YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

D. Y. Patil Education Society (Deemed to be University), Kolhapur

- Name of the Head of the institution

Dr.Rakesh Kumar Mudgal

- Designation

Vice-Chancellor

- Does the institution function from own campus

Yes

- Phone no. of the Vice-chancellor

02312601202

- Alternate phone No.

02312601595

- Mobile no (Vice-chancellor)

9811319470

- Registered Email ID (Vice-chancellor)

info@dypatilkolhap ur.org

- Address

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   **Dr. Shimpa Sharma**

- Phone No.   **9820017268**

- Alternate phone no.   **9820017268**

- Mobile No: **9820017268**

- IQAC e-mail ID   **iqacdyp@gmail.com**

- Alternate e-mail   **info@dypatilkolhap ur.org**

3.Website address   http://www.dypatilunikop.org/

4.Whether Academic Calendar prepared during the year?   **Yes**

- If yes, was it uploaded in the Institutional Website?   https://dypatilunikop.org/academi c-calendar-2022-23/

5.Accreditation Details

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 3	**A+**	**3.48**	**2023**	**07/12/2023**	**06/12/2028**

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.

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

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   **4**

- Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website   **Yes**

- (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**

- If yes, mention the amount

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

Acceptance of Pre-qualification Stage of NAAC reaccreditation

NABH re-accreditation of Hospital

NABL of Molecular Biology Lab Desktop Assessment

Patient Safety Drive

Starting of PCI approved B. Pharmacy & D. Pharmacy programs & AICTE approval of B. Tech programs

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
Sensitize and educate on NEP 2020 integration with university functioning	National Seminars on NEP 2020 – Emerging Quality Perspectives in Higher Education -2 EQUIP-HE 2 was organized with148 delegates, 8 faculty. Eminent Speakers from 6 leading institutions elaborated on Quality education w.r.t NEP 2020. Clarity and understanding of faculty improved.
Patient Safety Awareness Drive in Hospital	8 Guest Lectures attended by over 700 students and faculty. 556 simulation and skill workshops for 7174 beneficiaries to enhance patient safety and improve HCW communication and teamwork
Reverse Progression Showcasing career avenues	Shantiniketan School students explore the field of HealthCare in interactive sessions to make informed career decisions
Enhance POCO analysis	Workshop on Outcome Analysis of POs and COs was organized on 24th January, 2023 by IQAC and MEU
Healthcare quality enhancement	Series of faculty and staff interactions were undertaken to orient stakeholders and for training
Submission of SSR by October 2022	Prequalification Stage was completed on 25th May 2023.
NABL Accreditation	Molecular Biology Lab reaccredited
NABH Accreditation	Hospital reaccredited
NIRF	Participated in NIRF 2023; Ranked in bandwidth of 100-150 (110th rank)
ISO Certification	Done

MDRA Ranking	Medical College ranked 44th in overall segment
'Dnyanshodh" to be organized	"Dnyanshodh" event conducted and journal published; Journal & Seminar in collaboration with Publication Committee, Editorial Board, CIR
Starting of new programs	B. Pharmacy, D Pharmacy, started. Permission for B Tech, BBA, BCA, MBA, MCA received.
Integration with goals of NEP 2020	Academic Bank of Credits uploads pursued; Electives started; 138 Interdisciplinary courses continued; Integration of Skills & Simulation Centre training in curriculum
Generating Consultancy from SSC	Consultancy generated

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Part A

Data of the Institution

1.Name of the Institution	D. Y. Patil Education Society (Deemed to be University), Kolhapur
• Name of the Head of the institution	Dr.Rakesh Kumar Mudgal
• Designation	Vice-Chancellor
• Does the institution function from own campus	Yes
• Phone no. of the Vice-chancellor	02312601202
• Alternate phone No.	02312601595
• Mobile no (Vice-chancellor)	9811319470
• Registered Email ID (Vice-chancellor)	info@dypatilkolhap ur.org
• Address	E, D. Y. Patil Vidyanagar, Kasaba Bawada, Kolhapur
• City/Town	Kolhapur
• State/UT	Maharashtra
• Pin Code	416006
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• University	Deemed
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Private

• Name of the IQAC Co-ordinator/Director	**Dr. Shimpa Sharma**
• Phone No.	**9820017268**
• Alternate phone no.	**9820017268**
• Mobile No:	**9820017268**
• IQAC e-mail ID	**iqacdyp@gmail.com**
• Alternate e-mail	**info@dypatilkolhap ur.org**
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13.Whether the AQAR was placed before statutory body?	**Yes**

- Name of the statutory body

Name	Date of meeting(s)
Board of Management	21/03/2024

14.Does the Institution have Management Information System?	**Yes**

- If yes, give a brief description and a list of modules currently operational

In synch with the Digital India Mission, the DYPES uses Information Management Systems to enhance the overall efficiency and reliability of functioning. The attendant transparency and accountability serve to improve stakeholder participation and understanding.

JUNO Software Systems Pvt. Ltd. ERP is a fully integrated, end to end, customised automation system for management of student, employee, academic lifecycles and is designed to capture,

consolidate and generate data required by regulatory / compliance bodies. The modules for Admission, Student Management, Library, Academic functions like batch creation, syllabus sharing, work allocation, timetable, internal marks and Examination configuration, generation & issue of hall ticket, filling of marks, generating marks ledger and marksheet are used. Employees and students' biometric attendance, Feedback, Accounts, HR, recruitment, Self-Appraisal, Purchase, Inventory, Events, Hostel, modules are part of the same software. All support functions including Hostel, Library, HR, Accounts, Purchase, Inventory are also automated. Level / role-based access ensures privacy and accountability.

Manorama InfoSolutions "Lifeline Corporate Suite" for Hospital Information Management System can be accessed (hosted on premise) using URL hmis.dypunik.edu.in with valid credentials. Onboarding of Case Paper Registration, Billing, patient admin, patient management, MIS reports, Analytics dash boards, Inventory, Nursing desk as well as individual sections is done. Different dashboards allow for efficient monitoring and data generation like dashboards for OPD, IPD, LIS, Pharmacy, Nursing and Radiology

15. Multidisciplinary / interdisciplinary

In response to NEP 2020, emphasis on research has yielded 9 interdisciplinary Post Graduate theses, 9 interdisciplinary PhD dissertations, 6 interdisciplinary intramural research projects underway in 2022-2023. Institutional Research Committee is a multidisciplinary committee that steers research quality. There are 138 interdisciplinary courses (26%) which are jointly designed, taught or assessed. Centre for Interdisciplinary Research offers Medical Physics, Stem Cell & Regenerative Medicine and Medical Biotechnology and PhD in Interdisciplinary Studies. The nature of Medical and Nursing programs makes them inherently interdisciplinary and multidisciplinary with curricular incorporation of Ethics, Law, Social Service and Soft Skills. Simulation, Value added courses and Electives also add to this pool.

16. Academic bank of credits (ABC):

University is registered with the National Academic Depository. Uploading of students mark sheets and degree certificates on www.nad.digitallocker.gov.in is in place for the period 2019-2023. Past documents are in process of being filled going backwards. A total of 1354 uploads have been successfully

completed. A total of 767 male students and 589 female students have their records available on the platform. The process of uploading all students is ongoing. The University is committed to ensuring the application and utilization of this initiative through student awareness and sensitization programs.

17.Skill development:
Programs offered by the university are vocational or professional in nature. Skill-based training is an integral part of the approved curriculum. Medical, Nursing, Physiotherapy programs all include laboratory training, community-based training, hospital postings, community postings, simulation-based training, research projects, and internships. The Centre for Interdisciplinary Research offers programs with laboratory training, research projects and internships. Hospitality Studies includes simulation and practical training as well as industry training. Use of Swayam/NPTEL portal for credit courses is done by Hospitality Studies and Medical College. State of Art Simulation and Skill Centre conducts scenario-based trainings to enhance student training and patient safety. Cadaveric BioSkill Lab provides professionals a platform to upskill. Language Lab, Language Classes, in-house IT training, Soft Skills courses, are other skill development avenues in university. Software like 3-D Anatomy and AR-based Anatomage also develop student skills in human anatomy in addition to Dissection of cadavers in Dissection Hall. Student Council, Prithviraj PG Club, Student Nurses Association, NSS, NCC, Music Club, and cocurricular & extracurricular activities like celebration of days, sports and arts events, dance, drama and music activities, literary and debating activities all add to the soft skill training given within the curricula. Ethical decision making is promoted through activity of the Bioethics Unit and its Student Wing

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
The AYUSH OPD in the hospital integrates with allopathic management systems to support patient wellness and health. The presence of staff and students who speak over a dozen Indian Languages offers out-of-state patients the necessary support. Out-of-state students are supported in learning the local language through Marathi Classes to interact with the local population, make fulfilling the rural outreach activities and provide better care to patients in the healthcare programs. Students from rural areas are supported by explaining concepts in

Marathi and Hindi.

Celebration of National Festivals, anniversaries of great leaders and memorial days reminds university stakeholders of the immense cultural heritage of the nation. It also provides platforms to recount the great deeds of historical figures and strengthen the feeling of nationalism.

The Central Library contains texts, and manuscripts of Indian knowledge systems ranging from religion to mythology, from medicine to art. These are displayed on the library as well as are available to students.

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

To ensure the employability and productivity of the graduate, competency-based curricula have been adopted in the university. Emphasis on skill-based trainings, partnerships and internships with industry, introduction of electives, out-of-syllabus teaching by industry & academic experts, regular updating of the curriculum are some steps taken to ensure that the teaching learning is outcome based.

