



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY, KARAD

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY
KARAD NEAR DHEBEWADI ROAD, MALAKAPUR- KARAD 415539 DISTRICT-
SATARA,
415539
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Krishna Charitable Trust, the sponsoring society of Krishna Institute of Medical Sciences “Deemed to be University” was established by philanthropist, social reformer and visionary late Shri. Jaywantrao Bhosale. Krishna Institute of Medical Sciences was started in 1984 and became “Deemed to be University” in 2005. After attaining, the Deemed to be University status, faculties of Dentistry, Nursing, Physiotherapy, Pharmacy and allied sciences were started one by one, with the approval of the concerned regulatory authorities.

At present, Krishna Institute of Medical Sciences “Deemed to be University” has Medical College (KIMS), Dental College (SDS), Physiotherapy College (KCP), Nursing College (KINS), Pharmacy College (KIP) and Allied Sciences College (KIBB). The University is currently offering 69 programmes in health sciences and allied sciences, which are run by 308 highly qualified faculties. The University has well equipped hospital with 1125 beds. The hospital is NABH accredited. The University is accredited by NAAC with A grade during 2011 to 2015. The University is an ISO certified. The hospital has blood bank with all modern facilities, which is NABH accredited. The Diagnostic Laboratory and Molecular Biological & Genetic Laboratory, both are accredited by NABL.

All the constituent units (colleges) have state of art infrastructure, where students from all corners of the country are studying. The University received Green Campus award during 2018 and Swachh Bharat award during 2018. The University offers freeship and scholarship to meritorious, as well as, to the poor students. The University is meeting its objectives of emerging challenges in health care by capacity building and producing knowledgeable, skilled and competent graduates to supplement the deficient manpower in the health sector.

The University provides a robust platform for research initiatives and innovation. The teaching faculty retention rate is very high. The University provides, deputation to its faculty for acquiring higher skill and for higher education. There is high moral among staff and students, and there is overall feeling of safety and wellbeing on campus. In short, the campus climate is positive.

Vision

The vision:

To emerge as a centre of excellence following an interdisciplinary, innovative and quality centric approach that encompasses best evidence based higher education and generates refutative and translational research and offers affordable health care access for the benefit of mankind.

The Vision and Mission document of the University is in consonance with the Vision of Hon’ble Late Shri Jaywantraoji Bhosale, Founder of Krishna Charitable Trust and the first Chancellor of KIMSDU.

He viewed education as the driver of social change and the catalyst for the growth and progress of the region. His education initiative has now resulted in a family of education institutions that include Health Sciences,

Engineering, Management, Information Technology, Arts, Science and Commerce.

In 1974 he established the Krishna Charitable Trust to provide health care to people living in villages. The Krishna Hospital & Medical Research Centre was commissioned with 200 beds in 1982. In 1984 under the new liberal education policy of the Government of Maharashtra, Krishna Institute of Medical Sciences was established. The institute was conferred with the Deemed University status in 2005. From the year 2005 onwards KIMSDU continues to grow and expand its activities with its defined purpose of serving the society and the nation.

The University has taken all the efforts and steps in the direction to make it a Centre of Excellence for health care. Keeping in mind its vision the University has a interdisciplinary innovative and quality centric approach that encompasses best evidence based higher education and generates refutative and translation resource and offers affordable health care access to the benefit of mankind.

This is clearly reflected in the achievements of the University like establishment of a dedicated Directorate of Research, Research Laboratories and Publications in indexed journals. This in turn has resulted in many patents and copyrights being awarded to the University, which in turn has resulted in technology transfer. High quality of research has resulted in developing biomask, UV 360 Sterilizer, injection syringe monitoring unit, motorized trolley etc. All these are aimed at making affordable health care for the benefit of mankind.

Mission

The mission:

KIMSDU shall prepare competent and compassionate professionals with sound knowledge and excellent skill through quality education based on a competency model that inculcates scientific temper, moral and ethical values. This mission has the following objectives.

Objectives :

- **To foster interdisciplinary research that will generate meaningful outcomes for the community and nation.**
- **To provide quality health care to the rural and needy and bring about holistic development in the adjoining rural areas.**
- **To seek collaborations with national and international institutions of repute and provide a transparent and accountable governance system.**

The mission of the University along with its objectives are aimed at creating competent compassionate professionals, who will foster interdisciplinary research and provide health care to the rural masses.

