy.

For teaching faculty, the assessment is based on specific metrics identified in major areas of Academics, Administration and Research on a five-point scale. Self-marking by faculty can be agreed or disagreed on, by the Reporting Officer and subsequently by the Reviewing Officer. Non-teaching staff are evaluated on a five-point scale with reference to their conduct, grooming, capability, and work ethic. The system is in manual form and shift to optional online format is under preparation.

DYPES follows a policy of recognition, reward, retraining, remonstrations and penalty based on the final report with facility for grievance reporting through the Registrar's office. One-on-one counselling, mentoring and guidance are also part of the process.

File Description	Documents
Performance Appraisal policy of the Institution	View File
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

DYPES funds are generated from student's fees, interest on corpus fund, development fund, research grants from government agencies and

income from hospital receipts. DYPES is self-financing in nature. Funds generated are mainly used for maintenance and development.

Financial Estimates for each financial year are undertaken in context of academic activities, Research & Development and the Perspective Plan, placed before the Finance Committee and approved by Board of Management.

Optimal fund utilization is ensured through,

1. Budgeting for day-to-day operational and administrative expenses.
2. Adequate funding for maintenance and development of current infrastructure and add to existing infrastructure.
3. Enhancement of library facilities, digitization of Library & Campus, online resource acquisition i.e. online journal & subscriptions, purchase of Library Books.
4. Effective academic practices that include training programs, workshops, orientation programs, refresher courses.
5. Student-centric activities like granting of freeships, fellowships, instituting awards, incentives, and conducting sports/cultural activities is also envisaged.
6. Strengthening of Center for Interdisciplinary Research, organizing academic programs, research fellowships to Ph.D. students, promoting publications and IPR, procuring research equipment and supporting memberships and conference attendance.

The main principle of resource mobilization and optimal utilization of resources is to enhance benchmarking of DYPES in accordance with accepted quality standards and holistic student development.

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://dypatilunikop.org/agar2020-21/6/6-4/6-4-1/6-4-1-1-Resource-mobilization-policy-document-duly-approved-by-BoM.pdf
Procedures followed for optimal resource utilization	https://dypatilunikop.org/agar2020-21/6/6-4/6-4-1/6-4-1-2-Procedures-followed-for-optimal-resource-utilization.pdf
Any other relevant information	<u>Nil</u>

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

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 the metric	View File
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.4.3 - Institution conducts internal and external financial audits regularly

Yes, the University has mechanism for an internal and external audit. The University has appointed full time Internal Auditor. The internal audit is conducted periodically within the University and report is submitted to the Finance Officer. The annual accounts and balance sheet prepared by Finance Officer are placed before the Finance Committee for recommendation to the Board of Management for approval.

External Auditor is appointed by the Board of Management to conducts the Statutory Audit and prepares income and expenditure and final balance sheet. Thereafter, on approval of the Board of Management, it is sent to UGC and Charity Commissioner.

File Description	Documents
Policy on internal and external audit mechanisms	https://dypatilunikop.org/agar2020-21/6/6-4/6-4-3/6-4-3-1-Policy-on-internal-and-external-audit-mechanisms.pdf
Financial Audit reports for the years	https://dypatilunikop.org/agar2020-21/6/6-4/6-4-3/6-4-3-2-Financial-Audit-Report.pdf
Any other relevant information	<u>Nil</u>

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

DYPES has a streamlined Internal Quality Assurance Mechanism that coordinates and monitors activities that impact institutional quality.

Structure: The IQAC constitution follows guidelines of NAAC and UGC, with External invited members and representation of Sponsoring Body, Management, Faculty, Students and invited guests. The Vice-Chancellor is Chairperson and Senior Faculty is Coordinator/Director.

Function: Four meetings each year ensures detailed discussion of agenda items and other matters. Resolutions affecting policy matters are referred to statutory authorities. Resolutions are place before and/or implemented through academic and administrative Heads, statutory and non-statutory bodies. Feedback reports are presented to the BOM.

IQAC strives to institutionalize the QA strategies and processes, through efforts broadly grouped as

1. Strategic or Organizational - concerning quality policy, objectives, management
2. Tactical or Functional - concerning facilities, training, operation of QA
3. Operational - concerning SOPS, worksheets, monitoring etc.

Strategic Level: Following have been facilitated and completed:

Functional Level: QA is guided, monitored and enhanced through collaboration with other bodies and committees, and reflected in their activities.

Operational Level: Activities and updating of documents and information gathering undertaken are:

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://dypatilunikop.org/agar2020-21/6/6-5/6-5-1/6-5-1-1-Structure-Mechanism-of-IQAC.pdf
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://dypatilunikop.org/agar2020-21/6/6-5/6-5-1/6-5-1-2-Report-on-Quality-sustenance-and-enhancement-initiatives-of-the-IQAC.pdf
Minutes of the IQAC meetings for the year	https://dypatilunikop.org/agar2020-21/6/6-5/6-5-1/6-5-1-3-Minutes-of-the-IQAC-meetings-for-the-year.pdf
Any other relevant information	<u>Nil</u>

6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

A. All of the Above

File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View File
Data template including documents/certificates relating to options 1 to 6 above	View File
Any other relevant information	View File

6.5.3 - Impact analysis of the various initiatives carried out and used for quality improvement during the year

IQAC aims to promote and institutionalize quality culture within the institution and in its' graduates to ensure establishment, sustenance and enhancement of the highest possible standards.

IQAC has taken the numerous initiatives at tactical, functional and operational level in pedagogical, curricular, research-related, administrative, environmental spheres with special emphasis on holistic student development and their sensitization.

To ensure monitoring and impact analysis of all projects, care is taken at time of planning to weigh options and the purpose of the initiative is clearly defined. Execution of the initiative is jointly planned with operational requirements being detailed and catered for. The process of information gathering in form of event/initiative report, feedback, pictures are decided. Major quality initiatives are listed in Table1.

Information submitted to IQAC is criticality assessed. Inadequacy of data, if present, is addressed with the respective departments or stakeholders. Data is then converted into desired formats for analysis.

Outcomes could be assessed both objectively through feedbacks, scoring or rating scales, if used as well as subjectively though the comments, opinions revealed in feedbacks or during the audience feedback sessions. The impact of these outcomes over time are made through observations, assessments, feedbacks etc.

Summary of performance is listed in Table2.

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://dypatilunikop.org/agar2020-21/6/6-5/6-5-3/6-5-3-1-Relevant-documents-or-informatios-on-the-process-and-result.pdf
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the institution for the promotion of gender equity during the year

DYPES is committed to creating a favorable environment on campus, which harmonizes our values of gender equity, equality, and sensitization, through governance, curricular, co-curricular, and extracurricular activities.

Gender equity in governance is reflected in admission processes (M:F ratio of new admissions 1.1), recruitment, promotion and leadership positions (68 senior appointments held by women) which give equal opportunity to all irrespective of gender. The adoption of the Vishaka Document promoted by the ICC (contact information boards displayed) and dissemination of Shakti Criminal Law by Department of FMT provide appropriate background. Representation on various bodies and committees are based entirely on merit, but at the same time ensure persons from both genders.

Safeguards beneficial to campus stakeholders ensure protection of all vulnerable populations. Security measures include 24x7 security, CCTV coverage of common areas and a gated campus.

Education is key in promoting and ensuring gender equity. Deliberate inclusion of gender-related matters across the curriculum (attached upload Cr 2.2.1) ensures introduction, reinforcement, and critical analysis for and by the students. Stakeholder access to MCH and Reproductive health, sensitization to alternate genders, student participation in targeted extension activities, mentoring, and guest lectures all create the gender equity ecosystem on campus.

File Description	Documents
Annual gender sensitization action plan	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-1/7-1-1-1-Weblink-Action-Plan-of-the-Women-Development-Centre-and-Gender-Sensitization-Cell-for-the-Academic-Year-2020.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-1/7-1-1-2-Weblink-Specific-facilities-provided-for-women.pdf

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

B. Any 4 of the Above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File
Data template in prescribed format	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

DYPES is committed to responsible, safe disposal of all campus generated waste. Proper segregation at source, disposal and conversion to non-toxic, reusable products are key. Disposal of waste by government approved, registered waste contractors is done, as per guidelines of Maharashtra Pollution Control Board (MPCB).

Noise Pollution monitoring is a newer initiative by DYPES.

Solid waste managed as per Solid Waste Management Rules, 2016, is segregated into biodegradable and non-biodegradable waste. Biodegradable waste is recycled in the Compost pit to manure; kitchen waste to biogas plant. Kolhapur Municipal Corporation collects non-biodegradable waste.

Liquid waste generated in the Sewage Treatment Plants (3L litres) is

treated in the Effluent Treatment Plant (25K litre capacity) and reused for gardening and sanitary purposes.

Hospital is registered with Kolhapur Waste Management Ltd (Registration No: BMW/55/R-II; 12/09/2020 to 12/09/2021) for disposal of BMW in accordance with Bio-medical Waste Management Rules, 2016 and MPCB standards.

E waste, managed as per E-Waste Management Rules, 2016, is handled by Mahalaxmi e Recycler Pvt. Limited (MOU dated 27/02/2020 for 5 years) following internal segregation with IT department confirming disposal.

SOPs for handling of hazardous chemicals from laboratories not amenable to reuse or recycling are present. No radioactive waste is produced.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-3/7-1-3-1-Relavant-documents-2.pdf
Geotagged photographs of the facilities	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-3/7-1-3-2-Geo-Tagg-Photos-2.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-3/7-1-3-3-Any-other-Releveant-information-4.pdf

7.1.4 - Water conservation facilities available in the Institution Rainwater harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus **A. Any 4 or All of the above**

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include: **A. All of the Above**

**Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways
Ban on the use of Plastics Landscaping with trees and plants**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant documents	View File
Data template in prescribed format	View File

7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives

A. All of the Above

File Description	Documents
Audit reports of the institution related to the metric Data template	View File
Any other relevant information	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 Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 4 of the Above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant information	View File
Data Template	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).

Health is a lifelong quest. We believe that, diversities are both a challenge, & an opportunity in the process of seamless healthcare delivery.

Diversities as an opportunity:

We get an annual intake of more than 400 students, & provide service to more than --patients every year. Our fortuitous geographical placement avails us a rich blend of diverse languages, cultures and ethnicities, in our patients and students The University creates a harmonious environment for all stakeholders.

Diversities as a challenge :

Availability of facilitators in 10 different languages makes our services and programs more accessible and inclusive. Our welfare departments facilitate governmental and our own welfare schemes. We believe that educational and economic diversities can affect attitudes, and therefore acceptance of health initiatives. To remedy this, our community outreach activities such as outreach camps, health visits, distribution of equipment helps us to bridge the gap between health needs and healthcare delivery. Our Awareness & Media team run awareness drives such as skits, role-plays that appeal to everyone. Our specialty departments help solve concerns of vulnerable groups by creating tailor made service for them. We commit to make our students and faculty aware of these issues and train them to deal with them.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-8/7-1-8-1-Weblink-Supporting-Documents.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-8/7-1-8-Weblink-Any-other-relavant-documents.pdf

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

India is united by its constitution. We respect the constitutional rights, responsibilities and obligations of every Indian, and ensure that our practices reflect that. We are committed to protect constitutional and human rights of our students, patients & faculty members. These rights facilitate a sense of security and freedom. We ensure this by building a workplace that is safe, secure, joyful, promoting inter-disciplinary collaborations and bonding. Our efforts to fight the COVID-19 pandemic, where everyone contributed wholeheartedly stands a testament to this. Our curricular and extracurricular programs uphold our national values.