Assessment drives learning. To this end, assessment is done is two ways – Continuous Internal Assessment (CIA) and Summative Assessment (SA). CIA is done through internal examinations, semester examinations, logbooks, journals, project reviews, seminars, journal readings, class tests, etc. Summative assessment includes practical assessment or clinical assessment, research theses, and viva voce in addition to theory exams. Examination tools used are OSPE, OSCE, Case Presentations, Digital Spots, Laboratory Experiments, Demonstrations, MCQs, SAQs, LAQs.

Curricular design and deployment includes the Program Outcomes, Program Specific outcomes, Course Outcomes, Lesson Outcomes, structured programs for Simulation training and Mentoring. Credit based system is introduced in most programs not regulated by statutory authorities. Competency-based Medical Education (CBME) mandated by the National Medical Commission is in place

20.Distance education/online education:

The university does not offer any distance education programs.

Online education is provided to admitted students through the Learning Management System wherein lectures are uploaded and

students can interact with faculty on discussion forum.

Out-of-Syllabus education is done through recorded lectures that are uploaded on the YouTube Channel of the university. Lectures are recorded by our faculty as well as by external stakeholders on topics of recent interest. These are available for students to stimulate curiosity and thinking.

MOOC courses are used for students from Hospitality Studies and Medical College. In addition, faculty are certified from the Swayam/NPTEL courses.

Use of YouTube, WhatsApp, and Microsoft Teams helps disseminate academic material as well as update knowledge

Extended Profile

1.Programme

1.1 Number of all Programmes offered by the Institution during the year	55

File Description	Documents
Data Template	View File

2.Student

2.1 Number of students during the year	2316

File Description	Documents
Data Template	View File

2.2 Number of graduated students during the year	406

File Description	Documents
Data Template	View File

3.Academic

3.1	231

Number of full-time teachers during the year

File Description	Documents
Data Template	View File

3.2 Number of sanctioned posts during the year	**231**

File Description	Documents
Data Template	View File

4.Institution

4.1 Total expenditure excluding salary during the year (INR in lakhs)	**10256**

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.

The approved curriculum meets global, national, regional and local needs through extensive deliberation at the levels of departments, by internal and external experts in the Board of Studies and then the Academic Council. Design of the curriculum is directed to matching the defined Graduate Attributes (GA) and fulfilling the University Vision Mission.

Program Outcomes (PO) are guided by GA. They specify graduate abilities present at the time of exit or potentially catered for over time. To achieve the PO, the curriculum of each subject/course has defined Course Outcomes (CO), ensuring alignment with PO. The CO are described in a manner that guide faculty in content preparation, teaching methodology and assessment techniques. The PO and CO are displayed so that all stakeholders are aware of them and follow their intent.

During the preparation of the CO, the local healthcare needs are incorporated without fail. National and Regional needs are also incorporated within the guidelines and practices imparted to students. Global health care needs are addressed in view of the increased international mobility of our graduates. Curriculum design and faculty training are directed as per need by the MEU and IQAC.

File Description	Documents
Curricula implemented by the University	https://dypatilunikop.org/iqac/AQAR-2022-23/1-1-1/1-1-1-1-Curricula-implemented-by-the-university.pdf
Outcome analysis of POs, COs	https://dypatilunikop.org/iqac/AQAR-2022-23/1-1-1/1-1-1-2-Link-cover-outcome-analysis.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/1-1-1/1-1-1-3-Link-cover-Any-other-relevant-information.pdf

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

39

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

Competence of graduating students improves their employability.

The confidence for entrepreneurship is a function of competence, skills developed and the ecosystem provided. Recognizing this, DYPES has ensured that across 49 programs offered, 418 course curricula focus on these skills, supported by co-curricular and out-of-syllabus teaching activities that further the objective.

Competency based education (CBE) is characterised by outcome based content, increased skill and practical classes, small group teaching, logbooks and journals records. While medical curriculum is entirely competence-based, all other programs focus on competence training.

Fortuitously, all programs offered by DYPES are professional in nature. Health & Allied Health Science programs, Hospitality, and Research Based programs are skill-based, necessitating high application of motor and mental skill sets. The Simulation Skill Centre, Cadaveric Bioskill Lab, Animal House, Research, Clinical and Basic Laboratories, Simulated Hospitality Laboratories, all contribute to skill training.

Employability requires skill sets like technical knowledge, communication, emotional intelligene, personality, teamwork, professional ethics, critical thinking, analytical mind, adaptability, and problem solving that are included into routine teaching of many courses. The Placement cell also supports students.

Inbuilt spirit of entrepreneurship in many programs is supported by the Entrepreneurship Development Cell, MOUs, Alumni network and Faculty of DYPES.

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	No File Uploaded

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	**No File Uploaded**

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

13

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	**No File Uploaded**

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

138

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	No File Uploaded

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

A successful professional must first be a humane professional. This requires understanding of how crosscutting issues relevant to human nature and the social environment affect an individual. Hence, sensitization to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics are an integral part of the curricula.

From being aware of the nuances of the LGBTQIA2S+ community, to recognizing the impact of changing demographics on social structure, from recognizing their role as community leaders for change to responding to their individual responsibility towards making the earth more sustainable, students are educated through curriculum, cocurricular and extracurricular events like seminars, guest lectures, quiz, street plays, skits, celebration of various days, activities of Bioethics Unit and Gender Sensitization Cell.

The need to elevate their profession by inculcating and honouring human values, respecting individual autonomy and right to self-determination, practicing within a just and ethical framework are integrated in their formal curriculum, weaved in their hidden curriculum and role modelled by their seniors and faculty. Participation in government welfare programs, free university health check-up camps, rural community posting, protecting future

generations through health promotion, and selfless work are reiterated throughout their academic journey.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://dypatilunikop.org/iqac/AQAR-2022-23/1-3-1/1-3-1-1-list-courstes-integrate-crosscutting-issue.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/iqac/crosscuttings/
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

2044

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. Experiential learning allows students a comprehensive understanding of the profession in real-life situations. DYPES emphasizes on student training in field visits, industry internships, research projects and community postings. Supervised by experienced faculty, monitored through logbook and journals, field and industry visits offer observational and demonstrative learning. Community postings in Health and Allied Health curricula are designed to allow interaction of students with local population. They translate classroom teaching to the ground, with opportunity to note sociocultural impact on matters relating to gender, diet, pregnancy, immunization, family planning, disease, medication, and even death. The Village Adoption Scheme, Unnat Bharat Abhiyaan and RCOMET programs provide structured training to students in 6 adopted and other non-adopted villages in Kolhapur. Research enables the development of scientific enquiry and critical analysis. The methodical design and execution of a project promotes an analytical mind. Hence research projects are included in undergraduate, postgraduate curricula and is mandatory for MD, MS, MSc and PhD degrees. Internships in hospitals, hotels and Radiotherapy Centres provides the perfect exit from student life and introduction to professional life. It also helps students decide the future direction of their

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/iqac/student-enrichment/
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/1-3-4/1-3-4-2-link-cover-any-other.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/feedback/
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	No File Uploaded

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/feedback/
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	No File Uploaded

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

663

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	No File Uploaded

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

2316

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	**No File Uploaded**

2.3 - Teaching- Learning Process

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

Holistic student development, necessitates using well-thought, different teaching methods emphasizing student centricity, and higher orders of learning.

Common approaches adopted viz. participative learning, experiential learning, simulation-based learning, small group teaching and integrated teaching are realized through teaching methods including peer learning, collaborative learning, interactive lectures, skill-based learning, research projects,

case discussions, patient simulation scenarios, hospital & community postings, narrative and reflection writing, field, facility and industrial visits, health camps. Assessments like logbook records, OSCE & OSPE, written MCQs, SAQs & LAQs, viva-voce, Spots etc, cover diverse learning styles.

Curricular incorporation of Village Adoption Program, Community Postings in UHC,PHC, RHTC, Rural Community Oriented Medical Training, Survey Visits provides exposure the tenets of collaboration, team work, leadership, situational awareness, communication skills and community ethics.

Structured learning activities organized by Sports Director, NSS, NCC, Entrepreneurship Development Cell, Bioethics Unit, and various university units, support curricular outcomes.

Student involvement in Student Councils, IQAC, Medical Education Unit, Hostel Committee, Anti-ragging Committee, Internal Complaints Committee, Student Bioethics Wing Steering Committee, informs about management process in institutions.

Students organize various extracurricular programs, celebrations, and volunteer during academic events. The principles of organization, coordination, team spirit, and participative management, are learnt here.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	https://dypatilunikop.org/iqac/AQAR-2022-23/2-3-1/2-3-1-1-list-of-students-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-

A. All of the Above

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

University Teachers routinely use the modern, protected, ICT infrastructure which is exploited via the IT Department's regular faculty trainings in existing and new acquisitions under guidance of the Education Technology Unit and IQAC.

Internet via 1GB bandwidth leased line allows for regular uninterrupted usage of all internet-based applications. Dedicated staff in the Media Room and Learning Resource Development center support the creation of new learning resources.

The Learning Management System since 2017, the university YouTube Channel, and WhatsApp groups allow teachers to share their PowerPoint Presentations, recorded lectures, learning resources, and connect with students beyond the physical boundaries of the university. The Digital Libraries, Computer facilities, LCD network, Smart Classrooms, ongoing subscription of ProQuest Ebrary, Journal Databases, incorporation of SWAYAM modules in

curriculum, and other AV resources are integral part of the TL process. Use of QR codes and links for online feedback is also used.