The University has made tireless efforts and has left no stone unturned in its dream of achieving its mission. A dedicated Directorate of Research has been created for inculcating a research culture in staff and students, Department of Molecular Biology and Genetics, Lead referral and Virology Laboratory are laboratories where research is carried out.

Equipped with the best that technology has to offer, the University strongly believes in the thought that led to its inception, namely “Socio-Centricity”. With this noteworthy thought, University has adopted five villages conducting activities like; OPD clinic for general patients, Weekly check-up for pregnant women and children with referrals, Health Awareness programs, Sanitation and Cleanliness drive with community participation, Adolescent health check-up, Screening of Non-Communicable Diseases, HIV Counseling & referrals & Socio-behavioral research. The University follows the principles of National Service Scheme under which the university does monthly visits to the adopted areas which provides suitable opportunities to interact with the community and know their problems and make an earnest effort to do something for them thus helping in social transformation.

Krishna Hospital & Medical Research Centre a tertiary health care centre with superspeciality services is at a forefront in offering modern and specialized health care at the most affordable cost.

Collaboration with national and international institutions have had an impact on the overall research and improvement in health care services.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The University is in the Top 100 rank Universities in India (NIRF Ranking 2020) in maiden attempt.
- Medical College Ranking 37 (NIRF Ranking 2020) in maiden attempt.
- 5th Rank in Swachh Campus Ranking 2018 of HEI's.
- Recommended for Commendation Award – Green Institutional Mentor Award 2020.
- The University is recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution.
- The University is accredited by various accrediting agencies which aids in quality sustenance, enrichment and enhancement :

- Krishna Institute of Medical Sciences “Deemed to be University” is accredited by NAAC with ‘A’ Grade (CGPA: 3.20 on 4 Point Scale).
- Krishna Institute of Medical Sciences “Deemed to be University” is an ISO 9001:2015 certified University.
- Krishna Hospital and Medical Research Centre is accredited by National Accreditation Board for Hospitals and Healthcare Providers (NABH).
- Neonatal ICU is accredited by National Neonatal forum of India.
- Blood Bank is accredited by National Accreditation Board for Hospitals and Healthcare Providers (NABH).
- KIMS Diagnostics (Laboratory) is accredited by National Accreditation Board for Testing and Calibration Laboratories (NABL).
- Krishna Institute of Medical Sciences “Deemed to be University” is an ISO 14001:2015 certified University for Environmental Management System.
- Department of Molecular Biology and Genetics is accredited by National Accreditation Board for Testing and Calibration Laboratories (NABL).
- 1025 Bedded Hospital with tertiary care facilities and Superspeciality Services.
- State of the art Dental Hospital with nine specialties, Implant Centre, CBCT and advanced imaging Centre.
- Student Centric Modern Teaching Learning Methods with ICT support.
- Advanced physiotherapeutic modalities such as EMG biofeedback, gait analysis, hydrotherapy, movement analysis and cardio-pulmonary physiotherapy equipment’s are available.
- The academic infrastructure includes the state of the art ICT Enabled classrooms, Smart classrooms, well-furnished lecture halls, Laboratories, Museums (Good Number of Specimen & Charts) and a modern well equipped central Library.
- Strong Student Support Services.
- Efficient and Transparent Examination System.
- Faculty Development Programmes are conducted periodically.
- Extensive Community Outreach activities.
- A self-sustained, ecofriendly & safe campus.

Institutional Weakness

- Reduced mobility and flexibility in health science courses on account of restrictions imposed by the Apex councils.
- Limited feasibility in Consultancy Services.
- Less funding from Government agencies.
- Less number of collaborative activities
- Less number of clinical trials.
- Less publications in high impact journals.

Institutional Opportunity

- Augmentation of research grants.
- To offer consultancy to other healthcare agencies.
- To develop quality projects to attract funding from government agencies.
- Increase collaborations with various technical institutes for developing Medical inventions / appliances.