Values:-

1. Celebrating days such as, Rashtriya Ekta Divas (National Unity Day), Chatrapati Shivaji Mahararaj Jayanti.
2. Pledges and Oaths like Cadaveric Oath, Hippocratic Oath.
3. Lectures are organized on positive attitude towards life and health.

Duties:-

1. Training for Undergraduate students about disposal of unused expired drugs.
3. Lectures on professionalism and entrepreneurship.
5. Lecture on Significance of working in health care team
6. Sessions on team work and relationships.

7. Displayed Constitution of India for all students and faculty to refer to.

Rights:-

1. Lecture on rights of patients and doctors.
2. Sessions on ethics and autonomy.
4. UMANG webinar series
5. Lecture on Citizenship for students

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-9/7-1-9-1-Details-of-activities-that-inculcate-values.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-9/7-1-9-2-Any-other-relavent-information.pdf

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

File Description	Documents
Weblink of the code of conduct	https://dypatilunikop.org/institution-values/code-of-conduct/
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs organized during the year	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Learning is not limited to classrooms and laboratories. A joyful campus for students and healthy work environment for faculty members creates an optimal learning sphere.

We at the university take every opportunity to make our patients aware about health and illnesses. These programmes are organised on the days commemorating a specific health related practice (e.g. hand washing), or an illness (Alzheimer's Week). It brings the topic into the foreground & creates a buzz about it. We customise our mass awareness programs to the needs of the community in focus.

These programs sometimes, are didactic, but most of the times are flavoured with a bit of theatrics, which helps us connect to the audience. These programs also allow our students to hone their skills of public speaking, and self-confidence.

The university also believes in encouraging and celebrating the efforts and the achievements of our faculty and human resources to boost their morale, raise productivity, loyalty and commitment.

University organises various programs for students to engage with, and even work with eminent experts from different fields.

We are happy with the progress we have made in this direction so far, and are committed to achieving more in years to come.

File Description	Documents
Annual report of the celebrations and commemorative events for the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution during the year as per NAAC format provided in the Manual

Our both best practices are centered around the two disasters that struck Kolhapur in last 2 years, namely mega-floods and the COVID-19 pandemic. These disasters created the need for doctors to get trained in handling emergent health conditions and situations. These disasters also posed challenges in travel, companionship and socialization, which imposed severe limitations in traditional teaching-learning across campus. The COVID-19 pandemic also brought the town to a standstill and lead to a state of fear, where the community was worried about their own and loved ones' health and welfare.

Our best practices, such as virtual teaching ecosystem, and, multidisciplinary COVID-19 care centre were our efforts to address all aforementioned concerns. We have embraced the new teaching learning methods to use state of the art technology and infrastructure so that our students always have access to their teachers, administrators and do not miss out on quality education due to any disaster or limitations. Our inter-disciplinary approach to the COVID-19 pandemic demonstrated our strength as a team in the time of crisis, and, our commitment to the community we serve.

File Description	Documents
Best practices in the Institutional web site	https://dypatilunikop.org/best-practices-2020-2021/
Any other relevant information	https://dypatilunikop.org/aqar2020-21/7/7-2/7-2-1/7-2-1-2-Any-Other.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

Experiential Intensive Digital Teaching Learning Methods :

DYPES Mission statement to use technology to provide a global standard of higher education materialized with JUNO Campus (GEMS) Learning Management System in 2017. Faculty training, and support in technology use optimized delivery of learning.

1. Simulation Skills Centre occupies 10,000 sq ft area with six computers, ten TV monitors, two debriefing rooms, five segments: Skills Training, Anatomage, Ultrasound (Vimedix, Blue phantom), Surgical Simulation (EndoVR, LaproVR) and Patient simulation with three high fidelity simulators (Apollo, Lucina, and Luna). Total 139 workshops had 1100 beneficiaries.
2. Microsoft Teams facilitated academic interactions (theory and practical), assessments, mentoring, video sharing, creation of 14 e-modules consisting of 115 interdisciplinary lectures.
3. Microsoft 365 training highlighted storage, convenience of work, collaboration.
4. Zoom Platform -facilitated academics, administrative, hospital operations, audits.
5. Biometric Face recognition precluded physical contact
6. Teaching Aids - Smart Boards, LCS, 2-way OT AV Relay, Visualizer
7. LMS: timetables, notices, leave application, indenting, attendance, lectures are routinely done.
8. 3D Cyber Anatomy- facilitated student revision
9. WiFi Campus - 1 GBPS line (BSNL), router spread, and back-up Airtel subscription with Firewall and data protection
10. Digital Libraries, Wi-Fi/LAN access in workplaces, discipline-specific databases, availability of e-resources

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Graduates must fulfil needs of industry, employers, society, and nation for which curriculum upgradation translating to delivery is essential. This is guided by Vision and Mission, respects global trends, national needs, contributions of experts in statutory bodies, authorities, industry, academicians, researchers, students, community workers and feedback from all stakeholders. D Y Patil Education Society Deemed University (referred to as DYPES hereafter) has adopted OBE, CBME, CBCS, Electives, industry training, internships, Community postings, Research at UG to doctoral level.

Niche curricula focusing on thrust areas and innovation like Medical Physics, Stem Cell & Regenerative Medicine, Medical Biotechnology stand alongside those responding to national needs like Medicine, Nursing and Allied Health Professions. Short term training for immediate employability (Certificate courses), Skill India Mission initiatives and government-deputed Community Health Officers training respond to regional educational and economic realities.

Curricular design, development and revisions reflect changes in demography, health priorities, emerging diseases, disease trends, environmental impacts, technological advances, epidemiological determinants, and preventive measures. Board of Studies deliberations involve experts, include regulatory body recommendations, and are adopted after Academic Council approval. PO, PSO and CO are displayed on the website. Clear, directed mention of CO facilitates outlining of learning outcomes and appropriate teaching methodology.

File Description	Documents
Curricula implemented by the University	https://dypatilunikop.org/agar2020-21/1/1-1/1-1-1/1-1-1-1-1-1-Curricula-implemented-by-the-University.pdf
Outcome analysis of POs, COs	https://dypatilunikop.org/agar2020-21/1/1-1/1-1-1-1/1-1-1-1-1-2-Outcome-analysis-of-POs-COs.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/1/1-1/1-1-1-1/1-1-1-1-1-3-POCO-Maping-All-programs.pdf

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

26

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Details of the revised Curricula/Syllabi of the programmes during the year	View File
Institutional data in prescribed format (Data Template)	View File
Syllabus prior and post revision of the courses	View File
Any other relevant information	View File

1.1.3 - Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions / Industries during the year

Modern education must enable economic independence of the graduate. Employability of graduates in professional programs is secure due to the available options of employment, self-employment, or entrepreneurial opportunities. The curriculum of MBBS, BSc Nursing, B.P.Th, MD, MS, MSc Nursing are replete with training in soft skills, medicolegal and legal content, human resource management, ethics, pharmacovigilance, regulatory matters. Entrepreneurship Cell organizes talks by external

experts on setting up own enterprises. Alumni support to students has been extended. Provision of Logbooks, journals, hospital internship, industry internship, community posting are inbuilt in the curricula of all programs and most courses. The mentoring scheme, remedial classes, supplementary exams, continuous internal assessment, revision classes and transparent & fair examination system all combine to ensuring competency of graduates. Establishment of Simulation & Skill Centre with a Communications Skills Lab ensures skill development of students in basic clinical procedures, life-saving procedures, indoor invasive procedures, endoscopy, laparoscopy and point of care ultrasound. Judicious use of practical credit hours, involvement of students in faculty research, collaboration with industry for training and inclusion of industry experts in Board of Studies ensures skill development in non-health sciences courses.

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	View File
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	View File
Any other relevant documents	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year)

1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system

24

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
University letter stating implementation of CBCS by the Institution	View File
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View File
Any other relevant information	View File

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year

6

File Description	Documents
List of the new Programmes introduced during the year	View File
Minutes of relevant Academic Council/BoS meetings for the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year

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

380

File Description	Documents
List of Interdisciplinary courses under the programmes offered by the University 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	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Holistic student development includes knowledge and understanding of ethical, social, legal, and global issues that impact healthcare practice and delivery. They represent the difference between a competent professional and a humane aware professional capable of respectful service and lifelong professional dedication. They facilitate lifelong learning of continuously evolving parameters. Recognizing and respecting gender differences, awareness of social, psychological, and legal developments within the LGBTQIA2S+ community, respecting basic unalienable human rights and learning to value professional ethics and sustain personal ethics above all are vital for graduates to effectuate their inherent competence and proficiency. Sustainable Development Goals 2021 is the responsibility of every citizen as India has pledged to adhere to them, for betterment of humanity. Environmental activities, focus on socioeconomic health determinants and evolving interpretations and dimensions of right to health are matters that healthcare professionals are specially placed to serve. As community leaders, they must recognize emerging demographic changes to be able to address and accommodate them in daily practice. Inculcation of values, ethic and behavior, will enable graduates to uphold professional principles and codes, even as they contribute to societal and national development and growth.

The above are integrated in the curricula and challenging to quantify as such.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://dypatilunikop.org//agar2020-21/1/1-3/1-3-1/1-3-1-1-List-of-Programmmes.pdf
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	https://dypatilunikop.org/description-of-the-courses/
Any other relevant information	View File

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

File Description	Documents
Brochure or any other document related to the value-added course/s	View File
List of value-added courses (Data Template -5)	View File
Any other relevant information	View File

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year

1609

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	View File
Any other relevant information	View File

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

Industry readiness or Practice readiness are important outcomes

of any educational program. The university mission to provide trained manpower to the nation mandates that every graduate has a comprehensive understanding of the different roles, duties and responsibilities of the profession. It is also important that each graduate can perform these in a competent, safe and efficient manner. This ability is learnt and assessed through multiple sessions of experiential learning and place-based learning. Visits to educational institutions, research labs, industry and historical places provide observational and demonstrative opportunities for learning with first-hand experience of values, methods, systems and possibilities. Field trips, community postings and industry or hospital internships are all framed to provide both experiential learning and structured logbooks or journal records permit fair and transparent assessment. These motivate students to self-volunteer for activities in their neighborhood too. Research projects are a part of the undergraduate curriculum as well as postgraduate and doctoral programs. Research methodology workshops for students, ongoing faculty training, support of Research Guidance Cell combined with encouragement and motivation from the system have seen students gain awards, ICMR STS projects, copyrights and overseas SERB-DST fellowships.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	https://dypatilunikop.org/aqar2020-21/1/1-3/1-3-4/1-3-4-1-List-of-Programmes-and-number-of-students-undertaking-field-visits.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/1/1-3/1-3-4/1-3-4-2-Any-other-relevant-information.pdf

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above
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File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View File
URL for feedback report	https://dypatilunikop.org/aqar2020-21/1/1-4/1-4-1/1-4-1-2-Feedback-Reports.pdf
Sample filled-in Structured Feedback forms by the institution for each category	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.4.2 - Feedback process of the Institution may be classified as:

A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional

File Description	Documents
URL for stakeholder feedback report	https://dypatilunikop.org/aqar2020-21/1/1-4/1-4-1/1-4-1-2-Feedback-Reports.pdf
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	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

File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	View File
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell for the year	View File
Initial reservation of seats for admission	View File
Any other relevant information	View File

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

File Description	Documents
Institutional data in prescribed format (Data Template)	View File
Document relating to Sanction of intake	View File
Extract of No. of application received in each program	View File
The details certified by the Controller of Examination or Registrar evaluation 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

2.1.3 - Student enrollment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries

2.1.3.1 - Number of students from other states and countries during the year

154

File Description	Documents
List of students enrolled from other states and countries during the year	View File
E-copies of admission letters to the students enrolled from other States / Countries	View File
Copy of the domicile certificate/passport from respective states / countries	View File
Previous degree/ Matriculation / HSC certificate from other state or country	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 organises special programmes for advanced learners and slow performers. The Institution: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement

A. All of the Above

File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View File
Details of outcome measures	View File
Proforma created to identify slow performers/advanced learners	View File
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	View File
Any other relevant information	View File

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

2.2.2.1 - Total number of students enrolled in the specified year

1949

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 University (with Designation and Highest Qualification)	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Ground up diversity in teaching methodology has introduced, promoted, and facilitated student-centric teaching in the university. Experiential learning forms the core of training in medical, nursing and hospitality studies. Adoption of Competency-based Medical Education for MBBS and curricular incorporation of research projects for UG and PG programs are outcome-based. Change agents undertake participatory learning through problem-based learning, case-based learning, and place-based learning. Health camps, rural trainings, field visits, community postings,

ISR activities permit invisible structures teaching in real-world scenarios with relevant social dimension. Social media, Technological aids, AV resources and online platforms enhance learning. Clinical rounds and case discussions follow both a reductivism and constructivist approach that also promotes self-directed learning. Small group teaching in tutorials, demonstrations, clinics and laboratories facilitate interactive teaching, emphasis of evidence-based teaching and the humanities. Role modelling, curricular content, value-added courses, guest lectures and cocurricular activities provide character education and ethical training. Personalized education amidst the collective system is possible through the Remedial Classes and the Mentoring scheme. Hospital and Industry Internships provide allow for readiness testing as well as expeditionary learning. Posters, Essays, debates, role plays, skits, are teaching methodologies that enhance learning experiences, nurture motivation, offer variety and encourage individual talent and abilities.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	https://dypatilunikop.org/wp-content/uploads/2019/09/2-3-1-1-List-of-Student-centric-methods.pdf
Any other relevant information	View File

2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and Simulation-Based Learning The Institution:
1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	View File
List of training programmes conducted in the facilities during the year	View File
List of clinical skills training models	View File
Proof of Establishment of Clinical Skill Laboratories	View File
Proof of patient simulators for simulation-based training	View File
Report on training programmes in Clinical skill lab/simulator Centre	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

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

Educational technology and techniques have evolved with the rapidly advancing software and hardware in the IT industry. Innovative expressions and integrations of ICT in teaching learning facilitate learning, support teaching and assessment and provide an avenue to hold student attention and motivation in teaching spaces. The effortless and unrestricted availability of information through online e-resources makes mere impartation of facts both unnecessary. Teachers need to offer more. They need to be familiar with online resources, understand new obtainable technologies, train themselves in new tools and make their lesson plans accordingly. The university recognizes these realities and has equipped all learning spaces with LCDs and Projectors. Smart Boards, Visualizers, WiFi campus, LAN-connectivity, Microsoft Teams, Zoom, Simulation Centre, Learning Space Management, Digital libraries are commonly used tools by faculty. WhatsApp, Email, YouTube channels, Telegram are some social applications used for teaching-learning. Swayam, NPTEL, Coursera, Udemy, WHO are some faculty-favored distance-learning platforms. Swayam courses are included in curricula. Online teaching since April

2020 has motivated teachers to use software like Poll Everywhere, SurveyMonkey, Google Forms, etc. Since 2017 all phases of the ERP have been installed and are used in a phased manner by teachers.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	https://dypatilunikop.org/wp-content/uploads/2019/10/2-details-of-ict-enabled-tools-4-July-22.pdf
List of teachers using ICT-tools	https://dypatilunikop.org/wp-content/uploads/2019/09/2-List-of-full-Time-Teachers-Using-ICT-Tools.pdf
Any other relevant information	https://dypatilunikop.org/wp-content/uploads/2019/09/3-ict-tools-details.pdf

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
190	1949

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	View File
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	View File
Copy of circular pertaining to the details of mentor and their allotted mentees	View File
Approved Mentor list as announced by the HEI	View File
Log Book of mentors	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4 - Teacher Profile and Quality

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

190

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	View File
Position sanction letters by competent authority	View File
Appointment letters of faculty during the year	View File
Institutional data in prescribed format (Data Template)	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 (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 data to be entered

29

File Description	Documents
List 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

190

File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	View File
Experience certificate of fulltime teacher	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year

190

File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	View File
Reports of the e-training programmes	View File
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	https://dypatilunikop.org/naac-2-4-4/
List of e-contents / e courses / video lectures / demonstrations developed	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	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

62

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

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the year

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year

10

File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	View File
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

0

File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View File
Minutes of the grievance cell / relevant body	View File
List of complaints / grievances during the year	View File
List of students who appeared in the exams during the year (Data template)	View File
Any other relevant information	View File

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.

1. Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	https://dypatilunikop.org/exam-announcements/examinations/
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

The assessment and evaluation are important curricular aspect that represents the validation of training and learning attributes achieved by the student. The University has introduced multiple reforms. Training of faculty in newer methods of evaluation and assessment, the introduction of newer technology & providing learning resources in the field have remained important co-measures.

Some of the evaluation reforms undertaken are:

- Extensive use of technology from admission to certification.
- Implementation of e-governance in areas of operations. Automation of examination work.
- Advance and meticulous planning and notice of examination details are communicated to students through the website, notice boards, WhatsApp, LMS, and departments.
- Transparent and strict invigilation.
- Moderation of question papers.
- CCTV surveillance of the examination hall.
- Answer booklets have security features.
- Coding and decoding of all answer books.
- Double assessment system is followed.
- Confidentiality in the conduct of examination is ensured through use of technology.
- Introduction of workplace-based assessment for PG students - Mini-CEX.
- The facility of verification and revaluation.
- Grievance redressal mechanisms.
- Timely declaration of results.
- The use of OSPE and OSCE for formative assessment has brought greater objectivity.

File Description	Documents
Details of examination reforms implemented during the year	https://dypatilunikop.org/aqar2020-21/2/2-5/2-5-4/2-5-4-Examinations-Reforms.pdf
Any other relevant information	View File

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):

A. Complete automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Snapshot of EMS used by the Institution	View File
Copies of the purchase order of the software/AMC of the software	View File
The present status of automation., Invoice of the software, & screenshots of software	View File
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

Graduate attributes are clearly defined in tune with the Vision, Mission and global trends and expectations from professionals and citizens. Learning outcomes framed within the Competency-based curriculum, outcome-based approach ensure that Course Outcomes and Program Outcomes are achieved in a documented, reliable manner and provide the direction, methodology and scope of the teaching learning sessions and assessment process. The Graduate Attributes, POs, COs of all Programs is displayed in the departments for information of stakeholders. and on the website and in the Brochure.

Mapping of the Question paper depicts which Course Outcomes have been assessed. This ensures that assessment done is for the learning outcomes covered and the desired outcomes in terms of CO aimed for. Outcome analysis of the student assessment results for CO, based on POCO mapping is done, thus ensuring that the PO which address the graduate attributes are assessed.

Outcome Analysis report is tabled before the IQAC, Academic Council, and the BOM. It is shared with the respective departments and faculty for attention, and consideration of recommendation of the statutory bodies. These allow for improvement in the teaching learning process as well as the standard and appropriateness of the assessment tools and techniques.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://dypatilunikop.org/aqar2020-21/2/2-6/2-6-1/2-6-1-1-Relevant-documents-pertaining-to-learning-outcomes-and-graduate-attributes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://dypatilunikop.org/aqar2020-21/1/1-1/1-1-1-1/1-1-1-3-POCO-Maping-All-programs.pdf
Any other relevant information	View File

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

535

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	View File
Institutional data in prescribed format (Data Template)	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://dypatilunikop.org/aqar2020-21/2/2-6/2-6-2/2-6-2-3-the-annual-report-of-examination-results.pdf
Any other relevant information	View File

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

File Description	Documents
Any other relevant information	View File
Database of all currently enrolled students (Data Template)	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website

DYPES is committed to promoting research in pertinent sectors through proper governance to ensure confidence in the scientific outcomes by aligning with high scientific, and ethical standards, transparent decision-making processes, clear responsibility allocation and robust monitoring.

The Research Promotion Policy provides a framework to all research under the Comprehensive Research Promotion Program, supported by the Research Incentive Policy, the guidelines for university funded (seed-money) projects, Guidelines for Excellence in Research Awards, the IPR Policy and Plagiarism Policy. The research outlay as planned in the budget addresses needs of equipment, consumables, incentives, stipend, travel, conference registration, as also organization of academic and training programs for stakeholders. All transactions are done through NEFT/RTGS wherever possible.

These policies and ensure smooth governance and research promotion. The Institutional Ethics Committee and Animal Ethics Committee safeguard the wellbeing of research participants/ subjects.

The implementation of the principles, requirements and standards of the policy are ensured by Institutional Research Committee, Intellectual Property cell, and the Ethics Committees, which together enhance ethical awareness, scientific quality, publication standards, and promote good practices. Mentoring by qualified Guides is assured through the Research Guidance Cell, Research and Recognition Committee, and regular project reviews.

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	View File
Document on Research promotion policy	View File
Any other relevant information	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

12

File Description	Documents
Sanction letter of seed money to the faculty	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving seed money and details of seed money received (Data Template)	View File
Any other relevant information	View File

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

62

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File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	View File
List of teachers and their national/international fellowship details (Data Templates)	View File
Any other relevant information	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

16

File Description	Documents
List of research fellows and their fellowship details	View File
E copies of fellowship award letters	View File
Registration and guide / mentor allocation by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

**3.1.5 - University has the following facilities
Central Research Laboratory / Central
Research Facility Animal House/ Medicinal
plant garden / Museum Media
laboratory/Business Lab/e-resource Studios
Research/Statistical Databases/Health
Informatics Clinical Trial Centre Any other
facility to support research**

A. Any 5 of the Above

File Description	Documents
Videos and geo-tagged photographs	https://dypatilunikop.org/agar2020-21/3/3-1/3-1-5/3-1-5-1-Videos-and-geo-tagged-photographs.pdf
List of facilities provided by the University and their year of establishment (Data Template)	View File
List of the facilities added in the current academic year	View File
Any other relevant information	View File

3.1.6 - Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

3.1.6.1 - The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by National and/or International agencies

14

File Description	Documents
E-copies of departmental recognition award letters	View File
List of departments and award details (Data Template)	View File
Any other relevant information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year

2

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	View File
List of project and grant details (Data Template)	View File
Any other relevant information	View File

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

116

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	View File
List of projects and grant details (Data Template)	View File
Any other relevant information	View File

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

24

File Description	Documents
List of research projects and funding details (Data Template)	View File
Supporting document/s from Funding Agencies	View File
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	View File
Any other relevant information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

DYPES strives to promote symbiotic relations with industry, community, academic and research institutions to meet stakeholder expectations and to engage in interdisciplinary research and innovate for growth of knowledge, and technology. To fulfil this commitment, the Institute Innovation Council, Entrepreneurship Development Cell, Intellectual Property Rights Cell are established. DYPES has established the "APJ Abdul Kalam Incubation Centre" (AKIC) on 25th July 2019 to foster innovation, incubate ideas and achieve their translation. The activities include organization of activities to create awareness & promote Innovation and Entrepreneurship among students and staff. Capacity building programs/workshops on entrepreneurship, and conference & seminar are conducted. Guidance, mentoring, training, incentivization, awards and rewards are tools used to promote and strengthen the ecosystem for innovation and entrepreneurship. This is reflected in collaborations, and two start-ups in last 3 years (Table 1).