The training and availability of platforms like Zoom, Microsoft Teams, allows for out-of-syllabus training through Guest Lectures, Seminars and Conferences, involving Experts of National and International standing to interact with students. The Learning Space of the Simulation & Skill Centre allows for coordinated scheduling of students for their trainings

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	https://dypatilunikop.org/iqac/AQAR-2022-23/2-3-3/1-2-3-3-1-details-of-ict-enabled-tools.pdf
List of teachers using ICT-tools	https://dypatilunikop.org/iqac/AQAR-2022-23/2-3-3/2-2-2-3-2-List-of-teachers-using-ICT-tools.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/2-3-3/3-2-3-3-3-Any-other-relevant-information-IT-and-ITC-Policy.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
231	2316

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

231

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

50

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	**No File Uploaded**

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

2907.65

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	**No File Uploaded**

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

215

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/e-content/
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

45

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

11.78

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

26

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	1. Double valuation/Multiple valuation with appeal process

Institution. The University adopted the following for the redressal of evaluation-related grievances.	`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

`Examination reforms are made in response to newer methods of assessment and their delivery, feedback from stakeholders or need-based changes in existing procedures. Automation of examination division has been extended to the examination process, in addition to all pre-examination and post-examination procedures already in place.`

`The examination process was already made transparent and fair through the strict invigilation system, CCTV surveillance with real time monitoring, Flying Squad, rationalisation of toilet breaks and attendants provided for same, use of answer books with Watermark as security feature, meticulous count and record of answer booklets and supplementary sheets, scattered seating arrangement for students of a given program. In addition, digitization of the answer sheets using a validated software, and on-screen marking by examiners has been introduced in the academic year. Faculty training for use of this method has been undertaken for teachers of the medical college. It will now be extended to other constituent colleges. This takes the level of automation to a higher state, ensuring further enhanced transparency. This will also facilitate the existing process of online result generation.`

File Description	Documents
Details of examination reforms implemented during the year	https://dypatilunikop.org/iqac/AQAR-2022-23/2-5-4/1-2-5-4-1-exam-reforms-details.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(GA) as well as Program Outcomes(PO) and Course Outcomes(CO) have been defined for all programs, including those that are provided by the Regulatory Bodies. These are uploaded on websites, displayed in college corridors for students and

stakeholders, and shared during orientation programs.

To ensure that PO and GA are achieved, the outcome-based education uses the assessment process. The assessment process includes both formative, continuous and summative assessment which allows mapping of different curricular aspects. The use of subjective and objective assessment tools, and relative weightage given to theory and practical/skill components facilitate integration of the PO/GA into the assessment process.

The assessment process is aligned with the CO and PO. The assessment methods and tools of different CO are specified. The curricular content or parameters to be assessed are clearly defined for each assessment. For theory, the question paper templates are carefully designed with blue printing and moderation further enhancing the integration. For Practical/Skill assessment use of standardised, objective tools along with Case Discussions, Viva Voce, Table viva, etc are done.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://dypatilunikop.org/iqac/AQAR-2022-23/2-6-1/1-2-6-1-1-relevant-documets-pertaining-to-learning-outcomes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://dypatilunikop.org/iqac/AQAR-2022-23/2-6-1/2-2-6-1-2-methods-of-assessment-of-learning-outcomes-and-graduate-attributes.pdf
Any other relevant information	No File Uploaded

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

406

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/iqac/AQAR-2022-23/2-6-2/3-2-6-2-3-annual-report.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	No File Uploaded
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

The well-defined Research Promotion Policy promotes good governance, financial prudence, research monitoring and incentivization. The revised policy duly approved by the Board of Management, is uploaded on University website, and is available in Central Research Lab, Centre for Interdisciplinary Research, Library, IQAC and with Heads of Colleges.

Capacity building is advocated through workshops, conferences, organization of Campaign of University Research & Training (COURT), Dnyanshodh, Second MBBS Alliance for Research Training (SMART), Guest Lectures and Seminars.

Quality improvement and output enhancement is supported through the IPR Cell, Research Guidance Cell, anti-plagiarism guidelines,

seed money provision, JRF stipends for intramural projects, progress review of PhD scholars and research projects, matched incentivization of faculty for different indexing databases of publication. The SOPs of Institutional Research Committee, Institutional Ethics Committee, Institutional Animal Ethics Committee are in line with sector standards. Institution of Best Research Scholar is another effort. The journal Dnyanshodh- MJDYPU published by university provides a platform for students and faculty alike.

Innovation is facilitated through financial and logistical support for patent and copyright application, sharing of consultancy remunerations, reimbursement of conference registrations for presenting faculty, and the APJ Abdul Kalam Incubation Centre of the Centre for Interdisciplinary Research

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)

63.17

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

166

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

14

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	No File Uploaded

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/iqac/AQAR-2022-23/3-1-5/3-1-5-1-Videos-Geotag-photos.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

8

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	No File Uploaded

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

0.87

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	**No File Uploaded**

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

31.3

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

The innovation ecosystem thrives around framework provided under the research policy by the Research Guidance Cell, the APJ Abdul Kalam Incubation Centre, Institution Innovation Council, and the IPR Cell. The Institutional Research Committee, CDSCO-registered Institutional Ethics Committee and Institutional Animal Ethics Committee ensure high standard of scientific and ethical compliance. Identification of thrust areas, infrastructural provisions, facilitation of collaborations, comprehensive learning resources are other aspects.

Collaborations and MOUs are monitored for activity and output. Logistical and financial support for industry-academia collaborations, academic and skill-based events, copyrights and patents, are undertaken regularly.

Mentoring, Training, Incentivization, Capacity Building, Awards and Recognition are some tools that further the creativity and innovativeness of the researchers.

The ecosystem for entrepreneurship supports the career avenues available to professional graduates. The Entrepreneurship Development Cell exposes learners to the experiences and wisdom of entrepreneurs in different fields. The Cell actively organizes training on establishing nursing homes, Small Health Care Organisations (SHCO). Training module includes hospital setup, support service, quality in health care, evidence-based research, medico-legal systems, health economics, financial awareness, investment and Clinical Establishment Act. The Alumni of the university form a rich network and source of practical tips for the graduating students

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

Intellectual Property Rights Cell educates learners through its activities independently or in collaboration with the IRC, IQAC and RGC, which are conducted regularly and with intent to sensitize, train and familiarize.

Research Methodology Workshops are conducted regularly by the Research Guidance Cell & IQAC for Post Graduates and PhD scholars. In addition, nursing, medical and pharmacy undergraduates are also exposed to training in research within and outside the syllabus, in preparation for research projects they undertake.

Good Clinical Practice, Laboratory Practices and Pharmacy and Collection practices are taught periodically and within the requirements of NABH and NABL accreditation.

Research Grant writing forms an integral component of the 3 to 7-day Research Methodology Workshops conducted. Guest Lectures and Seminars are also organized to this end. Research Guidance Cell also conducts individual mentoring and supporting sessions for the keen.

Industry-Academia Collaborations are reflected in curriculum design, electives planning, joint patents, publications, research projects. To encourage and enhance these activities faculty are mentored and trained to identify areas of collaboration, access avenues in the region, and execute MOUs, joint projects or activities.

DYPES has conducted 31 seminars/workshops on Intellectual Property Rights (IPR), Research Methodology Workshops,Good clinical and Laboratory Practices,Research Grant writing seminars/lectures and Industry-Academia Collaborations.

Apart from this, DYPES has also organized seminars and skill based training workshops, international and national conferences, and workshops to inculcate the research culture amongst students and faculty members.

File Description	Documents
Reports of the events	https://dypatilunikop.org/iqac/AQAR-2022-23/3-3-2/3-3-2-1-Reports.pdf
List of workshops/seminars on the above conducted during the year	https://dypatilunikop.org/iqac/AQAR-2022-23/3-3-2/3-3-2-2-List-of-Workshops.xlsx
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

20

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/list-awards-recognition-received-by-the-institution-teachers-research-scholars-students-during-2022-23/
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)

12

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	A. All of the Above

internationalrecognitions/awards. Options: **Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award**	

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

31

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

90

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	**No File Uploaded**
Web page for research in the Institutional website.	https://dypatilunikop.org/research/
Institutional data in prescribed format (Data Template)	**No File Uploaded**
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	**No File Uploaded**

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

99

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	*https://www.dypatilunikop.org/iqac/AQAR-2022-23/3-4-6/3-4-6-Data-template.xlsx*
Names of the indexing databases	*View File*
Any other relevant information	**No File Uploaded**

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

34

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	**No File Uploaded**

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

3822

File Description	Documents
List of the publications during the year	View File
Any other relevant information	**No File Uploaded**

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

58

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any other relevant information	**No File Uploaded**

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

DYPES has a policies on IPR and Consultancy, prepared in consultation with the IQAC, recommended by the Academic Council and duly approved by the Board of Management. It aims to provide a clear outline of DYPES's convictions on the importance of generating IPR produces and generating consultancies.

The consultancy policy encompasses the training cum capacity building program for internal stakeholders undertaking consultancy. It also describes the revenue sharing of the

consultancy income with relevance to costs incurred by DYPES, nature of assignments and relative distribution between department, individual and university. Allowance has been made to decrease or forfeit amount due to university in case gross income from a work is small.