- Increase number of clinical trials.
- Increase high quality projects to result in publications in high impact journals.
- Broadening the super specialities.
- To participate in various ranking frameworks and to be in the top National and International Universities.
- International accreditation for University and teaching hospitals.
- Good community based outreach activities provide opportunity for rendering societal responsibilities.
- Increase student / faculty exchange programmes at National & International level.
- Establishing Center of Excellence in all the faculties.
- Establishing Licensure Examination Center (N-clex RN, Parametric, DET/ TOFEL German Language, HAAD, DHA, MOH Parametric).

Institutional Challenge

- Rising cost of healthcare and health education.
- Create a globally ranked Institution.
- Augmentation in research output in the form of Publications, Patents and IPR.
- Improvisation in Interdisciplinary research and AYUSH.
- To generate extramural funding resources for research.
- Organizing International and National Conferences.
- Organizing National Level cultural and sports meet.
- Strengthening alumni network.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Krishna Institute of Medical Sciences “Deemed to Be” University offers need based Curriculum to the students providing a holistic learning experience reflecting the Institution’s vision and mission of academic excellence, spiritual vitality and social relevance with an initiative to drive entrepreneurial capability and harnessing innovation from an educator's perspective. University has well defined procedure for design, development and revision of curriculum as continuous process to achieve the necessary programme outcomes and course outcomes that are adhered with strict compliance to the regulatory bodies. Programme outcomes, programme specific outcomes, and course outcomes have been framed in accordance with the local, regional, national and global needs. University strives for the quality education with emphasis on competencies/skill development which helps in employability and entrepreneurship in all the UG &PG programmes offered across all the faculties. KIMSUDU is committed in providing opportunities for broadening students educational experience through enrichment programs , Value Added Courses, Industry-Institution Interface Programmes extracting real life experiences from Field visits, camps, Celebration of National/International Days, etc. various activities that imbibe human values , ethics and morals are regularly conducted by KIMSUDU , to sensitize the students about their social responsibilities. KIMSUDU has constituted the Bioethics unit of UNESCO chair in Bioethics in 2018 and integrated Bioethics in the curriculum. The Bioethics unit is engaged in considering the ethical issues in healthcare, medicine and research. Social development activities like working with NGOs, organizing blood donation camps, and specifically environment awareness camps of river cleanliness drive are conducted as a service to motherland by the students. Courses like Environmental Studies are included in the curriculum in most of the programmes which aims to inculcate general competencies like social values, human values, etc.

The events such as Quiz, Role-Plays etc. related to "Gender Sensitization and Social Responsibility" on Women Empowerment are conducted by the University every year. Activities for environment sustainability are organized as a divine transformational practice to generations through celebration of Environment Day, Earth Day etc. There is a structured mechanism for obtaining feedback and feedback analysis in KIMSDU. KIMSDU has started online feedback system from all the stakeholders.

Teaching-learning and Evaluation

The Process of Teaching - Learning and Evaluation in KIMSDU has long been an important institutional responsibility as this is a core principle.

University has a formative and a summative exam cell to govern the smooth functioning of the examinations through Central Assessment system along with continuous internal assessment process throughout the year.

Based on the performance in periodic examinations the students are grouped into categories of slow and advanced learners. Special teaching programs are conducted for them. Students are referred to student guidance cell of the university which counsels the student and focuses on improving academic and emotional set up of the student.

University has clearly stated Program outcomes, Course outcomes and learning outcomes. Student centric methods are used for learning. To impart human values, empathy and life skills, students are involved in cancer detection camps, health surveys, techno health scientifica, pandemic awareness drives, role play and industrial visits. University has a specially designed electronic program SAAKI (Students Academic Administration of Krishna Institute), accessible to students and parents. University has almost 30% of the student population in campus from outside Maharashtra and all parts of India. For every 10 students in campus we have a dedicated faculty member available as full time to mentor them throughout their course duration. 23% of full time teachers are qualified as Ph.D. guides as per norms. More than 85% of teachers are trained for development and delivery of e-contents. Average Teaching experience of teachers is more than 14 years.

With minimum grievances of about 1.15% in examinations and around 10 days for the declarations of the results, the pass percentage of final year students is around 90% on an average.

KIMSDU caters experiential learning through Onsite/Field/Industry interaction. Participatory learning and Problem solving methodologies are adopted with faculty support. In addition, extensive library resources are available and Teachers are provided with adequate ICT enabled tools including online resources for effective teaching and learning process.