EDC cell organizes impact lectures to educate on self-employment opportunities and entrepreneurship avenues in healthcare, addressing hospital setup, support service, quality in health care, evidence-based research, medico legal systems etc. These activities have been appreciated by the medical students. Through these ecosystems, DYPES is committed to build a process by which more innovators and entrepreneurs can develop and launch solutions to solve real-world problems

File Description	Documents
Geotagged photographs of the facilities and innovations made	View File
Any other relevant information	View File

3.3.2 - Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the year

DYPES is committed to its responsibilities of dissemination of knowledge, training, creation of new knowledge and innovation by providing an ecosystem of scholarship, excellence and ethical innovation. Intellectual capacity building, training in standard

practices, rights of inventors and judicious distribution of the gains of all research are key to providing impetus and motivation.

In collaboration with IQAC and Research Guidance C, DYPES IRC organizes Research Methodology workshop students and staff with special emphasis on scientific writing, plagiarism and ethics in research and research grant writing. IQAC along with IPR Cell also organizes workshop/seminar on IPR policy, types of IPR and provide guidelines related to filing of patents and copyrights. Activities related to good laboratory practice, clinical practices, and industry-academia collaborations are also arranged.

The year 2020-2021 saw 16 such events organized within campus for staff and students. The success of all such efforts are reflected in the 05 Indian patents and 01 Australian Innovation patent has been granted and 13 Indian patents are published in 2021. A technology transfer project has been sanctioned to Prof. C. D. Lokhande by Scientific and Engineering Research Board, India (Rs 30.0 Lakh) in 2021.

File Description	Documents
Reports of the events	https://dypatilunikop.org/aqar2020-21/3/3-3/3-3-2/3-3-2-1-Reports-of-the-event.pdf
List of workshops/seminars on the above conducted during the year	https://dypatilunikop.org/aqar2020-21/3/3-3-3/3-3-2/3-3-2-2-List-of-Workshops.pdf
Any other relevant information	View File

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year

17

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	View File
Link to appropriate details on the Institutional website	https://dypatilunikop.org/details-of-award-s-recognitions-received-for-innovation-discoveries-by-the-institution-teachers-research-scholars-students-from-recognized-bodies-during-the-year-2020-2021/
Institutional data in prescribed format (Data Template)	View File

3.3.4 - Number of start-ups incubated on campus during the year

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)

1

File Description	Documents
Registration letter	View File
E- sanction order of the University for the start-ups on the campus	View File
Contact details of the promoters	View File
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	View File
Any other relevant information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

File Description	Documents
Institutional code of Ethics document	View File
Course content of research ethics and details of members of Ethics Committee	View File
Copy of software procurement for plagiarism check	View File
Minutes of the relevant committee meetings for the year with reference to the code of ethics	View File
Details of committee on publication guidelines	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

<p>3.4.2 - The Institution provides incentives for teachers who receive state,national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award</p>	<p>A. All of the Above</p>
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File Description	Documents
Policy on Career advancement for the awardees	View File
Policy on salary increment for the awardees	View File
Snapshots of recognition of notification in the HEI's website	View File
Copy of commendation certificate and receipt of cash award	View File
List of the awardees and list of awarding agencies and year with contact details for the year	View File
Incentive details (link to the appropriate details on the Institutional website)	View File
Institutional data in prescribed format (Data Template)	View File

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

21

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	View File
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	View File
Technology transfer document	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher of the Institution during the year

3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year

15

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	View File
Web page for research in the Institutional website.	https://dypatilunikop.org/resaearch-initiatives/
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

File Description	Documents
List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link	View File
Names of the indexing databases	View File
Any other relevant information	View File

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year

3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year

125

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://dypatilunikop.org/13336-2/
Names of the indexing databases	View File
Any other relevant information	View File

3.4.7 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the year

3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year

29

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	View File
List of names of publishers: National/ International	View File
Any other relevant information	View File

3.4.8 - Bibliometrics of the publications during the calendar year based on average Citation Index in Scopus/ Web of Science

138

File Description	Documents
List of the publications during the year	View File
Any other relevant information	View File

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

47

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any other relevant information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

The institutional policies on IPR and consultancy are in keeping with the Vision, Mission of the university and the Research Promotion efforts made over the years.

The IPR policy protects and preserves the intellectual rights of the researchers as also provides encouragement and motivation to young researchers by providing a structured framework of operations. The rights and duties of the university are defined as are the guidelines to the creators of intellectual property and associated stakeholders viz. industry, sponsors, and scientific bodies. Sharing mechanism for any IPR generated income are specified. Support for creation of IPR is given through dissemination of expertise within scientific community, provision of required space, tools and equipment, capacity building, education, and guidance by the IPR Cell, as also by financial support for all filing of patents and copyrights with the Patent Office. Incentivization of researchers to create IP through commendation, awards, financial means and recognition on university website are measures adopted by DYPES.

The consultancy Policy is carefully structured to ensure accordance of all consultancy work with policies, code of conduct and ethical standards of DYPES. Benefits conceived to employee and DYPES range from enhancement of reputation, income, expertise and contributing to capacity-building within society.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://dypatilunikop.org/aqar2020-21/3/3-5/3-5-1/3-5-1-1-BOM-Extract.pdf
Link to the soft copy of the IPR and Consultancy Policy	https://dypatilunikop.org/aqar2020-21/3/3-5/3-5-1/3-5-1-2-Link-to-the-soft-copy-of-the-IPR-and-Consultancy-Policy.pdf
List of the training / capacity building programmes conducted during the year	https://dypatilunikop.org/aqar2020-21/3/3-5/3-5-1/3-5-1-3-training-or-capacity-buildind-program.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/3/3-5/3-5-1/3-5-1-4%20Anyother.pdf

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

3.5.2.1 - Total amount generated from consultancy during the year (INR in lakhs)

7

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	View File
CA certified copy/Finance Officer Certified copy attested by head of the Institution	View File
List of consultants and revenue generated by them (Data Template)	View File
Any other relevant information	View File

3.6 - Extension Activities

3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

235

File Description	Documents
Photographs or other relevant supporting document	View File
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	View File
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	View File
Any other relevant information	View File

3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

235

File Description	Documents
Reports of the events organized	View File
Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template)	View File
Geo tagged Photos of events and activities	View File
Any other relevant information	View File

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

Extension and outreach activities form an integral part of curricular, co-curricular and extra-curricular activities of DYPES. The pandemic has seen reduced student footfall in campus, especially with majority of DYPES students coming from outside

Kolhapur and a large proportion from outside Maharashtra. However, the enthusiasm and zeal of medical and nursing students remained unabated and with the faculty, to demonstrated the social responsibility of DYPES.

The outcomes of the extension and outreach activities of DYPES were amply appreciated by the community populace and their leadership. This has translated into generous outpouring of letters of recognition by the various concerned associations. Total of 36 appreciation letters and certificates of recognition were garnered by faculty including 15 for COVID-related contributions.

Activities under the flagship program Unnat Bharat Program of the MHRD, GOI and the Swachh Bharat Abhiyaan were undertaken even under the trying circumstances.

The activities undertaken for which appreciation letters have been received include interactive discussions, community education on topics of general concern as well as related to the COVID pandemic. In 2020-2021, student participation was lesser than previous years due to obvious reasons. Medical Faculty took upon themselves the onus of executing these tasks.

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	View File
List of Government/other recognized bodies that have given the awards	View File
Any other relevant information	View File

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

ISR is not merely a duty. DYPES sees it as accountability to the society and to provide students role modelling and experiential training. Inculcation of humane values, contribution to local community, participation in national development are all intrinsically woven within ISR.

The 2020-21 pandemic has increased emphasis on health and well-

being of the people through ISR activities including education of local populace through training videos, YouTube and DYPES websites. Home delivery of subsidized prescription medicines through hospital pharmacy via website and Telemedicine consultation and follow-up was free.

Flu OPD, quarantine wards and general OPD offered free consultations. Patients (98) transferred from Govt Hospital were treated free. All patients received free diet with subsidized medical treatments for admitted patients in Obstetrics and COVID wards.

Free Health Camps were conducted to support persons unable or fearful to travel to hospitals for attention. Free ambulance services were provided to transport patients wherever requested for.

Activities under the Unnat Bharat Abhiyaan and Swachha Bharat Abhiyaan were continued wherever possible. Community surveys were undertaken in the Gandhinagar Panchayat at DYPES expense.

Green landscaping of the Kolhapur airport and plantings on Main Road Dividers was undertaken at DYPES expense.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://dypatilunikop.org/aqar2020-21/3/3-6/3-6-4/3-6-4-1-Geotaged-photos.pdf
Link for additional information	https://dypatilunikop.org/aqar2020-21/3/3-6/3-6-4/3-6-4-2-Airportmaintenance.pdf
Link for additional information	https://dypatilunikop.org/aqar2020-21/3/3-6/3-6-4/3-6-4-3-Road-dividers.pdf

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

3.7.1.1 - Total number of Collaborative activities for research, faculty exchange, student exchange during the year

132

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	View File
Certified copies of collaboration documents and exchange visits	View File
Link with collaborating Institution's website	http://www.stempluscryopreservation.com/
Any other relevant information	View File

3.7.2 - Presence of functional MoUs with Institutions/ industries in India and abroad for academics, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the year

3.7.2.1 - Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the year

34

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

Delivery of programs follows the creation of adequate infrastructure, staff, faculty, and resources for commencement of teaching learning activities for admitted students. Effective and efficient conduct of the programs is facilitated by the availability of adequate and suitable physical facilities. Regulatory requirements of the statutory bodies are enhanced and supplemented by need-based, quality-focused decisions influenced by national needs, global advances, and developments in educational technology.

Adequate classrooms, demonstration rooms, seminar rooms, laboratories, museums, dissection hall, 3-D CyberAnatomy room, Yoga Lab, Botanical Garden, Simulation and Skill Centre are ensured and maintained for optimal utilization. ICT enabled classrooms, LCS, LMS are in place. Departmental laboratories including, Cadaveric BioSkill Lab, Communication Skill Lab, Mannikin Lab, Nutrition laboratory and the Simulation and Skill Centre support skills acquisition.

Addition of new infrastructure to meet needs of latest programs is both cogent and syllogistic. Appropriate teaching aids, ventilation, lighting, attendance systems, storage space, washing facilities in laboratories, etc. are provided in addition to cleaning staff and supervising staff for use of the technological aids and biometric attendance. Incorporation of AYUSH-related treatment OPD in the hospital has created an awareness of the scope of alternate medicine in the modern concept of holistic healthcare.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-1/4-1-1-1-Teaching-Learning-and-Skills-acquisition-Facilities.pdf
Geotagged photographs of the facilities	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-1/4-1-1-2-Teaching-Learning-and-Skills-acquisition-Facilities-with-Geotagged-Photo.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-1/4-1-1-3-Any-other-Relevant.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

Holistic student development is congruent with curricular, co-curricular and extra-curricular activities and offerings.

A Sports Director, NSS Unit, NCC unit, Students Wing of Bioethics and Students Council are key to organized activities. Physical activities bestow wellness and experiential learning of teamwork, partnership, synergism, and life-skills. Sports Ground with running track, basketball, cricket, football field, are routinely

used by students and staff who organize intra and inter institution sports. The Medical Premier League, President Cup, Interns Sports Day, National Sports Day, Annual Sports Meet of Nursing College and Medical College, University games, are formal organized events for students and staff. Indoor games are encouraged like chess, carrom, table tennis, playing cards and intra-university and college-level competitions are conducted. Indoor gyms in campus and hostels encourages fitness amongst students.