The IPR policy accepts the future potential for commercialization of patents and copyrights. To this end, the policy guides the functions and working of the IPR Cell which strives to motivate, enable, and facilitate the creation of original works deserving of being patented or copyrighted.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://dypatilunikop.org/iqac/AQAR-2022-23/3-5-1/3-5-1-1-BOM-Extract.pdf
Link to the soft copy of the IPR and Consultancy Policy	https://dypatilunikop.org/iqac/AQAR-2022-23/3-5-1/3-5-1-2-IPR-counsultancy.pdf
List of the training / capacity building programmes conducted during the year	https://dypatilunikop.org/iqac/AQAR-2022-23/3-5-1/3-5-1-2-list-activities.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/3-5-1/Anyother.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)

14.14

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	**No File Uploaded**

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

216

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	**No File Uploaded**

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

1540

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	No File Uploaded

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 reflect DYPES's commitment to society and are an opportunity for students to connect with ground realities. DYPES works with the local Municipal Corporation, Gram Panchayats, Zilla Parishads and society Mandals or bodies to provide services commensurate with local needs which has garnered staff and students expressions of gratitude, letters of appreciation and commendation.

The Unnat Bharat Abhiyaan a flagship programme of MoE, GOI has seen DYPES adopt five Kolhapur district villages with intent to enhance social, environmental and healthcare aspects for citizens. Regular camps, health check-ups, awareness on environmental issues, health promotion education, disease prevention, cleanliness campaigns, are some activities conducted under the UBA. DYPES interacts with the locals, identifying and clarifying misconceptions in the local language.

Rural Community Oriented Medical Education & Training (RCOMET) a university-originated program and Village Adoption Scheme where internal stakeholders visit and study a village with the intention of identifying local health problems and providing educational activities on the issue in a manner suited to the audience. The interaction and cooperation of the local Gram Panchayat is key to the success of this program.

Faculty receive appreciation letters for health talks at village forums by Gram Panchayats, Municipal Corporations and Mandals

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	**No File Uploaded**

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

Through Village Adoption Scheme, RCOMET (Rural Community Oriented Medical Education & Training) and UBA internal stakeholders create awareness about social, cultural, environmental, factors that affect health in rural area. These factors are identified through analysis of data gathered by students from villagers via direct personal interviews.

Poster, Handouts, Street Plays, Skits are prepared and presented on topics like environmental, sanitation, family diet & nutrition, Maternal & Child health, adolescent health, personal hygiene & addiction, menstrual hygiene, hand hygiene, balanced diet health problems like communicable & non-communicable diseases.

Free Health care in OPDs and Wards of the Hospital, Thalassemia OPD and subsidized chelators, subsidized health care in ICUs is provided year-round. DYPES readiness during natural disasters was successfully tested during Floods (2019, 2021) and Pandemic (2020-2021). Community camps, Blood Donation camps, School health Check-ups, family surveys, free check-up camps, community clean-up drives, Audiometry Camps are regularly conducted.

Swacch Bharat campaign, anti-Plastic campaign, Save the Girl Child, Educate the Girl Child, are conducted through the NSS and NCC troops as well as by various Departments. Plantation and upkeep of road dividers, airport premises are also done by DYPES.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://dypatilunikop.org/iqac/AQAR-2022-23/3-6-1/Photographs.pdf
Link for additional information	https://dypatilunikop.org/iqac/AQAR-2022-23/3-6-4/3-6-4-additional.pdf
Link for additional information	https://dypatilunikop.org/iqac/AQAR-2022-23/3-6-4/3-6-4-additional1.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

143

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	https://dypatilunikop.org/iqac/AQAR-2022-23/3-7-1/Link-for-websites.pdf
Any other relevant information	No File Uploaded

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

47

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.

Infrastructural facilities that provide the necessary academic ambience, promote student comfort, meet regulatory requirements, and meet latest national and international trends are an integral component of educational institutions.

The university has 37 classrooms, 25 Seminar Rooms, which are ICT enabled with internet connectivity, LCD projectors, and audio systems and Smart Boards in 6 Lecture halls. Media Room record out-of-syllabus lectures and educational videos and LMS are essential facilities. Well-equipped laboratories (n=63) have latest equipment, adequate apparatus, natural lighting, LCD and Wi-Fi for in-lab teaching. Modern, well-lit, Museums (n=35) with visually impressive displays are present. Two auditoriums and one multifunctional Hall allow for conduct of Guest Lectures, conferences, and workshops. The Simulation and Skills Centre with basic to advanced simulators and trainers in 3 sites, 3-D Anatomy room, Anatomage, and Cadaveric Bio-skill Laboratory are infrastructure using latest AI & Simulation for student learning. Dissection Hall, Yoga Lab, Botanical Garden, Nutrition Lab, Communication Skill Lab, Animal House, Central Research Lab, Pathology Lab, Advanced Research Labs are other learning infrastructure. The tertiary care hospital OPD and IPD provide surfeit of patient load for experiential and clinical learning in addition to AYUSH OPD, Dental OPD, & 24-hour Emergency Casualty.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://dypatilunikop.org/iqac/AQAR-2022-23/4-1-1/4-1-1-1-Teaching-learning-and-skills-acquisition.pdf
Geotagged photographs of the facilities	https://dypatilunikop.org/iqac/AQAR-2022-23/4-1-1/4-1-1-2-Teaching-Learning-and-Skill-acquisition-Facilities-with-Geotagged-Photo.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-1-1/4-1-1-3-Any-Other-Relevant-Information.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

Students' Sports and physical fitness requirements are met with a sports ground spread over 3.5 Acres established in 2005 for Cricket, Volleyball, Basketball, Throw Ball, Kabaddi, Football, running track, long jump and Javelin Throw; an Indoor Games complex for: Badminton, Chess, Caroms, Table Tennis and Pool; separate swimming pool for Boys & Girls established in 2005 of 450 square feet each; separate hostel Gymnasium for Boys & Girls, established in 2005 of 600 square feet each. Organization of National Sports Day, Annual College Sports Meet, Intercollegiate sports, Medical premier League, are some regular events. Also, the university has MOU with ABS Fitness club and the Rajarshi Chhatrapati Shahu College for utilization of additional facilities like swimming Pool.

The Yoga Lab established in 2016 coordinated by College of Physiotherapy and Department of Physiology conducts trainings for students and celebration of Yoga Day etc. The indoor auditorium (1991) renovated in 2022 has a seating capacity of 200; a second indoor auditorium (2023) with seating capacity of 130; and on outdoor open stage auditorium for 1000 capacity; allow events like Dance, Drama, Fashion Show, Orchestra, Annual Day. Covered outdoor display area, landscaped gardens for sitting, and Music Room are other recreational areas provided.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://dypatilunikop.org/iqac/AQAR-2022-23/4-1-2/4-1-2-1-Available-Sports-and-Cultural-Facilities-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-1-2/4-1-2-2-Any-Other-Relevant.pdf

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

DYPES has a green, landscaped, gated campus demonstrating environmental consciousness and usability. Well signaged roads, 24x7 security, CCTV coverage of all buildings, separate toilets for men and women, and adequate pedestrian traffic space, provide a sense of safety and security for all. Landscaped lawns with seating spaces offers all an area to relax. Avenue trees and planted greenery are QR coded with knowledge in English and Marathi. Hygienic canteen employing health-tested, vaccinated persons, with adequate sitting are provided in the hospital campus as well as student and staff canteens in the college buildings and PG and Interns hostel. Hospital is clean, well ventilated, with signages in two languages, an ATM, provision of patient assistance through technology, Staff dedicated to Health Schemes, and Public Relations Officers. Separate hostels for both genders at UG and PG level, Hostel Wardens, 24-hour water and electricity supply, generator back-up, presence of Gymnasiums and swimming tanks are provided, with local PO 750 m away. Presence of Sewage Treatment Plant, EffluentTreatment Plant, Rain Water Harvesting, Borewell recharge, Solar Lamps, use of LED bulbs, installation of Motion Sensor lights, UPS and backup generators are some facilites in use.

File Description	Documents
Geotagged Photographs of Campus facilities	https://dypatilunikop.org/iqac/AQAR-2022-23/4-1-3/4-1-3-1-Campus-Facilities-with-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-1-3/4-1-3-2-Any-Other-Relevant-Information.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)

4883.23

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	No File Uploaded

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

The D Y Patil Medical College, and the NABH-accredited, ISO certified Dr D.Y. Patil Medical College Hospital & Research Institute are recognized by the NMC for admission of MBBS and MD/MS programs following compliance with mandatory regulatory requirements. The 810 Bed strength Hospital has 75% to 80% bed occupancy at all times. It provides learning resources for the medical, nursing, physiotherapy, allied health science students and meets the training requirements of all their regulations. Specialty services offered through are 14 OPDs and over 20 subspeciality OPDs and IPD services. The Lab has advanced machinery like cytometry, chemiluminescence, Dry chemistry analyser, BacT/Alert 3D. The Molecular Biology Lab is NABL accredited for COVID testing. FDA approved blood bank provides RDP, SDP, FFP, Cryoprecipitate and apheresis services.