The Institute has well defined Graduate Attributes. A graduate of KIMSDU should be a subject specialist, innovative and creative, digitally literate, Lifelong learner, Communicator, Professional and practice ethically.

Research, Innovations and Extension

Bio medical & Health Research is one of the top priorities of the KIMSDU which is evidenced by the existence of a dedicated office, 'Directorate of Research' that promotes high quality research among the students and staff. The university has created an enabling environment for the conduct of on and off campus research. An adequate and appropriate infrastructure that includes high end laboratories and 1125 bedded multi-specialty,

tertiary care hospital has been made available for research. The faculty and undergraduate & postgraduate students are encouraged by adequately addressing research impediments. In addition to substantial monetary support, the researchers are assured of technical guidance for planning and execution of research studies. Research thrust areas are identified and facilitated among students and faculties. Innovative research projects that are cost-efficient and beneficial to society are encouraged. 'Intellectual property rights' policy is in place to direct researchers for patent application and to convert it in to incubation, startup and technology transfer.

The enormous efforts put in by the management and the researchers have culminated in to a significant output during the last five years (2015-2020). Forty seven students were awarded PhD in the last five years. A sizable number (2365) of research papers have been published in the journals indexed by reputed indexing agencies. Thirty five books & 126 book chapters were published.

A total of 12 patents were granted, 35 were published, 11 designs were registered and 277 copyrights have been registered. Seven start ups were established while, seven technologies were transferred.

While, an amount of 216 lakh and 183 lakh could be obtained as a research grant from the government and non-governmental organizations, revenue to the tune of 92 lakh was generated through consultancy.

KIMSDU displayed heroic ability in discharging its duties towards social responsibility due to which the surrounding rural community was immensely benefitted. Outreach and extension activities were carried out in the community on specific themes such as anemia, malnutrition, clean and safe drinking water, pre and postnatal care and delivery of free/subsidized health care. A majority, 86 percent of students participated in these activities to seek satisfaction.

Infrastructure and Learning Resources

KIMSDU has a state of art infrastructure with adequate Physical facilities for Teaching-learning and skill acquisition as stipulated by appropriate regulatory Authorities .All the classrooms, seminar halls and demonstration rooms are ICT - enabled, Media room for Tele - medicine and Smart class rooms are also available. The university has a software program i.e. Student Academic Administration of Krishna Institute (SAKI) as ILMS.

The constituent faculties of the University i.e. Medical, Dental, Physiotherapy, Nursing, Pharmacy and Allied Sciences have well equipped learning resources with the state of art laboratories, equipment's, skill and SIM labs as per the norms of their regulatory bodies. KH & MRC the teaching hospital of the medical faculty is an 1125 bedded tertiary care hospital. Advanced research facilities like Department of molecular biology and Genetics, Lead referral laboratory and viral laboratory match top notch patient service and student learning experience. Dental hospital has all ultra-modern equipment's and Mobile Dental van.

KIMSDU has Library Management Software and OPAC with a huge collection of books and Journals and it upgrades its resources timely and has Membership of major databases. The University has a Gymnasium, auditorium, Amphi-Theater, swimming pool of international standard, indoor sports complex and huge playground for outdoor sports. The University has a waste management facility as per MPCB norms which is responsible for collection, treatment and dissemination of solid, liquid, organic, inorganic and biomedical waste. The University has two ETP/ STP plants, water treatment plant and a rain water harvesting system.

Keeping in mind the vision of a green ecofriendly campus, the University has initiated several alternative

energy saving facilities i.e. 900 KW on grid solar photo voltaic plan, central solar water heater, heat pumps and high efficiency HVAC systems. Common facilities like vehicle parking area, canteen and drinking water facility are available in the campus as per the demarcated areas. The campus has free Wi-Fi facility and 24 x 7 security. An extension counter of Krishna Sahakari Bank Ltd, Karad branch operates in campus.

Student Support and Progression

KIMSDU supports the students throughout the journey in the university. We provide academic excellence to students to enable them to acquire meaningful experiences for learning at the campus and to facilitate their holistic development and progression. University promotes value based education for inculcating social responsibility.