Annual events like Social Gathering Week, Nursing Day, Annual Day, Foundation Day, Republic Day, Independence Day, Lamp-lighting Day etc. are conducted in the auditorium or outdoor stage or nearby auditorium at specified consideration and provide platforms for cultural, arts and literary activities like mime, skits, roleplays, posters, and essay competitions, rangoli, mehndi, others. Yoga Lab and the NSS jointly conduct trainings, demonstrations, and celebrations on Yoga. Intercollegiate events were organized supporting student engagement.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-2/4-1-2-1-Available-Sports-and-Cultural-Facilities-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-2/4-1-2-2-Any-Other-Relevant.pdf

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

Campus facilities respect regulatory requirements, student welfare, social responsibility, and patient well-being. Hostels for UG, PG students and Interns have wardens, 24-hr water, solar heaters, 24x7 security, mess, free transport to campus and an inclusive hostel committee.

The Gated Campus has 24x7 security trained in Code Red and Pink. Medical facilities are intrinsic as are paved roads, sidewalks, signages in two languages and facility boards. Toilet facilities include running water, sanitary napkin dispensers in college. Provision of ladies and boys' common rooms, child-care facility, Counselling center, Canteen, 24-hr cafeteria, ATM machine, Coffee Dispensers, Temple, and Pharmacy has been done.

Well-maintained Landscaped gardens are used by students as well as patients for leisure, reading and social interaction. QR coding of plants provides information about the planted greenery and plants in botanical garden.

Solar panels in college and hospital buildings, Solar lamp near security gate, use of LED bulbs, Solar water heaters are some energy-saving measures and back-up generators are provided. Environmental measures like Sewage Treatment Plant, Effluent Treatment Plant, drinking water purifiers, Biogas Plant, Sprinklers, Rainwater Harvesting system and composting Pits are in place.

File Description	Documents
Geotagged Photographs of Campus facilities	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-3/4-1-3-1-Campus-Facilities-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-1/4-1-3/4-1-3-2-Any-Other-relevant.pdf

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

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

3895.39

File Description	Documents
Audited report / 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/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

Concerned Regulatory bodies are National Medical Commission,

Indian Nursing Council, State Council of Physiotherapy, Atomic Energy Regulatory Board. Regular inspections, scheduled and surprise, consistently yield permissions to run 22 programs recognized by them.

Adherence to GCP and GLP practices, evidence-based protocols, emphasis on training and skill acquisition are inherently evidenced by NABH Accreditation, NABL Accreditation and ISO Certification to maintain highest standards of functionality and quality; Simulation and Skill Centre with 50 basic models, 19 advanced Patient simulators and Holo-Lens simulation; Communication Skill Lab for Soft Skills; Advanced instrumentation facility and specialized research labs.

The 800-bedded Teaching hospital has 55 OPDs, upgraded 30-bed Casualty, 14 Operation Theatres, Wards and 46 Intensive Care Unit beds. Laboratories with Pathology, Microbiology and Biochemistry facilities, Molecular Biology Lab and advanced instrumentation laboratories follow prescribed PG training and annual and comprehensive maintenance contracts ensure optimization and standardization.

Clinical TL facilities like bedside teaching, OT viewing gallery, seminar rooms, and simulation-based training of health science students on essential clinical skills and procedures ensures patient safety and care. Clinical training is demonstrative, supervised, and experiential depending on learner. Central Research Laboratory is supported by research databases, statistical software, biostatistician, Institutional Research Committee and CDSCO-registered Institutional Ethics Committee.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://dypatilunikop.org/aqar2020-21/4/4-2/4-2-1/4-2-1-1-facilities-as-per-stipulation-of-the-respective-bodies-with-geotagged-photo.pdf
List of facilities available for patient care, teaching- learning and research with geotagged evidences	https://dypatilunikop.org/aqar2020-21/4/4-2/4-2-1/4-2-1-2-List-Of-Patient-care-Teaching-Learning-Research-With-geotagged-photos.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-2/4-2-1/4-2-1-3-Any-Other-Relevant-Information.pdf

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

Continuous efforts ensure adequate patient flow to provide relevant training to medical and allied health science students. Highly subsidized medical care delivered through qualified doctors and staff, empathetic and ethical patient care, regular retraining, streamlined administration, quality processes and tertiary-level facilities, ensure patient loyalty.

Primary goal of high OPD attendance is achieved through regular rural and urban health camps, school camps and medical support to colleges, universities and religious institutions for large events. Collaborations with Rotary, MIDC Industries, NGOs and empanelment by ECHS, ESIC, MPKY, Health Insurance Cos, and participation in government schemes like MJPJAY, contribute to footfall and clinical work. OPD Work translates into Indoor work that feeds the laboratories, operation theatres and ICUs. Round-the-clock Public Relations Officers and dedicated staff for Yojana registration provide patients much needed assistance and information as does hospital website.

NABH, NABL, ISO and inherent ethical standards ensure patient safety and convenience are always foremost with upgradation of Operation Theatres, patient-support equipment, and simulation-based training before patient access.

A robust, 24x7 emergency section with state-of-the-Art Casualty

of 30 beds, Casualty Officers and Residents, highly trained nurses and laboratory back-up provides cost-effective care. Provision of a Cardiac Ambulance and clinical ambulances contributes to patient accessibility.

File Description	Documents
Outpatient and inpatient statistics for the year	https://dypatilunikop.org/aqar2020-21/4/4-2/4-2-2/4-2-2-1-OPD-&-IPD-CENSUS-FOR-jully-2020-TO-Dec-2021.pdf
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	https://dypatilunikop.org/aqar2020-21/4/4-2/4-2-2/4-2-2-2-Description-of-the-adequacy-of-outpatient-and-inpatient.pdf
Link to hospital records / Hospital Management Information System	https://dypatilunikop.org/aqar2020-21/4/4-2/4-2-2/4-2-2-3-Link-to-hospital-records-or-Hospital-Management-Information-System.pdf

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health

A. All of the Above

File Description	Documents
Geotagged photographs of Health Centers	View File
Government Order on allotment/assignment of PHC to the Institution	View File
Documents of resident facility	View File
Any other relevant information	View File

4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation

B. Any 4 of the Above

NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.

File Description	Documents
Copies of the Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template in prescribed format	View File

4.3 - Library as a Learning Resource

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

Management System of the Library is a part of the Learning Management System and integrated with other modules of the JUNO ERP. Introduced in a phased manner, the automation has served to make the library functioning more reliable and accessible for users while improving the maintenance and safety of the inventory. The automation ensures that inventory management is facilitated and recording of purchases, weeding out of books, annual stock-audit reports, etc. are more transparent and dependable. Users can access the booklist online through individual LMS portals. They can also find out the status of the book viz if it is on-shelf or issued to another student. This enables book selection and avoids wastage of students' time. All records of issued and returned books are maintained within the system. In addition, all account records of fines paid by all users are available within the system. Journals and AV resources in the library are also entered into the system and are handled in a similar manner. Ease of use, training of library staff, and continuous upgradation of library facilities are the focus of the university authorities, implementation being done by the Library Committee.

File Description	Documents
Geotagged photographs	https://dypatilunikop.org/aqar2020-21/4/4-3/4-3-1/4-3-1-1-ILMS-System.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-3/4-3-1/4-3-1-2-Any-Other-relevant.pdf

4.3.2 - Number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

Textbooks, reference volumes in the library follow the requirements of the Regulatory Bodies of different programs. In addition, books are procured based on the recommendations of faculty, which are either solicited through the head of departments or institutions or spontaneously and individually made. The participative and democratic practice has resulted in an eclectic mix of prescribed and non-prescribed books.

Prescribed books are available for all stakeholders, with copies keeping tandem with regulations as well as perceived usage. The latest editions of books are sourced and weeding is done annually to ensure up-to-date shelves. Stakeholders can borrow these books as well as read them in the Reading Room. The same policies are followed for journals.

To enhance pedagogy and andragogy, books on educational methods and techniques, educational technology, assessment support the faculty development efforts of the university. This collection of 79 books is an impressive and unique facet of our collection.

Books on history, religion, communication, politics, bioinformatics, philosophy, law, economics, etc., in the English, local language and foreign languages, inspiring and spiritual books by Dr APJ Abul Kalam, S Pachindare,, Bhaktivedanta, Swami Prabhupada and teachings of great leaders like Gautam Buddha, Shahu Maharaj, and Y B Chavan.

File Description	Documents
Library acquisition data for the year	https://dypatilunikop.org/aqar2020-21/4/4-3/4-3-2/4-3-2-1-labrary-acquisition-data.pdf
Any other relevant information	View File

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases

A. All of the Above

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	View File
E-copy of subscription letter/membership letter or related document with the mention of year	View File
Any other relevant information	View File

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

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

247.74

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	View File
Audited Statement highlighting the expenditure for purchase of books and journal library resources	View File
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	View File
Details of annual expenditure for purchase of books and journals for the year (Data Template)	View File
Any other relevant information	View File

4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

C. Any 3 of the Above

File Description	Documents
Give links or upload document of e-content developed	View File
Supporting documents from the hosting agency for the e-content developed by the teachers	View File
Give links e-content repository used by the teachers / Students	https://dypatilunikop.org/agar2020-21/4/4-3/4-3-5/4-3-5-3-Link-of-e-content-repository-used-by-teachers.pdf
Data Template	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 preceding academic year)

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

71

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	View File
Description of new facilities added during the preceding academic year	View File
Consolidated list duly certified by the Head of the institution	View File
Geotagged photographs	View File
Any other relevant information	View File

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

DYPES supports use of technology in all areas.

Computers -computers/laptops available with latest configuration are present in digital library (Central and Department Facility), accessible to students.

ERP - Cloud-based ERP software with Admission, Academic, LMS, Leave, Muster, Salary, Fee Collection are accompanied by on-boarding of purchase, transport and complete Exam Module. Biometric machines with face recognition ensure accurate attendance.

HIMS -Thirty modules covering, OPD, IPD, OT, Laboratories, Radiology, Inventory, Pharmacy, Billing, Nursing station, etc.

SonicWALL NSA 4600 Firewall offers content filtering, bandwidth management, DHCP server functions, support VPN, and network monitoring, Intrusion Prevention and LAN protection using deep packet inspection.

Simlab learning space - cloud-based software for administration and utilization of patient, ultrasound and surgical simulators.

Microsoft Office 365 -Subscription and training with Microsoft office 365 Suite (A1) subscription has improved use of MS Teams, OneDrive, Word, Excel, PowerPoint.

Wi-Fi - Student-enabling Wi-Fi infrastructure (D -Link DWC 2000 wireless controller) is installed with 50+ access points of Ruckus, D-Link, Cisco and Cambium brand and additional 8 Access point of Rucks brand (R610) in Simulation lab, Hospital & University. Enhanced and complete Wi-Fi coverage is planned.

Surveillance - 275+ analog and IP Cameras with required backend devices, continuously maintain surveillance.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://dypatilunikop.org//aqar2020-21/4/4-4/4-4-2/4-4-2-1-Documents-relating-IT-Wifi.pdf
Any other relevant information	https://dypatilunikop.org//aqar2020-21/4/4-4/4-4-2/4-4-2-2-any-other-relevant.pdf

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

A. ?1 GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Annual subscription bill / receipt	View File
Any other relevant information	View File

4.4.4 - Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.