The 24x7 blood bank, laboratory and radiological services supports the efficient, emergency patient care in round-the-clock services of Labour Room, Casualty, Medical & Surgical ICUs, NICUs, PICU and OT. There are 14 well-equipped, modernised operation theatres with facility for relaying live surgeries and two-way audio communication with viewing galleries. Department of Radiodiagnosis has advanced machines like 3 Tesla MRI, 128 Slice CT scan, Ultrasound and Mammography units.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://dypatilunikop.org/iqac/AQAR-2022-23/4-2-1/4-2-1-1-Facilities-as-per-stipulaton-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/iqac/AQAR-2022-23/4-2-1/4-2-1-2-List-Of-Patient-care-Teeaching-Learning-Research-With-geotagged-photos.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-2-1/4-2-1-3-Any-Other-Relevant-Information-opt.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)

The hospital Quality Policy guides all processes and procedures. Continuous efforts ensure adequate patient flow to provide relevant training to medical, nursing, physiotherapy and allied health science students. Highly subsidized medical care, qualified staff, robust, 24x7 emergency section with state-of-the-art Casualty, empathetic and ethical practices, regular retrainings, conferences and seminars to build capacity, streamlined administration, technology-supported efficient quality processes and tertiary-level facilities ensure patient loyalty. High OPD attendance results from regular rural and urban health camps, school camps and medical support to academic and religious institutions for large events. Collaborations with Rotary, Industries, NGOs and empanelment by over 15 health insurances and schemes, 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 much needed assistance and information to all patients as does hospital website. Implementation of NABH, NABL, ISO standards and ethical practices help to ensure patient safety, convenience and recovery. The overall IPD occupancy was 81% against NMC requirement of at least 75% occupancy, with daily OPD meeting regulatory requirements of over 1200 patients (1239).

File Description	Documents
Outpatient and inpatient statistics for the year	https://dypatilunikop.org/iqac/AQAR-2022-23/4-2-2/4-2-2-1-Outpatient-and-inpatient-statistics-for-the-years.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/iqac/AQAR-2022-23/4-2-2/4-2-2-2-Description-of-the-adequacy-of-outpatient-and-inpatient.pdf
Link to hospital records / Hospital Management Information System	https://dypatilunikop.org/iqac/AQAR-2022-23/4-2-2/4-2-2-3-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.	**C. Any 3 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)

DYPES offers a Central library supported by a library in each department and constituent units of the university. Central library is integrated with DYPES Learning Management System (LMS) which started in 2017 which makes library reliable, accessible, with easy to maintain inventory, monitor, and review. The password protected unique LMS ID allows access to the library through the Library WEB-OPAC link which permits searching for books, locking desired titles, checking date of book return or putting in specific requests.

Library entry is via biometric system, that records library usage and records students' presence in the reading room and library. The RFID system allows rapid utilisation of library holdings. The RFID tagging allows automated issue and return of books through the rack-kiosks, generation of late-fees on delayed books, without involving library staff.

The presence of QR codes for accessing question papers of university examinations is another feature in the library that is automated.

The librarian uses the ILMS to generate Acquisition report, which can be based on author, date of purchase and department, Expenditure reports, Book issued reports, User book issued report, Library due report etc for administrative purposes.

File Description	Documents
Geotagged photographs	https://dypatilunikop.org/iqac/AQAR-2022-23/4-3-1/4-3-1-1-ILMS-System.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-3-1/4-3-1-2-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

Populating the central library is a responsibility that is steered by the Library Committee. Suggestions of stakeholders and the committee members are compiled, curated and procurement is done. Care is taken to acquire books that meet curricular needs, as well as those that enrich the students' minds and souls. Available resources include 131 printed National and International Journals, 23,369 books, 14200 e-books, and 6753 e-journals, with a World Health Organization- Global subscription and subscription in Index Medicus: subset of MEDLINE. In addition to text books, the library has reference books, Atlases, Video Atlases, MCQs, Competitive exam books, medical education books on CDs and DVDs, Encyclopedia Britannica, World data annual, Dictionaries, Maps, Gazettes, Roget's Thesaurus of English Words and Phrases, Theses/Dissertations, Year books, Annual reviews. Hard copies of six ancient manuscripts, 44 digitized ancient books and manuscripts related to history, religion, politics, ayurveda, yoga, traditional medicine, translated manuscripts like Charaka Samhita, Sushrutha Samitha are available. A subscription to Knowledge Hub:A virtual library offers access to many digitized Ancient Books and Manuscripts related to Ayurveda and religion in various Indian languages.

File Description	Documents
Library acquisition data for the year	https://dypatilunikop.org/iqac/AQAR-2022-23/4-3-2/4-3-2-1-Library-Acquisition-Data.pdf
Any other relevant information	View File

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the	A. All of the Above

following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases

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)

268.77

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	No File Uploaded

4.3.5 - E-content resources used by	B. Any 4 of the Above

teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

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/dyp_ssr_2122/question-bank/
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

88

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

IT facilities in the campus include physical assets like 1 leased line of 1 GBPS cumulative bandwidth (with BSNL, and Airtel™ India in 2022) throughout the campus, Circular Fibre Channel with a two-

way stream such that data transfer interruption does not affect server stability, 7 out of total 12 servers converted into AAA servers, 425 Computers, 48 Laptops and Smart TVs, 6 Smart Boards, Media Recording Room, 257 surveillance cameras and TV monitors with backup servers, Biometric machines, NMC Biometric Devices, NMC surveillance cameras, RFID technology in library. Maintenance is done by a dedicated in-house, 12-member IT team. The provisions of updated anti-virus, firewall, password protected access, restricted access to server room, dedicated website committee, social media team, allow for maximum optimisation and data safety of the Hospital Information Management System, Learning Management System, ERP and Twitter, YouTube, Facebook and Instagram accounts.

The assets have provided functional areas and processes like 3 Digital libraries, Computer Laboratory, Communications Skill Laboratory, Departmental Libraries, Simulation & Skill Centre, A Desktop Publishing Unit to facilitate academic printing, CCTV surveillance of all buildings, Examination Hall & Reading Room, Biometric attendance of staff and students.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://dypatilunikop.org/iqac/AQAR-2022-23/4-4-2/4-4-2-1-Documents-relating-IT-Wifi.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-4-2/4-4-2-2-Any-Other-Relevant-Information.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.

DYPES has its own E-Resource Development Centre with notable equipment including Mevo Start, All-in-One Wireless Live Streaming Camera, Video Camcorder and set of tripod and flash units and 2 light tents for closeup photography of objects using a macro lens. In addition to these facilities, media centre has software forlecture capturing. Media centre is also equipped with a desktop computer system with AV-content creation software such as Adobe creative cloud software. The video recording studio is available to the faculty to create editable e-content to serve focussed teaching and out-of-syllabus teaching. Dissemination is done through LMS, WA groups and the YouTube Channel. DYPES has 2 graphic designers to create illustrations and graphic depictions and 2 video editors. The e-Learning resource development includes an advanced 3D printer to fabricate models to be used for educational purposes. DYPES has lecture capturing system inclassrooms where lectures are recorded in real time and made available on the online platform. It adds value to courses and provides student centric approach.

DYPES deploys e-learning solutions for the teaching faculty and students. Digital boards provide the virtual learning facility.

File Description	Documents
The e-content development facilities	https://dypatilunikop.org/iqac/AQAR-2022-23/4-4-4/4-4-4-1-E-Content-Development-Facilities.pdf
Geotagged photographs	https://dypatilunikop.org/iqac/AQAR-2022-23/4-4-4/4-4-4-2-Geotagged-Photographs.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-4-4/4-4-4-3-Any-additional-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

4392.68

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/iqac/AQAR-2022-23/4-5-1/4-5-1-3-link-to-ERP.pdf
Any other relevant information	No File Uploaded

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

There are established systems and processes for maintaining physical and academic support facilities to ensure optimal utilization, energy conservation, regular upkeep of infrastructure.

The Estate Office is headed by qualified engineer who chairs the Maintenance Committee with core members including Civil Engineer, Electrical Engineer, Bio-medical Engineer, A.C. technician and

General supervisor. The other members of estate office are Carpenter, Plumber, Sanitation supervisor, Garden supervisor, Mason and Fabricator.

The minor maintenance is carried out in-house at the respective college level. Complaints raised are documented in the maintenance register maintained by unit Deputy/ Assistant Registrars, who also verify the completed work with the complainant/user.

Major work is channelled through Maintenance Committee which deliberates proposal logistics, financial implications and need. Once approved by authorities, vendors are appointed through a transparent tendering process.

Processes align with ISO certification, NABH accreditation, NAAC accreditation, NABL accreditation with Energy Audits, annual and comprehensive maintenance contracts of major equipment, internal audits, inventory management and annual condemnation board. Use of HIMS for raising issues and a dedicated Biomedical engineer ensure minimal down-time. IT Engineer facilitates maintenance of IT equipmentand LMS.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	https://dypatilunikop.org/iqac/AQAR-2022-23/4-5-2/4-5-2-1-Minutes-of-the-meetings-of-the-Maintenance-committee.pdf
Log book or other records regarding maintenance works	https://dypatilunikop.org/iqac/AQAR-2022-23/4-5-2/4-5-2-2-Log-book-of-maintenance-work.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/4-5-2/4-5-2-3-Any-additional-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

2158

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 a n d o t h e r s k i l l s 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-2/
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

1643

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

DYPES has established the International Student Cell (ISC) and in alignment with National Education Policy 2020, envisions attracting students to study in Kolhapur.

ISC disseminates information on admission process among prospective students and serves as Single point contact from admission till completion., serving as a liaison body with any sponsoring agency, to coordinate matters. It will facilitate networking, addressal of grievances and encourage their assimilation into mainstream. All possible assistance to adapt to the new environment will be extended.

The registration of D. Y. Patil Medical College, Kolhapur on WHO directory/FAIMER portal provides institutional information to potential international students

Composition: The chairman is a faculty with international educational experience. The secretary and members are from different programs across the university and from the Media department.

The committee meets annually. The information booklet provides

information to the international students about DYPES, Eligibility for admission for various programs and information about the geography, climate, customs, culture, access and connectivity of Kolhapur city. 24 Hrs. Helpline Number +91-7083845999 is available.