Institution implements a variety of capability enhancement and skill development schemes to sharpen the student's abilities and boost their confidence. Around 20 lectures per year were conducted on yoga, soft skill, language and communication, personality and professional development, human values and employability skill development to empower students in terms of overall growth for better future perspectives.

On an average 23% of students in the institution benefit each year by scholarships and fee-waivers, around 51% benefited by guidance for competitive examinations and career advancement. Out of total graduates, more than 20% students qualify in state/ national/ international level examinations, 17% go for higher education; 49% have job placements as well as self employment each year.

KIMSDU has a transparent mechanism for timely grievance redressal for Student, prevention of Sexual Harassment and Anti-ragging. International Student cell was created to deal with International student's admission, guidance and all aspects of their administration prior, post and during stay at KIMSDU.

Student council members show active participation in arranging all sports, cultural and literary activities like CME, conferences and guest lectures. Students take active participation in national level events, PAN INDIA and won more than 70 awards/medals for outstanding performances. On an average 45 events were organized and university promotes creativity amongst students by encouraging them to contribute in all activities of their interest. Students played important role in institutional development.

KIMSDU has registered alumni association. Along with chapters at constituent colleges, association is actively involved in conducting activities and alumni meet to share their expertise, ideas and experience to motivate the students. As a result of it, the number of students pursuing higher education and getting suitable employment has increased over the last five years. Alumni have donated 96 lakhs rupees in terms of cash and kind. The alumni donated 8 lakhs rupees for institutional endowments.

Governance, Leadership and Management

University has a framework of policies, structure, systems and processes for effective governance. The institution has developed righteous governance system with statutory and non-statutory bodies which meet regularly with an agenda, the minutes and resolutions are duly circulated and implemented.

The University has decentralized its administration by an appropriate mechanism through participative management, achieved through creation of Autonomous Cells, Standing Committee of Deans and Joint College

Council. The University has framed policies for various aspects of administration and standard operating procedures prescribed. In addition to MoA / Rules as per UGC (Institution Deemed to be Universities) Regulations, there are General, Service and Leave Bye-laws. There are policy documents and guidelines like Research Promotion and Operation Policies, IT-Policy, Welfare Policy etc.

The overall governance of the University is in accordance with the MoA / Rules, Regulations of UGC 2019. All Statutory bodies including Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee, Board of Studies, Board of Examination and Fee Fixation committee are constituted as per rules and regulations of the UGC. On an average 28.9% of teachers were provided financial support to attend conferences / workshops, 44.5% teachers undergo Faculty Development Programmes and more than 230 training programmes were organized for staffs.

As a self-financed Institution, strategies are developed for mobilization of funds from varied sources. Saving costs and trimming of overheads through centralized administration of funds are adopted for optimal utilization of the resources. The University has an Internal Audit as well as an External audit mechanism in place since its inception. Institution has a system to conduct the performance appraisal for teaching and non-teaching staff. Internal and external academic, administrative are done yearly.

The University has constituted an IQAC before the first cycle of accreditation with the primary aim to develop a system for conscious, consistence and catalytic action to improve academic and administrative performance. The impact of outcomes of these initiatives are continuously monitored by an internal and external mechanism. The diligent implementation of the policies and effective governance has resulted in the institute achieving a number of accolades.

Institutional Values and Best Practices

The University incorporates Gender equity among staff and students through curricular and co-curricular activities, conducting several programmes on gender equity and appointing women to higher academic and administrative positions. The institution has an annual gender sensitization plan in place. The University is environment friendly through initiatives like restricted entry of automobiles, the use of battery powered vehicles, banning plastic and the Green Brigade for planting of trees. Campus is having easy access to people with disabilities.

Various measures are undertaken like Energy Conservation, use of Renewable energy; Rain Water-Harvesting; Efforts for Carbon Neutrality, E-waste and Hazardous Waste Management, Fire Safety, Barrier free environment, Drainage and Sewage facility and preventive measures are made available to make the campus eco-friendly. The institute has a very robust waste management system. Different types of wastes are collected, segregated and then disposed off as per the guidelines of Maharashtra Pollution Control Board (MPCB).