Use of technology to provide blended learning, online learning and e-resources for students and faculty has been a significant move by the university in the last 4 years following installation of the Learning Management System in 2017. E-content that could be uploaded on the LMS has been developed by faculty in the form of PPTX, Faculty Lectures, e-Modules and Guest Lectures. Content is available for students round the clock and all-place access with general content also being uploaded on the YouTube Channel or Facebook. The establishment of a Media Room and then Media Department, equipped with dedicated staff, high resolution audio and video recording facilities and a dedicated room for recording purposes streamlined the process. This allows for recording of lectures in the media room for uploading on the LMS. It also facilitates recording of lectures taken in different classrooms using either fixed recording equipment or mobile equipment. The need to replace the previously installed Lecture Capturing System was felt keeping resolution and audio-quality in mind. Identification of new equipment was done and the Tutor Plus has been purchased for the University which allows recording of the lecture as seen on the Screen with voice recording of high quality.

File Description	Documents
The e-content development facilities	https://dypatilunikop.org/aqar2020-21/4/4-4/4-4-4/4-4-4-1-E-Content-Development-Facilities.pdf
Geotagged photographs	https://dypatilunikop.org/aqar2020-21/4/4-4/4-4-4/4-4-4-2-Facilities-for-E-content-Development-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-4/4-4-4/4-4-4-3-Any-Other-Relevant-Information.pdf

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Number of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

7167.79

File Description	Documents
Audited statements of accounts on maintenance	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	View File
Link to ERP	https://dypatilunikop.org/aqar2020-21/4/4-5/4-5-1/4-5-1-3-Link-to-ERP.pdf
Any other relevant information	View File

4.5.2 - There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

Facility Maintenance promotes ease of utilization and optimization of usage. The Maintenance Committee executes infrastructural maintenance of all buildings, lands, and utilities of the campus. Chaired by a Civil Engineer with departmental representation and an external senior expert for matching stakeholder expectation, all major works are routed through the Committee. Routine maintenance works are executed by

assigned departments. ISO certification of hospital ensures equipment logistics is as per SOPs. Annual and Comprehensive Maintenance Contracts of equipment ensure minimal down-time, and enhanced reliability. A dedicated Biomedical Engineer oversees all medical and supportive equipment. NABH Accreditation mandates existence and deliberate adherence to SOPs with 3-monthly audits being done. Assigned persons to classrooms and laboratories ensures that all furniture, IT&C aids, and usage of electricity is optimized. Sports Director for all sports facilities and equipment ensures their maintenance. Distinct, well-staffed IT Department ensures that all computers are upgraded regularly, anti-virus, firewall and security measures are ensured, and licensed software is used, monitored through IT Audit. Training of all employees in use of computers and the applications adds to proper use. Good Laboratory Practices SOPs are in place, as are guidelines for the Simulation Laboratory, Animal House and Cadaveric Bioskill Lab.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	https://dypatilunikop.org/aqar2020-21/4/4-5/4-5-2/4-5-2-1-Minutes-of-the-Meetings.pdf
Log book or other records regarding maintenance works	https://dypatilunikop.org/aqar2020-21/4/4-5/4-5-2/4-5-2-2-Maintenance-Log-Book.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/4/4-5/4-5-2/4-5-2-3-Any-Other-Relevant-Information.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

98

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	View File
List of students for the year who received scholarships/ freeships /fee-waivers	View File
Any other relevant information	View File

5.1.2 - Institution implements a variety of capability enhancement and other skills development schemes
Soft skills 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 Above

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	View File
List of capability enhancement and skill development schemes (Data Template)	View File
Link to Institutional website	https://dypatilunikop.org/capability-enhancement/
Any other relevant information	View File

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

5.1.3.1 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

1500

File Description	Documents
Copy of circular/brochure of such programs	View File
List of students attending each of these schemes signed by competent authority	View File
Program/scheme mentioned in the metric	View File
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell

D. Y. Patil Education Society (Institution Deemed to be University), Kolhapur has established an office for International Affairs in the university as per emphasis in NEP 2020. This office will be responsible for undertaking various activities such as:

1. To coordinate all matters relating to welcoming and supporting foreign students
2. To disseminate information related to admission process among prospective foreign students
3. To engage in promotional activities and brand building campaigns abroad
4. Single point contact for carrying out all collaborative activities with foreign institutions
5. Act as a liaison body between the foreign students and the sponsoring agency
6. To facilitate the addressal of grievances of foreign students
7. Single point contact for registration with FRRO/e-FRRO

8. To facilitate networking with fellow students

9. To extend all possible help to the foreign students to adapt to the new cultural environment and make their stay in India comfortable and enriching

The booklet is available to provide the basic information to the international students about the University. We encourage the students to access further details from suggested websites below:

1. <https://www.maharashtra.gov.in/1125/Home>

2. <https://www.dypatilunikop.org/>

File Description	Documents
International students' cell	https://dypatilunikop.org/aqar2020-21/5/5-1/5-1-4/5-1-4-1-International-Student-Cell.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/5/5-1/5-1-4/5-1-4-Any-other-relevance.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
The Institution has a transparent m	View File
Circular/web-link/ committee report justifying the objectives of the metric	https://dypatilunikop.org/aqar2020-21/5/5-1/5-1-5/5-1-5-2-commttee-report.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 (eg: NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) during the preceding academic year

92

File Description	Documents
Number of students qualifying in state/ nation	View File
Pass Certificates in the examination	View File
Any other relevant information	View File

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

290

File Description	Documents
Self-attested list of students placed / self-employed	View File
Details of student placement / self-employment during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education

5.2.3.1 - Number of outgoing students progressing to higher education

76

File Description	Documents
List of students who have progressed to Higher education preceding academic year	View File
Supporting data for students/alumni	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/ cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the year

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

14

File Description	Documents
e-copies of award letters and certificates	View File
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	View File
Any other relevant information	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

Our university has Medical Students Council, Student Nursing Association and Student Bioethics wing. Student Council General Secretary, Cultural secretary, Sports secretary, Class Representatives are the members.

Objectives: -Enhance cordial relations between students, parents and staff.

- Promote healthy relationship amongst students.
- Represent students' views to the institution.

Functions: - Encourage the students in organizing various activities.

- Celebrate National days and participate in various extension activities in co-ordination with NSS. Under the faculty guidance student Councils conduct various activities for student welfare such as welcome of newcomers, annual art and cultural programs, sports meet, farewell to outgoing students. It builds unity and peer support amongst all students.
- Participate in Community welfare activities like Swachh Bharat Abhiyan, Unnat Bharat Abhiyan, Blood donation drives, Disaster response, Covid awareness programmes.

Student Bioethics wing participates in organization of various programs related to Bioethics.

Student Nursing Association participates in celebration of Days like Midwives , International Nurses Day, Covid awareness programs, they volunteer in mask distribution, covid vaccination programme.

Students represent in university committees like ICC, Anti-Ragging committee, Gender sensitization and Woman Development cell, IQAC including in decision making. It helps students to groom themselves and its helpful to institution and society as well.

File Description	Documents
Student Council activities during the year	https://dypatilunikop.org/aqar2020-21/5/5-3/5-3-2/5-3-2-1-Web-link-for-reports-of-student-council-activities.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/5/5-3/5-3-2/5-3-2-2-link-to-Any-other.pdf

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

5.3.3.1 - Number of sports and cultural activities / competitions organised by the Institution

during the year

35

File Description	Documents
Report of the events/along with photographs appropriately dated and captioned	View File
Copy of circular/brochure indicating such kind of activities Information as per Data template	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

Alumni Association of DYPES , Kolhapur (Deemed to be University) is registered with the Charity Commissioner of Kolhapur on 31/12/2009, Registration number is MAHA26500Kop. Website helps to enable working and interaction between alumni - <http://alumni.dypatilunikop.org/>. It's worthy to overall progression in academic, research and patient care.

Objectives: -Foster the culture of participative management involving of all alumni of DYPES, Kolhapur.

-Help in progress of institute through active participation of alumni in various programs and feedback.

2994 alumni spread globally, working in different in health care and research sector are registered. They are our ambassadors and university is proud of their achievements.

Activities:

Contribution till today- INR 1339168. The association conducts two meetings yearly. In 2020 -contribution to alma mater in the form of donation of books, PhacoMarkers to the departments. Alumni association has supplementary role in Student placement by offering services at their hospital and in student exchange by allowing the students to undergo training at their hospitals for recent advances in medical field. They utilize university facilities like cadaveric bioskill laboratory for self-

upgradation. Alumni guide students on career opportunities and competitive exams through guest lectures and webinars. They have worthy contribution to curriculum enrichment by providing their valuable feedback.

File Description	Documents
Details of Alumni Association activities for the year	View File
Frequency of meetings of Alumni Association with minutes	View File
Quantum of financial contribution for the year	View File
Audited statement of accounts of the Alumni Association for the year	View File

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
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View File
List of Alumni contributions made during the year	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

The vision and mission statements of DYPES are clearly defined and translated into its academic and administrative activities.

DYPES is governed by the UGC (Institution Deemed to be University) Regulations 2019 and rules made thereunder. Administrative and financial decisions are taken by the Finance Committee and the Board of Management. Academic decisions are taken by the Board of Studies and the Academic Council. Planning and Monitoring Board is responsible for preparation of long-term and short-term perspective plans. The constitution, composition, and number of meetings is as per various authorities and bodies of DYPES, as per the various provisions of the Regulations 2019. The decisions taken by authorities and bodies are implemented by the Vice-Chancellor and other administrative functionaries down the line.

The DYPES has a vibrant IQAC. The composition of the IQAC is as per the NAAC guidelines and is headed by the Director. Each department in the constituent units has a NAAC coordinator who is responsible for maintaining and collecting the data for forwarding to the IQAC.

DYPES has automated the work of Exam, & Finance Divisions, enhanced the Hospital Information Management System and Library. Use of technology for newer pedagogies, routine administration, and feedback processes are implemented.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://dypatilunikop.org/aqar2020-21/6/6-1/6-1-1/6-1-1-1-Vision-and-Mission.pdf
Report of achievements which led to Institutional excellence	https://dypatilunikop.org/aqar2020-21/6/6-1/6-1-1/6-1-1-2-Report-of-Achievements-which-led-to-Institutional-excellence.pdf
Any other relevant information	View File

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.

Case Study:

Hospital management decentralized decision making strengthened by multiple accountability levels to facilitate healthcare delivery

during the pandemic and improve response efficiency. The Clinical Areas, Sample Collection, Training, Quarantine ward, Supplies, Dietetics, Personal Protection, Resident Roster and Biowaste management were each managed by specific department/s with assigned multidisciplinary staff. Personnel were responsible to ensure social distancing, mask-wearing and to streamline walk-in patients, and their segregation. Interdisciplinary Training sessions yielded improved outcomes. Each In-charge of the sections participated in the daily meeting to address any emerging concerns, they reported to the Medical Superintendent and through MS to the Dean. Decisions on additional equipment, materials accommodated section input. An informative WhatsApp group for new and changing guidelines and one for ICU patient status, fit-to-shift and bed status invited participation, with equal weightage given. Customized Hospital website, and telemedicine used for follow-up, shared workload and improved efficiency.

Additional Employees with leadership quality, innovativeness and high work-ethic have been identified for leadership roles. Cooperation, collaboration between departments and with District and Corporation officers enhanced. Recognition and respect from NGOs resulted in significant donations from Rotary Sunrise through International Grant enhancing infrastructure. Disaster management systems are in place with experienced personnel available.