The students are encouraged to access more details from the websites below:

1. https://www.maharashtra.gov.in/1125/Home
2. https://www.dypatilunikop.org/

File Description	Documents
International students' cell	https://dypatilunikop.org/iqac/AQAR-2022-23/5-1-4/5-1-4-1-Main-combine-file-to-upload.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/5-1-4/5-1-4-2-Main-Any-additional-information-3.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/iqac/AQAR-2022-23/5-1-5/5-1-5-3-circular-weblink-2.pdf
Details of student grievances and action taken (Data Template)	View File
Any other relevant information	No File Uploaded

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

55

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

295

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	No File Uploaded

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

94

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

5

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

University Student Council (USC) is supported by individual college Student Councils. The Prithviraj PG Club, Students Wing of Bioethic Unit, the NSS, the NCC are other collaborating bodies. Student representation in ICC, Anti-Ragging committee, Gender sensitization and Woman Development cell, IQAC nurtures leadership and augments student voice.

Students jointly organize regular events e.g Fresher's Party,

Republic Day, Independence Day, Farewell. Annual week-long celebrations including Art program, Dance, Theatre, Drama, Fashion Show, Orchestra, Sports are organized. They assist in organizing Foundation Day, Convocation Day serving as co-organizers, and volunteers.

World Bioethics Day, Teachers Day, Ganesh Festival and Poster Presentation and skits on pertinent issues such as AIDS stigma, Mental health, TB treatment, Dementia, Malaria prevention, Alcohol or Drug addiction, etc. are some student activities on and off campus.

As future leaders in society and educators, Community participation through Village adoption Scheme and Rural Community Oriented Medical Training, curricular community postings and internships, GOI-initiated Unnat Bharat Abhiyaan, Swacch Bharat Abhiyaan facilitates students to interact, educate and learn from rural India.

Health camps, blood donation camps, volunteering, provide insights into ground reality. Ethical and moral sensitization are acquired during disaster relief activities, Anti-corruption Oath, Unity Day oath, Cadaveric Oath, Hippocratic Oath, Lamp Lighting.

File Description	Documents
Student Council activities during the year	https://dypatilunikop.org/iqac/AQAR-2022-23/5-3-2/5-3-2-1-Student-Council-Activities.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/5-3-2/5-3-2-2-Main-Any-other-information.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

The Alumni Association of the DYPES is registered with the Charity Commissioner of Kolhapur on 31/12/2009, Registration number is MAHA26500Kop. Functioning as per standards norms and SOP, the Alumni Association is a strong network available to students for career planning, employment and guidance. The website http://alumni.dypatilunikop.org is maintained to update and share information with all stakeholders. It enables the university to keep alumni informed about their alma mater.

A widely scattered 5000-strong registered alumni network allows for diverse contributions and participation in current university activities. In addition to alumni-faculty, we have representation of alumni on the IQAC. Two alumni serve as Research Co-Guides. Mentoring, sharing networks and Setting Exam Papers are other alumni activities. Six alumni have taken Lectures, interacted with students, and share their experiences and wisdom. The cricket enthusiasts of the university have benefited from coaching given by another alumni. An alumni get-together was held on 16th September 2022.

Annual award of the Best Outgoing Student of the Year is given courtesy the endowment instituted by the Alumni Association. This year the award was given to . Alumni have also donated 3 Dialysis machines, a color Printer and some books to the university.

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	C. Any3 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	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance

The vision and mission of DYPES are clearly stated, revised to remain relevant (2019) and reflected in the organogram, all academic and administrative governance and practices. Good governance is reflected in higher efficiency and efficacious

processes that serve to achieve the vision of the management. Board of Management discharges administrative responsibilities with internal and external representatives across cadres participating in deliberations at regular meetings. Planning and Monitoring Board prepares strategic plans that guide institutional development. The Academic Council is guided by Board of Studies, Board of Management or its own wisdom. The R&R Committee, Finance Committee, Board of Examinations, IQAC and other statutory and non-statutory bodies, with internal and external representation for relevant sections.

Delegation of authority is executed through appointments like Dean, Research Director, Principals, Vice Principals, Associate Deans, Medical Superintendent, Finance Officer, COE, Deputy Registrars and Assistant Registrars, and HODs. ERP & HIMS ensures efficient and transparent administration. Changing technology and global trends are reflected in frequent updating of regulations, SOPs, Policies, curricula and modernisation of infrastructure and environmental promotion. An open-door policy, strong feedback system and formal and informal mentoring practices are some features that offer strength to vulnerable, support to needy and wings to the strong.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://dypatilunikop.org/iqac/AQAR-2022-23/6-1-1/6-1-1-1-Vision-and-Mission-documents-approved-by-the-Statutory-Bodies.pdf
Report of achievements which led to Institutional excellence	https://dypatilunikop.org/iqac/AQAR-2022-23/6-1-1/6-1-1-2-Reports-of-Achievements.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:

The University has adopted decentralization policy which has resulted to strengthen the multiple accountability levels to create ownership in the system. The University has approved Policy on Incentives for Research and Publications. In the year 2022-23, "Reimbursement Committee" was constituted:

1. Dean, DYP Medical College Chairman
2. Member – Dean/Principal / Coordinator of all constituent units
3. Registrar Member Secretary

This has improved awareness and outcomes.

Details of the Policy:

1. Calendar year will be applicable for consideration of research incentive.
2. It is mandatory to have DYPES affiliation in publication/book/book chapter/monographs/patent/copyright/externally funded research project and presented paper/invited talk/chaired session in national and international conferences.
3. At least one research publication should be published/accepted in Medical Journal of D. Y. Patil University (MJDYPU) or in the in-house journals of the university.
4. There is no upper limit for incentives received by individuals.

Research paper published in indexed journals will be considered for incentive (details follow). Research Publication Means: Original research paper, meta-analysis, reviews, and case series, conference proceeding publication with ISSN that are published in journals included in various database journals. The author must be amongst first three or should be the Corresponding author for consideration of incentive.

File Description	Documents
Information / documents in support of the case study	https://dypatilunikop.org/iqac/AQAR-2022-23/6-1-2/6-1-2-1-Information-or-documents-in-support-of-the-case-study.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/6-1-2/6-1-2-2-Any-additional-information.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The strategic plan document of DYPES reflects the Vision Mission of the university and aspires to maximize developing keeping in mind present reality, required resources, national and societal needs, and available opportunities. The recommendations made by UGC Expert Committee, NAAC Peer Team and current regulations of statutory bodies are kept within the decision-making framework. It is prepared by a select committee appointed by the Vice Chancellor, discussed at Planning & Monitoring Board and approved by the Board of Management. Formatted for three 5-year periods starting 2018-19, the Strategic Plan guides the progress and development of academic, infrastructural, research and services within the university.

Efficient deployment of the strategic plan is done through committees, statutory and non-statutory bodies and departments as per regulations. Discussions at suitable platforms like the IQAC, Board of Studies, Academic Council, Board of Management, HOD meetings etc. are undertaken.

Monitoring and assessment of the activities are done at multiple levels, through mechanisms which include IQAC, Planning & Monitoring Board, Statutory authorities, Finance Committee, stakeholder feedback systems, HOD presentations, Academic and Administrative Audit (AAA), AQuA-X, and Information Technology Audit (IT), green audit, energy audit, environment audit, gender audit 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.

The overall governance of the University is in accordance with the MoA / Rules, Regulations of UGC 2019. Based on UGC (Deemed to be University) Regulations 2019, the university has established all the Statutory Bodies for effectiveness and efficiency. Policies on all important aspects are carefully designed, reviewed, and updated per requirement. The policies are available in University Office, IQAC, Central Library, All Colleges and relevant

authorities or committees for guidance and ready reference. Manuals issued by external bodies like NABH,NABL, NAAC are followed by the respective committees, as are those designed in-house like the Hospital NABH Manuals or University Examination Manual.

A well-defined organogram depicts clear delineation of responsibility and accountability within the administrative set-ups in university, colleges and hospital. Commensurate working conditions, support staff and technological infrastructure allow for optimal functioning of all institutional bodies. Periodic reconstitution of committees, regular meetings and careful, accurate records ensure both continuity and new perspectives are assured.

The procedure of appointments of staff (teaching and non-teaching) is as per the recruitment policy of the University which is in tune with the UGC guidelines. Appointment and service rules are regularly upgraded with change in regulations and are scrupulously followed in all matters.

File Description	Documents
Annual Report of the preceding academic year	https://dypatilunikop.org/iqac/AQAR-2022-23/6-2-2/6-2-2-1-Annual-Report-2022-2023.pdf
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://dypatilunikop.org/iqac/AQAR-2022-23/6-2-2/6-2-2-2-Minutes-of-meetings-of-various-bodies-and-committees.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/6-2-2/6-2-2-3-Any-additional-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.

Welfare measures are conducted for teaching and non-teaching staff which contribute to the low attrition rate of employees in the university. The measures reflect the commitment and belief of the management in holistic approach to human resources and stakeholders.

The welfare measures include free health check-ups and examinations, free outpatient care, free or subsidized healthcare for all in-patient, Day-Care Centre, free Mortuary Facility and trainings in life skills.

Career Advancement Scheme, various leaves, transport facility for night emergency, provident fund, insurance, uniforms are other benefits given. Fee concession scheme and reading room facility for wards of employees are implemented.

Self-improvement and progression are natural desires of any working professional. DYPES provides opportunity for higher education, funds for attending workshops, seminars and conferences, reimbursement of membership fee of professional bodies, seed money for research, travel grants for participation in academic events, amongst other forms of support.