At regular intervals quality audits are done to monitor maintenance of the green campus and the University has received the "Swachh Campus Ranking 2018" for higher education institutions. University has multicultural and multilingual students and faculty, which come from different parts of country with different socioeconomic backgrounds. The University believes to educate and motivate students to follow secular values and hence, the university takes efforts in creating inclusive environment by focusing on cultural and regional harmony by organizing events like Annual Gatherings, Induction Programs, Cultural and Religious Festivals, NSS Activities, Health Care Camps.

Value education cell is an integral part of KIMSDU to enhance the human values for harmonious working & is bound to inculcate moral values in students & employees like respect to national flag, national anthem and national integrity, service to nation, environmental preservations, spiritual awareness and life skills education.

The University organizes birth anniversaries of leaders, international commemorative days and community activities. It follows and encourages awareness of rights and duties and inculcates values such as cultural harmony, code of conduct awareness programs, etc.

The two best practices of the institution are 1) Serving beyond Professional responsibilities 2) Sustaining Green Campus through eco-friendly interventions.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY, KARAD
Address	KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY KARAD NEAR DHEBEWADI ROAD, MALAKAPUR- KARAD 415539 DISTRICT- SATARA,
City	Karad
State	Maharashtra
Pin	415539
Website	www.kimskarad.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	Neelam Mishra	02164-241555	9890957324	02164-243273	iqac@kimskarad.in
IQAC / CIQA coordinator	Dr Satish Patil	02164-242990	9423033060	02164-242170	patil.drsatish@gmail.com

Nature of University	
Nature of University	Deemed University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	24-05-2005
Status Prior to Establishment, If applicable	

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	Date	View Document
2f of UGC	24-05-2005	View Document
12B of UGC		
Section 3		

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.	Programmes Offered	Date of Establishment	Date of Recognition by UGC/MHRD
Main campus	KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY KARAD NEAR DHEBE WADI ROAD, MALAKAPUR - KARAD 415539 DISTRICT- SATARA,	Rural	57	122057.6	MEDICAL, DENTAL, PHYSIOTHERAPY, NURSING, PHARMACY, ALLIED		

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	6
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	5
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	5
Colleges with Research Departments	6
University Recognized Research Institutes/Centers	6

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)		: Yes
SRA program	Document	
DCI	106440_5174_5_1610948299.pdf	
PCI	106440_5174_6_1610948324.pdf	
INC	106440_5174_7_1610948314.pdf	
MCI	106440_5174_2_1610948358.pdf	

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	80				78				150			
Recruited	64	16	0	80	47	31	0	78	86	64	0	150
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
Teaching Faculty												
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	0				94				56			
Recruited	0	0	0	0	43	51	0	94	39	17	0	56
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned						1838
Recruited	1126		712		0	1838
Yet to Recruit						0
On Contract	207		168		0	375

Technical Staff						
	Male		Female		Others	Total
Sanctioned						114
Recruited	67		47		0	114
Yet to Recruit						0
On Contract	12		3		0	15

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	1	0	0	0	0	0	0	0	1
Ph.D.	12	4	0	6	5	0	12	5	0	44
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	52	11	0	41	26	0	74	59	0	263
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	5	0	24	5	0	37

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	0	1	0	1
Adjunct Professor	13	4	0	17
Visiting Professor	5	4	0	9

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Krishna Institute of Medical Sciences Deemed To Be University Karad	UNESCO Chair in Bioethics Haifa	The International Centre for Health Law and Ethics University of Haifa
2	School of Dental Sciences Karad	Professor Hermann Sailor Chair of KIMSDU	Krishna Institute of Medical Sciences Deemed To Be University Karad

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

NAAC

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	190	29	0	0	219
	Female	341	66	0	1	408
	Others	0	0	0	0	0
PG	Male	47	49	0	0	96
	Female	91	32	0	0	123
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	16	0	0	0	16
	Female	27	0	0	0	27
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	7	0	0	0	7
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	4	1	0	0	5
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No
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Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nil
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	A	3.2	A. NAAC Peer Team Report.pdf

General Facilities

Campus Type: KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY KARAD NEAR DHEBEWADI ROAD, MALAKAPUR- KARAD 415539 DISTRICT- SATARA,

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes

• Health centre staff	
* Qualified Doctor (Full time)	521
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	510
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Composting Unit Biogas Plant Heat Pumps ETP / STP Multi Level Parking Gymnasias, Half Olympic Size Swimming Pool Day Care Centre