File Description	Documents
Information / documents in support of the case study	https://dypatilunikop.org/aqar2020-21/6/6-1/6-1-2/6-1-2-1-Decentralization-and-Participative-Management.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/6/6-1/6-1-2/6-1-2-2-Any-other-relevant-information.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Strategic Plan was prepared in 2018 by an 8-member committee appointed by the Hon'ble Vice-Chancellor and approved by the IQAC. Deliberations over 3 months resulted in the draft document which was then placed before the Board of Management on 19th

March 2018 and approved with minor changes. The terms of reference given to the Committee included special attention to the areas of Academics, Infrastructure, Research and Services within the ambit of the University Vision and Mission statements. Due consideration to be given to the recommendations made by the UGC in November 2017 visit was also informed to the Committee. The plan was formatted in three 5-year periods starting from academic year 2018-2019.

Implementation of the various aspects of the Strategic plan is done through various committees, statutory and non-statutory bodies and departments following due processes as per regulations. Discussions at suitable platforms like the Academic Council, Board of Studies, Board of Management, IQAC, etc are undertaken to ensure efficient deployment. Monitoring and assessment of the activities are done at multiple levels and through various mechanisms which include IQAC, statutory authorities, stakeholder feedback systems, HOD presentations, AAA, AQUA-X., and IT, Green, Energy, Environment, Gender, and financial audits.

File Description	Documents
Strategic Plan document	View File
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	View File
Any other relevant information	View File

6.2.2 - Effectiveness and efficiency of functioning of the Institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

DYPES has well defined policies that provide direction and guidance on essential aspects of university functioning such as Quality Policy, Anti-ragging policy, Gender Policy, Health Policy, Ethics Policy, Hospital Quality Assurance Policy, Research Policy (IPR), Appraisal Policy, IT Policy, Research Incentive policy, Plagiarism Policy, Consultancy policy. Manuals adopted include the Hospital Infection Control Guidelines, Examination Manual, and the NAAC Manual provide specific structure to the efforts as do recommendations of UGC and NAAC.

The organizational structure of DYPES is based on the University Grants Commission (Institution Deemed to be Universities) Regulations, 2019. DYPES follows the flat hierarchical system of

governance with appointments made as per the prescribed norms and processes. Appointment and service rules are regularly upgraded as per existing regulations and are scrupulously followed in all matters. The revision of the UGC Regulations 2019 have been incorporated in the document.

Accountability and decentralization permit judicious authority shared amongst the various committees and bodies both statutory and non-statutory. Regular and proper conduct of meetings, participation by all members and circulation of minutes of meetings as well as agenda in good time are ensured. Feedback of stakeholders contributes to both policy matters as well as steps taken to ensure policy deliverables.

File Description	Documents
Annual Report of the preceding academic year	https://dypatilunikop.org/aqar2020-21/6/6-2/6-2-2/6-2-2-1-Annual-Report.pdf
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://dypatilunikop.org/aqar2020-21/6/6-2/6-2-2/6-2-2-2-Minutes-of-Meetings-of-various-Bodies-and-Committees.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/6/6-2/6-2-2/6-2-2-3-Any-Other-Relevant-Information.pdf

6.2.3 - The University has implemented e-governance in the following areas of operation Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	View File
e-Governance related document	View File
Screen shots of user interfaces	View File
Any other relevant information	View File

6.3 - Faculty and Staff Empowerment Strategies

6.3.1 - The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.

DYPES provided COVID insurance, concessional treatment for COVID 19 and free of charge IPD diet for all teaching & non-teaching staff. Free transport, PPE kits, Masks, gloves and food to doctors, nurses and residents was provided. Customized duty rosters to protect health of COVID duty-staff. Financial incentive to all for commitment during pandemic and recognition to female workers as COVID Warrior on Women's Day. On demise of a staff, the bereaved family received financial support.

Intramural research funding, publications and IPR incentives, fee concession for Fellowship and Ph.D and capped reimbursement of conference registration and travel for presenting posters/papers are provided to faculty.

Awards to Best Teaching and Non-teaching employees, promotions using principles of Career Advancement Scheme, complete training for changes like online teaching, JUNO (LMS) upgrades and blazers to officers, teaching staff and student council and uniforms for non-teaching staff are given.

Free of charge health check-up and quarantine facilities for new PG students during peak lockdown and fee concessions for affected students were offered. Counselling by professional Counsellor and University Moral Guidance Scheme was shifted to online mode. Online teaching ensured syllabus completion. Student felicitation for academic performance was done. Language classes were conducted in Marathi and English.

File Description	Documents
Policy document on welfare measures	https://dypatilunikop.org/agar2020-21/6/6-3/6-3-1/6-3-1-1-Policy-document-on-Welfare-Measures.pdf
List of beneficiaries of welfare measures	https://dypatilunikop.org/agar2020-21/6/6-3/6-3-1/6-3-1-2-List-Of-Beneficiaries-Of-Welfare-Measures.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/6/6-3/6-3-1/6-3-1-3-Any-Other-Relevant-Information.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

52

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
List of teachers provided membership fee for professional bodies during the year	View File
Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	View File
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	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.,)

54

File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	View File
The lists of participants who attended the above programmes during the year (Data template)	View File
Detailed program report for each program	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View File
Reports of Academic Staff College or similar centres. 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 who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

149

File Description	Documents
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
E-copies of the certificates of the programs attended by teacher Any other relevant information	View File

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

An appraisal system in academic institutions ensures maintenance of desired standards, provides direction to recognition and awards, aids selection for responsibilities, promotions and helps meet mentoring, counselling and training needs of employees. DYPES believes in the use of such an appraisal system to optimize the potential and efficiency of each employee and ensure performance-based response.

DYPES follows a tiered appraisal system with employee self-appraisal, followed by observations of the Reporting Officer and then the comments of the Reviewing Officer in sequential positions of seniority and authority in the hierarchy.

For teaching faculty, the assessment is based on specific metrics identified in major areas of Academics, Administration and Research on a five-point scale. Self-marking by faculty can be agreed or disagreed on, by the Reporting Officer and subsequently by the Reviewing Officer. Non-teaching staff are evaluated on a five-point scale with reference to their conduct, grooming, capability, and work ethic. The system is in manual form and shift to optional online format is under preparation.

DYPES follows a policy of recognition, reward, retraining, remonstrance and penalty based on the final report with facility for grievance reporting through the Registrar's office. One-on-one counselling, mentoring and guidance are also part of the process.

File Description	Documents
Performance Appraisal policy of the Institution	View File
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

DYPES funds are generated from student's fees, interest on corpus fund, development fund, research grants from government agencies and income from hospital receipts. DYPES is self-financing in nature. Funds generated are mainly used for maintenance and development.

Financial Estimates for each financial year are undertaken in context of academic activities, Research & Development and the Perspective Plan, placed before the Finance Committee and approved by Board of Management.

Optimal fund utilization is ensured through,

1. Budgeting for day-to-day operational and administrative expenses.
2. Adequate funding for maintenance and development of current infrastructure and add to existing infrastructure.
3. Enhancement of library facilities, digitization of Library & Campus, online resource acquisition i.e. online journal & subscriptions, purchase of Library Books.
4. Effective academic practices that include training programs, workshops, orientation programs, refresher courses.
5. Student-centric activities like granting of freeships, fellowships, instituting awards, incentives, and conducting sports/cultural activities is also envisaged.
6. Strengthening of Center for Interdisciplinary Research, organizing academic programs, research fellowships to Ph.D. students, promoting publications and IPR, procuring research equipment and supporting memberships and

conference attendance.

The main principle of resource mobilization and optimal utilization of resources is to enhance benchmarking of DYPES in accordance with accepted quality standards and holistic student development.

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://dypatilunikop.org/agar2020-21/6/6-4/6-4-1/6-4-1-1-Resource-mobilization-policy-document-duly-approved-by-BoM.pdf
Procedures followed for optimal resource utilization	https://dypatilunikop.org/agar2020-21/6/6-4/6-4-1/6-4-1-2-Procedures-followed-for-optimal-resource-utilization.pdf
Any other relevant information	Nil

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

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 the metric	View File
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.4.3 - Institution conducts internal and external financial audits regularly

Yes, the University has mechanism for an internal and external audit. The University has appointed full time Internal Auditor. The internal audit is conducted periodically within the University and report is submitted to the Finance Officer. The annual accounts and balance sheet prepared by Finance Officer are placed before the Finance Committee for recommendation to the Board of Management for approval.

External Auditor is appointed by the Board of Management to conducts the Statutory Audit and prepares income and expenditure and final balance sheet. Thereafter, on approval of the Board of Management, it is sent to UGC and Charity Commissioner.

File Description	Documents
Policy on internal and external audit mechanisms	https://dypatilunikop.org/aqar2020-21/6/6-4/6-4-3/6-4-3-1-Policy-on-internal-and-external-audit-mechanisms.pdf
Financial Audit reports for the years	https://dypatilunikop.org/aqar2020-21/6/6-4/6-4-3/6-4-3-2-Financial-Audit-Report.pdf
Any other relevant information	<u>Nil</u>

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

DYPES has a streamlined Internal Quality Assurance Mechanism that coordinates and monitors activities that impact institutional quality.

Structure: The IQAC constitution follows guidelines of NAAC and UGC, with External invited members and representation of Sponsoring Body, Management, Faculty, Students and invited guests. The Vice-Chancellor is Chairperson and Senior Faculty is Coordinator/Director.

Function: Four meetings each year ensures detailed discussion of agenda items and other matters. Resolutions affecting policy matters are referred to statutory authorities. Resolutions are

place before and/or implemented through academic and administrative Heads, statutory and non-statutory bodies. Feedback reports are presented to the BOM.

IQAC strives to institutionalize the QA strategies and processes, through efforts broadly grouped as

1. Strategic or Organizational - concerning quality policy, objectives, management
2. Tactical or Functional - concerning facilities, training, operation of QA
3. Operational - concerning SOPS, worksheets, monitoring etc.

Strategic Level: Following have been facilitated and completed:

Functional Level: QA is guided, monitored and enhanced through collaboration with other bodies and committees, and reflected in their activities.

Operational Level: Activities and updating of documents and information gathering undertaken are:

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://dypatilunikop.org/aqar2020-21/6/6-5/6-5-1/6-5-1-1-Structure-Mechanism-of-IQAC.pdf
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://dypatilunikop.org/aqar2020-21/6/6-5/6-5-1/6-5-1-2-Report-on-Quality-sustenance-and-enhancement-initiatives-of-the-IQAC.pdf
Minutes of the IQAC meetings for the year	https://dypatilunikop.org/aqar2020-21/6/6-5/6-5-1/6-5-1-3-Minutes-of-the-IQAC-meetings-for-the-year.pdf
Any other relevant information	<u>Nil</u>

<p>6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)</p>	<p>A. All of the Above</p>
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File Description	Documents
<p>Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,</p>	<p>View File</p>
<p>Data template including documents/certificates relating to options 1 to 6 above</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>

6.5.3 - Impact analysis of the various initiatives carried out and used for quality improvement during the year

IQAC aims to promote and institutionalize quality culture within the institution and in its' graduates to ensure establishment, sustenance and enhancement of the highest possible standards.

IQAC has taken the numerous initiatives at tactical, functional and operational level in pedagogical, curricular, research-related, administrative, environmental spheres with special emphasis on holistic student development and their sensitization.

To ensure monitoring and impact analysis of all projects, care is taken at time of planning to weigh options and the purpose of the initiative is clearly defined. Execution of the initiative is jointly planned with operational requirements being detailed and catered for. The process of information gathering in form of event/initiative report, feedback, pictures are decided. Major quality initiatives are listed in Table1.

Information submitted to IQAC is criticality assessed. Inadequacy of data, if present, is addressed with the respective departments or stakeholders. Data is then converted into desired formats for analysis.