Faculty remain abreast with the latest in their fields through university-sponsorship to organize conferences, guest lectures, CMEs, seminars, workshops in campus.

Awards and Rewards are strong motivators for excellence. Incentives for publications in indexed journals, patents and copyrights, on receiving awards, Best Teaching & Non-teaching

Employee Awards, Fee concession for PhD are regularly given.

File Description	Documents
Policy document on welfare measures	https://dypatilunikop.org/iqac/AQAR-2022-23/6-3-1/6-3-1-1-Policy-document-on-welfare-measure.pdf
List of beneficiaries of welfare measures	https://dypatilunikop.org/iqac/AQAR-2022-23/6-3-1/6-3-1-2-List-of-beneficiaries-of-welfare-measures.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/6-3-1/6-3-1-3-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

179

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.,)

59

File Description	Documents
List of professional develoment / 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).	**No File Uploaded**
Reports of Academic Staff College or similar centres. Verification of schedules of training programs	**No File Uploaded**
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

178

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

DYPES recognizes performance appraisal systems as critical for maintaining standards, steering recognition and awards, facilitating promotions, and addressing the mentoring, counselling, and training needs of employees. This comprehensive system includes annual evaluations for both teaching and non-teaching personnel through a structured, transparent online process.

It begins with self-appraisal by the employees, followed by assessments from Reporting and Reviewing Officers who hold progressive authority and seniority levels. The Head of the Department and Officers of the administrative section monitor their performances

Teaching staff evaluations are in specific identified areas defined metrics across Academics, Administration, and Research, rated on a five-point scale. Similar scales assess the non-teaching staff, focusing on their professionalism, capabilities, and work ethics. Adherence to Code of Conduct is given due importance. DYPES's appraisal approach integrates policies of acknowledgment, corrective actions, and potential penalties, all while providing avenues for grievances through the Registrar's office. Additionally, mentoring and personalized guidance are integral parts of the appraisal process.

The outcomes influence career advancements and promotions, and contribute significantly to employee motivation, fostering enhanced contributions in teaching and research. This system ensures that performance reviews are fair, comprehensive, and integral to the institutional development strategy.

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 relavent 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 employs a resource mobilization strategy assuring economic viability and stability. Resources are categorized under various headings in annual budget, by finance head, considering fixed and variable costs. Evaluation and enhancement of the budget by Finance Committee, approval of Board of Management's (BoM) ensure balance between maintenance and growth. Financial projections are shaped by academic, research activities, services and strategic plan.

Being self-financed, DYPES derives income from tuition fees, corpus fund returns, development funds, research grants, consultancy, and hospital earnings. Tuition Fees collected is guided by a Fee Fixation Committee led by a retired High Court or the Supreme Court Judge, with authority to adjust fees every three years.

Funds are optimally allocated for daily operations, infrastructure upgrades, library enhancement including digital resources, and robust academic programs like conferences, workshops and refresher courses. Financial support to student-centred activities, interdisciplinary research, faculty incentivization, and faculty development, aim to elevate educational quality and student success.

Monitoring financial resource usage involves pre-audits by a chartered accountant, statutory audits by an external auditor, and oversight by both a Planning and Monitoring Board and the Finance Committee, culminating in BoM review and approval of budgets and financial statements.

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://dypatilunikop.org/iqac/AQAR-2022-23/6-4-1/6-4-1-1-Resource-mobilization-policy-document-duly-approved-by-BoM.pdf
Procedures followed for optimal resource utilization	https://dypatilunikop.org/iqac/AQAR-2022-23/6-4-1/6-4-1-2-Procedures-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

DYPES has established transparent internal and external audit mechanisms.

Internally, the audit policy ensures effective financial management and risk mitigation, requiring multiple staff members to handle transactions from initiation to final payment, thereby distributing control and reducing risk. A full-time internal auditor conducts periodic audits, reporting to Finance Officer. The internal auditor, a Chartered Accountant, pre-audits documents to ensure alignment with financial limits and correct execution of transactions, suggesting corrective measures if discrepancies are found.

External audit is done by a Chartered Accountancy firm appointed annually by the BOM on recommendation of Finance Committee,. The audited accounts and balance-sheet are reviewed by the Finance Committee and submitted for BOM approval. This audit assesses transaction integrity and regulatory compliance, culminating in an Audit Report and certified financial statements, which the Finance Committee and Board review and approve.

Subsequent to BoM approval, these documents are forwarded to the University Grants Commission (UGC). Over the past five years, audits have revealed no significant issues, indicating robust adherence to accounting standards. The financial statements of all DYPES units are audited and consolidated to reflect the institution's overall financial status. These audits ensure continuous regulatory compliance and financial transparency.

File Description	Documents
Policy on internal and external audit mechanisms	https://dypatilunikop.org/iqac/AQAR-2022-23/6-4-3/6-4-3-1-Policy-on-internal-and-external-audit.pdf
Financial Audit reports for the years	https://dypatilunikop.org/iqac/AQAR-2022-23/6-4-3/6-4-3-2-Financial-Audit-reports-for-the-year.pdf
Any other relevant information	Nil

6.5 - Internal Quality Assurance System

6.5.1 - Instituion has a streamlined Internal Quality Assurance Mechanism

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

The IQAC is an integral part of all university systems. Adoption of processes and strategies to improve efficiency, expanding dimensions of faculty and student support, recommendations for participative management and decentralization, supporting accreditations, rankings and quality audits systems, and introducing initiatives in different fields are some aspects of IQAC contribution to the university.

Established as per guidelines, the IQAC represents the voice and experience of different stakeholders ofhigher education. Chaired by the Vice Chancellor, IQAC has regular quarterly meetings, and is accountable to Board of Management. Student representation is an important source of new perspectives. A dedicated email, generous office space and 5-member staff are available to the IQAC Coordinator and IQAC Director.

Discussions are fair, open, agenda-based, and participative, with

resolutions taken being referred to the relevant authorities or committees. Implementation ofresolutions is IQAC supported throughrecommendations, monitoring and reporting.

Activities of the IQAC can be grouped asStrategic, Tactical or Operational with contributions to curricular development, assessment, teaching learning, research, student support, extracurricular activities, environment preservation measures, and administrative processes. Identification of Best Practices, optimization of documentation, are other functions.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://dypatilunikop.org/iqac/AQAR-2022-23/6-5-1/6-5-1-1-Structure-Mechanism-of-IQAC.pdf
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://dypatilunikop.org/iqac/AQAR-2022-23/6-5-1/6-5-1-2-Report-on-Quality-enhancement-initiatives-of-IQAC.pdf
Minutes of the IQAC meetings for the year	https://dypatilunikop.org/iqac-minutes-2022-23/
Any other relevant information	Nil

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	**No File Uploaded**

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

Title of initiative

Impact

National Seminar on NEP2020 - Emerging Quality Perspectives in Higher Education -2

National Seminar with 148 delegates, 8 faculty.

Patient Safety Awareness Drive

8 Guest Lectures for 700 students and faculty. 556 simulation and skill workshops for 7174 beneficiaries improving communication and teamwork

EQUIP-HE2

Eminent Speakers from 6 leading institutions elaborated on education w.r.t NEP 2020.

Reverse Progression

Shantiniketan School students explore the field of HealthCare to make conscious, informed career decisions

Analysis of Outcomes

Workshop on Outcome Analysis of POs and COs was organized on 24th January, 2023 by IQAC and MEU

Healthcare Quality

Series of staff interactions were undertaken to orient them to NABH standards.

Creation of College Quality Assurance Cells

Training of additional faculty in quality assurance started. Inclusion of over 50 staff and faculty in the NAAC Coordination Team.

NIRF 2023

Ranked 100-150(110thrank)

NABH

Reaccredited

NABL

Reaccredited

ISO

Certification

NAAC

Pre-qualification stage done by 25th May, 2023

MDRA Ranking

Medical College ranked 44th overall

"Dnyanshodh" event conducted;journal published

Journal & Seminar in collaboration with Universities bodies

New programs

B. Pharmacy, D Pharmacy, started.

Permission for B Tech, BBA, BCA, MBA, MCA received.

Integration with NEP 2020

Academic Bank of Credits 1354 uploads;

Electives;

Interdisciplinary courses;

Integration of Skills & Simulation training in curriculum

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://dypatilunikop.org/iqac/AQAR-2022-23/6-5-3/6-5-3-1-Relevant-documents-or-information-on-the-process-and-results-of-impact-analysis.pdf
Any other relevant information	**No File Uploaded**

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

The institutional gender policy guides all practices of stakeholders with a zero-tolerance, gender-neutral administration. The Internal Complaints Committee strives to preempt any discriminatory attitudes or biases while disseminating Nirbhaya Act. Gender audit recommendations are considered seriously. The Gender Sensitization and Women Development Cell conducts activities to strengthen women empowerment as also to educate on LGBTQIA2+. The Counseling Centre provides services of a trained clinical psychologist for those needing support.

The Day Care Centre and Breast-Feeding Room enhance working conditions for women. Separate Ladies Common room, well-appointed lady's toilets, presence of sanitary dispensers and CCTV surveillance and Security Guards in sensitive areas all ensure safety and convenience. 51.85% of internally funded researchers and 36% of positions of authority are women.

From lectures on Women's Menstrual Health (5th Jan'23) to Haldi Kumkum, sociocultural aspects are addressed. International Women's Day & Savitribai Phule Jayanti are celebrated with enthusiasm by all units. Staff health check-up included breast examination for all women. Motivational speech on women's empowerment was conducted on 24th Feb'23. Essay-writing, Skits, Role-plays, interactive sessions, Guest lectures on related issues are

conducted. These are only some amongst the 23 co-curricular activities for gender equity. In addition, 138 curricular activities were conducted last year.

File Description	Documents
Annual gender sensitization action plan	https://dypatilunikop.org/iqac/AQAR-2022-23/7-1-1/7-1-1-2-Annual-Gender-plan-2022-2023-Madam.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/iqac/AQAR-2022-23/7-1-1/7-1-1-1-Specific-facilities-provided-V2.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	A. All 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)

Management of degradable and non-degradable waste is guided and bound by the guidelines of Maharashtra Pollution Control Board. The principles of refuse, reduce, reuse, recycle or repurpose form an operational framework.

Scrupulous segregation of solid waste as wet and dry, and in-hospital in color-coded bins, allows for recycling within campus and outside. Medical biowaste is disposed as per MOU through Kolhapur Waste Management Limited, Corporation approved vendors. Degradable non-medical Biowaste fills composting pits that provide fertilizer for campus gardens. Two biogas plants on campus are fueled by kitchen waste. Non-degradable waste is collected by

Corporation trucks.

Liquid waste is treated in 3,00,000 cu liters Sewage Treatment Plants. Treated, checked, and certified, resultant water is reused for gardening and sanitary purposes.

E-Waste (computer accessories, servers, printers, batteries etc.) is segregated as per SOP following IT department confirmation that items are for disposal. E-waste is disposed by Mahalaxmi e Recycler Pvt. Ltd under MOU valid till 26-02-2025 by collecting in a separate storage bin, and handed over to the disposer.

Hazardous chemicals are processed by the 25000 liter Effluent Treatment Plant that processes all chemical waste from laboratories. Notably, no radioactive waste is generated on campus.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://dypatilunikop.org/iqac/AQAR-2022-23/7-1-3/7-1-3-1-link-for-relevant-documents.pdf
Geotagged photographs of the facilities	https://dypatilunikop.org/iqac/AQAR-2022-23/7-1-3/7-1-3-2-Geotagged-Photos.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/7-1-3/7-1-3-3-Link-for-additional-information-V2.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	C. Any 3 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	A. All 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).

Diversity and inclusion though integral to certain Sustainable Developmental Goals 2030, in essence are visible throughout the 17 SDGs. Approach to development and hence to education needs to be equitable and inclusive for any meaningful progress. Gender sensitization and Women Development Cell, NSS unit, Bioethics Unit, Placement Cell, Mentoring Scheme are partners in creating this environment.

Inclusivity across demographic, sociocultural and economic diversities are of special importance in the higher education sector. The instillation of inclusivity in the institutional fabric provides both succor for enrolled students and the foundation of future national equity.

Merit-based admission, criteria-based recruitment practices, open-door policy of authorities for all, transparent promotions, recognition, providing desirable role models, and fair and open assessment practices form the basis of academic functioning.

Curricular imparting of values of equity and inclusiveness is done across all programs. Use of audiovisual aids, role plays, skits and movies help convey the principles. Cocurricular activities in the community and rural areas, street plays, health camps, school check-ups all help students to appreciate the beauty and strength of diversity. Classes for Marathi, English and French, Bilingual hospital signages, translators for over 10 Indian languages, health schemes from neighboring states of Karnataka and Goa are implemented.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://dypatilunikop.org/iqac/AQAR-2022-23/7-1-8/7-1-8-supporting-document.pdf
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/7-1-8/7-1-8-Photos-of-Inclusive-environment.pdf

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

The true purpose of all education must be to create a responsible, productive, and participative citizen aware of all constitutional and civic obligations. At DYPES library, a new page of Constitution of India is displayed daily, to remind all stakeholders. Higher education nurture and mold the students' minds, with relation to their career and to foundational life principles and values.

DYPES sensitizes and reaffirms these obligations through annual celebration of Republic Day, Independence Day, Constitution Day, Rastriya Ekta Divas, Dr Babasaheb Ambedkar Jayanti, Flag Day, Army Day, Human Rights Day. Active partnering and student participation in Government initiatives like the UBA, MJPJAY, Sarva Shikshan Abhiyaan, Ayushmaan Bharat, NTEP, IRCTC, etc sensitizes them to values and responsibilities towards vulnerable populations.

Community service plays a crucial role in understanding and fulfilling their civic duties. Community postings, rural internships, healthhttps://dypatilunikop.org/institution-values/code-of-conduct/h, and school camps all are part of student curricula. Faculty, non-teaching staff and students conduct health camps, and awareness activities in the community under the Women Development Cell, Village Adoption Scheme, Rural Community Oriented Medical Teaching, NSS, Hospital QA Cell, etc.

Integrity Pledge and professional Hippocratic, Cadaveric & Nursing Oaths, Convocation Oath, efforts of Bioethics Unit all contribute to the cause.

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://dypatilunikop.org/iqac/AQAR-2022-23/7-1-9/7-1-9-Index-Main-Details-of-activities-v2.pdf
Any other relevant information	**Nil**

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	**No File Uploaded**

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

Holistic education includes an understanding of the strength of human network in eliciting change in society. Coming together on non-academic platforms is essential for personal and all-round growth. Learning outside traditional academic environs carries with it an element of uniqueness, newness, and enjoyment. Dale Carnegie said, "People rarely succeed unless they are having fun

in what they are doing".

National and International commemorative days and events are celebrated both at university as well as by individual colleges and departments. The days celebrated range from health-related to environmental, specialty-related to those related to vulnerable populations. These celebrations are organized by Departments, Faculty, Student bodies or non-teaching staff and conducted in the 3 auditoriums, Hospital, College Building common area, or in the departments. The details of the celebration are planned by a team or group of organizers and university sponsorship for incidental expenses are taken.

The format of these celebrations varies depending on the nature of the day being commemorated. From Guest lectures to Poster Presentations, from Quiz to research Competitions, from Dance and Drama to Music and Fashion Shows, student participation is key to their success.

Last year DYPES celebrated a total of 43 such events or days.

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	No File Uploaded

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

Green Graduate Program The UN decade for Ecosystem Restoration, and SDGs on Health (3), Sustainable Cities (11), Climate (13) and Life on Land (15), urged focus on increasing green cover and inspired the Green Graduate Program. Promoted on-campus, with alumni and through social media, it comprised training, participant registration (865), Oath, geotagged photo of planting tree. Support such as QR Code providing knowledge of tree, saplings, were given. Awards and Rewards include Oath Certificate, sharing picture of INSTA Star on Green graduate.dypkolhapur, 5-star Green Champion, Green Stars in final transcript, Green

Ambassador awardees planting 10 shade/fruit bearing trees.
Promotion of Interdisciplinary Research towards clinical
translation Solutions to mankind's complex challenges mandates
interdisciplinary collaboration. To foster this, support change,
execute intent, and provide scalable outcomes, this practice
evolved. The 54750 sqmts Central Research Lab spearheads efforts
through state-of-the-art laboratory and Hospital infrastructure.
Identifying translational areas, harnessing expertise, joint
deliberations by basic scientists, clinical scientists, and
industry, Interdisciplinary postgraduates' thesis (9) and PhD
registrations (9) , training, seed money (6 projects, Rs 58.05L),
rewarding joint publications and patents, supporting grant
applications are components. Challenges of mutual respect,
technical understanding, prioritization, funding were overcome to
yield both soft and hard benefits.

File Description	Documents
Best practices in the Institutional web site	https://dypatilunikop.org/best-practices/
Any other relevant information	Nil

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

Reflecting our vision and mission to developsocially responsible
human resource, andmeet stakeholder expectation, The SpinalProgram
ofDr DYPMC Hospital and Research Institute by Department of
Orthopaedics (DoO) and The Spine Foundation India, Mumbai
collaboration (2019), was strengthened by the MOU (2023).

Aim: To provide affordable, advanced, local treatment option for
patients with complex spinal conditions, as out-of-town treatment
was prohibitive for many.

Underprivileged patients with spinal conditions are screened at
DYPES. Complex cases are curated like Scoliosis, TB Spine,
Cervical conditions, presented by PG students in hybrid OPD with
TSFI weekly, and management planned. DoO, Anaesthesiology
departments operate those within capabilities. Other cases are
operated in quarterly SpineCamp jointly with visiting experieinced

TSFI Team free of cost. Post-operative care, and rehabilitation by Physiotherapy feedback are given to TSFI.

To date, 1877 patients have been screened, 426 presented and 60 operated free of cost in Surgical Camps.

Student Exchange Programs, Rotary Club Sunrise donation of advanced equipment, Experiential student learning in participating departments, Fellowship in Spine Surgery, improved application of technology, and capacity building of medical & paramedical staff are ancillary benefits. Hub for Spinal Deformity Correction is envisioned.

File Description	Documents
Appropriate web in the Institutional website	https://dypatilunikop.org/institutional-distinctiveness-2022-23/
Any other relevant information	https://dypatilunikop.org/iqac/AQAR-2022-23/7-2-1/Report-on-Spine-OPD.pdf

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

Future Plans for Next Academic Year:

1. NABH accreditation of Blood Bank
2. Blue printing of University Examination papers by all units
3. Faculty incentivization for Simulation Based Education.
4. Planning of New RHTC building at Talasande.
5. Conduct revised basic workshop for faculty.
6. Training video for normalization of PowerPoint Presentation.
7. Organization of International conference.
8. Enhancement of Placement Cell functioning
9. Complywith recommendation that will be made by the Peer Team