Outcomes could be assessed both objectively through feedbacks, scoring or rating scales, if used as well as subjectively through the comments, opinions revealed in feedbacks or during the audience feedback sessions. The impact of these outcomes over time are made through observations, assessments, feedbacks etc.

Summary of performance is listed in Table2.

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://dypatilunikop.org/aqar2020-21/6/6-5/6-5-3/6-5-3-1-Relevant-documents-or-informatios-on-the-process-and-result.pdf
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the institution for the promotion of gender equity during the year

DYPES is committed to creating a favorable environment on campus, which harmonizes our values of gender equity, equality, and sensitization, through governance, curricular, co-curricular, and extracurricular activities.

Gender equity in governance is reflected in admission processes (M:F ratio of new admissions 1.1), recruitment, promotion and leadership positions (68 senior appointments held by women) which give equal opportunity to all irrespective of gender. The adoption of the Vishaka Document promoted by the ICC (contact information boards displayed) and dissemination of Shakti Criminal Law by Department of FMT provide appropriate background. Representation on various bodies and committees are based entirely on merit, but at the same time ensure persons from both genders.

Safeguards beneficial to campus stakeholders ensure protection of all vulnerable populations. Security measures include 24x7

security, CCTV coverage of common areas and a gated campus.

Education is key in promoting and ensuring gender equity. Deliberate inclusion of gender-related matters across the curriculum (attached upload Cr 2.2.1) ensures introduction, reinforcement, and critical analysis for and by the students. Stakeholder access to MCH and Reproductive health, sensitization to alternate genders, student participation in targeted extension activities, mentoring, and guest lectures all create the gender equity ecosystem on campus.

File Description	Documents
Annual gender sensitization action plan	https://dypatilunikop.org/aqar2020-21/7/7-1/7-1-1/7-1-1-1-Weblink-Action-Plan-of-the-Women-Development-Centre-and-Gender-Sensitization-Cell-for-the-Academic-Year-2020.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://dypatilunikop.org/aqar2020-21/7/7-1/7-1-1/7-1-1-2-Weblink-Specific-facilities-provided-for-women.pdf

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

B. Any 4 of the Above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File
Data template in prescribed format	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

DYPES is committed to responsible, safe disposal of all campus generated waste. Proper segregation at source, disposal and conversion to non-toxic, reusable products are key. Disposal of

waste by government approved, registered waste contractors is done, as per guidelines of Maharashtra Pollution Control Board (MPCB).

Noise Pollution monitoring is a newer initiative by DYPES.

Solid waste managed as per Solid Waste Management Rules, 2016, is segregated into biodegradable and non-biodegradable waste. Biodegradable waste is recycled in the Compost pit to manure; kitchen waste to biogas plant. Kolhapur Municipal Corporation collects non-biodegradable waste.

Liquid waste generated in the Sewage Treatment Plants (3L litres) is treated in the Effluent Treatment Plant (25K litre capacity) and reused for gardening and sanitary purposes.

Hospital is registered with Kolhapur Waste Management Ltd (Registration No: BMW/55/R-II; 12/09/2020 to 12/09/2021) for disposal of BMW in accordance with Bio-medical Waste Management Rules, 2016 and MPCB standards.

E waste, managed as per E-Waste Management Rules, 2016, is handled by Mahalaxmi e Recycler Pvt. Limited (MOU dated 27/02/2020 for 5 years) following internal segregation with IT department confirming disposal.

SOPs for handling of hazardous chemicals from laboratories not amenable to reuse or recycling are present. No radioactive waste is produced.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://dypatilunikop.org/aqar2020-21/7/7-1/7-1-3/7-1-3-1-Relavant-documents-2.pdf
Geotagged photographs of the facilities	https://dypatilunikop.org/aqar2020-21/7/7-1/7-1-3/7-1-3-2-Geo-Tagg-Photos-2.pdf
Any other relevant information	https://dypatilunikop.org/aqar2020-21/7/7-1/7-1-3/7-1-3-3-Any-other-Releveant-information-4.pdf

7.1.4 - Water conservation facilities available

A. Any 4 or All of the above

in the Institution Rainwater harvesting 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 photographs / videos of the facilities	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant documents	View File
Data template in prescribed format	View File

7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives

A. All of the Above

File Description	Documents
Audit reports of the institution related to the metric Data template	View File
Any other relevant information	View File

7.1.7 - The Institution has Divyangjan

B. Any 4 of the Above

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

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant information	View File
Data Template	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).

Health is a lifelong quest. We believe that, diversities are both a challenge, & an opportunity in the process of seamless healthcare delivery.

Diversities as an opportunity:

We get an annual intake of more than 400 students, & provide service to more than --patients every year. Our fortuitous geographical placement avails us a rich blend of diverse languages, cultures and ethnicities, in our patients and students The University creates a harmonious environment for all stakeholders.

Diversities as a challenge :

Availability of facilitators in 10 different languages makes our services and programs more accessible and inclusive. Our welfare departments facilitate governmental and our own welfare schemes. We believe that educational and economic diversities can affect

attitudes, and therefore acceptance of health initiatives. To remedy this, our community outreach activities such as outreach camps, health visits, distribution of equipment helps us to bridge the gap between health needs and healthcare delivery. Our Awareness & Media team run awareness drives such as skits, role-plays that appeal to everyone. Our specialty departments help solve concerns of vulnerable groups by creating tailor made service for them. We commit to make our students and faculty aware of these issues and train them to deal with them.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-8/7-1-8-1-Weblink-Supporting-Documents.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-8/7-1-8-Weblink-Any-other-relavant-documents.pdf

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

India is united by its constitution. We respect the constitutional rights, responsibilities and obligations of every Indian, and ensure that our practices reflect that. We are committed to protect constitutional and human rights of our students, patients & faculty members. These rights facilitate a sense of security and freedom. We ensure this by building a workplace that is safe, secure, joyful, promoting inter-disciplinary collaborations and bonding. Our efforts to fight the COVID-19 pandemic, where everyone contributed wholeheartedly stands a testament to this. Our curricular and extracurricular programs uphold our national values.

Values:-

1. Celebrating days such as, Rashtriya Ekta Divas (National Unity Day), Chatrapati Shivaji Mahararaj Jayanti.
2. Pledges and Oaths like Cadaveric Oath, Hippocratic Oath.
3. Lectures are organized on positive attitude towards life and health.

Duties:-

1. Training for Undergraduate students about disposal of unused expired drugs.
3. Lectures on professionalism and entrepreneurship.
5. Lecture on Significance of working in health care team
6. Sessions on team work and relationships.
7. Displayed Constitution of India for all students and faculty to refer to.

Rights:-

1. Lecture on rights of patients and doctors.
2. Sessions on ethics and autonomy.
4. UMANG webinar series
5. Lecture on Citizenship for students

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-9/7-1-9-1-Details-of-activities-that-inculcate-values.pdf
Any other relevant information	https://dypatilunikop.org/agar2020-21/7/7-1/7-1-9/7-1-9-2-Any-other-relevant-information.pdf

7.1.10 - 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

A. All of the Above

organized during the year

File Description	Documents
Weblink of the code of conduct	https://dypatilunikop.org/institution-values/code-of-conduct/
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs organized during the year	View File
Any other relevant information	View File

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

Learning is not limited to classrooms and laboratories. Ajoyful campus for students and healthy work environment for faculty members creates an optimal learning sphere.

We at the university take every opportunity to make our patients aware about health and illnesses. These programmes are organised on the days commemorating a specific health related practice (e.g. hand washing), or an illness (Alzheimer's Week). It brings the topic into the foreground & creates a buzz about it. We customise our mass awareness programs to the needs of the community in focus.

These programs sometimes, are didactic, but most of the times are flavoured with a bit of theatrics, which helps us connect to the audience. These programs also allow our students to hone their skills of public speaking, and self-confidence.

The university also believes in encouraging and celebrating the efforts and the achievements of our faculty and human resources to boost their morale, raise productivity, loyalty and commitment.

University organises various programs for students to engage with, and even work with eminent experts from different fields.

We are happy with the progress we have made in this direction so far, and are committed to achieving more in years to come.

File Description	Documents
Annual report of the celebrations and commemorative events for the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution during the year as per NAAC format provided in the Manual

Our both best practices are centered around the two disasters that struck Kolhapur in last 2 years, namely mega-floods and the COVID-19 pandemic. These disasters created the need for doctors to get trained in handling emergent health conditions and situations. These disasters also posed challenges in travel, companionship and socialization, which imposed severe limitations in traditional teaching-learning across campus. The COVID-19 pandemic also brought the town to a standstill and lead to a state of fear, where the community was worried about their own and loved ones' health and welfare.

Our best practices, such as virtual teaching ecosystem, and, multidisciplinary COVID-19 care centre were our efforts to address all aforementioned concerns. We have embraced the new teaching learning methods to use state of the art technology and infrastructure so that our students always have access to their teachers, administrators and do not miss out on quality education due to any disaster or limitations. Our inter-disciplinary approach to the COVID-19 pandemic demonstrated our strength as a team in the time of crisis, and, our commitment to the community we serve.

File Description	Documents
Best practices in the Institutional web site	https://dypatilunikop.org/best-practices-2020-2021/
Any other relevant information	https://dypatilunikop.org/aqar2020-21/7/7-2/7-2-1/7-2-1-2-Any-Other.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

Experiential Intensive Digital Teaching Learning Methods :

DYPES Mission statement to use technology to provide a global standard of higher education materialized with JUNO Campus (GEMS) Learning Management System in 2017. Faculty training, and support in technology use optimized delivery of learning.

1. Simulation Skills Centre occupies 10,000 sq ft area with six computers, ten TV monitors, two debriefing rooms, five segments: Skills Training, Anatomage, Ultrasound (Vimedix, Blue phantom), Surgical Simulation (EndoVR, LaproVR) and Patient simulation with three high fidelity simulators (Apollo, Lucina, and Luna). Total 139 workshops had 1100 beneficiaries.
2. Microsoft Teams facilitated academic interactions (theory and practical), assessments, mentoring, video sharing, creation of 14 e-modules consisting of 115 interdisciplinary lectures.
3. Microsoft 365 training highlighted storage, convenience of work, collaboration.
4. Zoom Platform -facilitated academics, administrative, hospital operations, audits.
5. Biometric Face recognition precluded physical contact
6. Teaching Aids - Smart Boards, LCS, 2-way OT AV Relay, Visualizer
7. LMS: timetables, notices, leave application, indenting, attendance, lectures are routinely done.
8. 3D Cyber Anatomy- facilitated student revision
9. WiFi Campus - 1 GBPS line (BSNL), router spread, and back-up Airtel subscription with Firewall and data protection
10. Digital Libraries, Wi-Fi/LAN access in workplaces, discipline-specific databases, availability of e-resources

File Description	Documents
Appropriate web in the Institutional website	https://dypatilunikop.org/aqar2020-21/7/7-3/7-3-1/7-3-1-Distinctiveness-2.pdf
Any other relevant information	<u>Nil</u>

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

1. To initiate to enhance the intake in B.P.Th from 50 to 100.
2. To construct additional Five floors on the existing building (Presently Nursing).
3. To Enhance filing of Patents.
4. To work on filing copy-rights.
5. Planning to start B. Pharmacy and D. Pharmacy Programs.
6. Plan to start Value added courses : a) Time Management b) Leadership Development c) Anger Management d) Basic Computer e) Digital Communication.
7. To start super-speciality in Medical faculty such as DM in Hemato-oncology, M.Ch in Gastroentology , M.Ch in Urology.
8. Department of Emergency Medicine.