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	2	228
* Girls's hostel	6	824
* Overseas students hostel	1	124
* Hostel for interns	1	173
* PG Hostel	3	234

Health Professional Education Unit / Cell / Department		
Year of Establishment: 30-03-2016		
Education Programs Conducted	Number Programs Conducted	Duration in Months
* Induction	40	3
* Orientation	26	1
* Refresher	55	3
* Post Graduate	40	2

NAAC

Extended Profile

1 Program

1.1

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

Response: 54

File Description	Document
Institutional data in prescribed format	View Document

2 Students

2.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2947	2691	2600	2404	2338

File Description	Document
Institutional data in prescribed format	View Document

2.2

Number of graduated students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
713	620	577	514	516

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
304	299	283	280	275

File Description	Document
Institutional data in prescribed format	View Document

3.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
309	305	288	290	290

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
5919.01	6401.74	3867.26	3674.27	4091.91

File Description	Document
Institutional data in prescribed format	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

University has well defined procedure for design, development and revision of curriculum. Both the UG and PG curriculum are designed, developed and modified with successive revisions to reach the necessary Programme Outcomes (POs), and Course Outcomes (COs) with strict compliance to the regulatory bodies. Programme outcomes (POs) are what knowledge, skills and attitudes a graduate should have at the time of graduation. (COs) are the statements that describe what students should acquire in the form of knowledge, skills and attitudes at the end of course. The design and development of Curriculum and syllabus revision is a continuous process. Programme outcomes, programme specific outcomes and course outcomes have been framed in accordance with the local, regional, national and global needs. The major health issues considered in curriculum framing for all the faculties in KIMS “Deemed to be” University is mentioned as follows:-

Few of the important Health problems which are considered while preparing curricula are

- 1) Local: Accidental deaths and Injuries due to road traffic accidents are more prevalent with relation to geographical location very close to the national highway. Water borne diseases due to contaminated river water during floods such as Diarrhoea, Viral hepatitis etc. Other common diseases like Dental caries, Malaria, Duchene Muscular Dystrophy and Cerebral Palsy leading to permanent disability in the locality.
- 2) Regional : Western Maharashtra is mainly agriculture based and sugarcane factories are more in number, so health problems related to farmers is of major concern. Diseases associated with tobacco chewing , alcoholism , insecticide poisoning ,Cancer are prevalent.
- 3) National: As per guide lines from The Ministry of Health and Family Welfare, related to various national programs and health policies.
- 4) Global: As per the guidelines from international health organizations such as World health organization (WHO) the curriculum includes air pollution and climate change, noncommunicable diseases, threat of a global influenza pandemic, such as regions affected by drought and conflict, Ebola and high-threat pathogens.

The curriculum of all the programmes have been designed to provide a holistic education reflecting the Institution’s vision and mission of academic excellence, spiritual vitality and social relevance.

Major review of curriculum takes place every three years. Curriculum update and revision has structured standing mechanism. Review of courses and programmes is done in consideration with following criteria.

1. Structured feedback and feedback analysis to identify new demands of society. Structured feedback from students, alumni, employers, analysis of current trends in health sciences and various experts from academia and analysis thereto.
2. The university strictly adheres to the Rules, Regulations and guidelines of the UGC and all other statutory regulating councils from time to time
3. Consultation with the members of Board of Studies and bench marking with reputed national, international institutions and other University's Curriculum

The Curriculum flow chart and the process flow for the curriculum design is as follows : Need Analysis > Department Committee > Board of Studies > Standing Committee of Deans of Faculties > Academic Council > Board of Management.

File Description	Document
Link for Outcome analysis of POs, COs	View Document
Link for Curricula implemented by the University	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years

Response: 88.89

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 48

File Description	Document
Syllabus prior and post revision of the courses	View Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Details of the revised Curricula/Syllabi of the programmes during the last five years	View Document
Any additional information	View Document

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

Response:

University strives for the quality education through programmes and courses with emphasis on competencies, skill development, employability and entrepreneurship

Competency:

National medical Council (NMC) has recently designed new curriculum for Indian Medical graduate which is competency based as a training through enhancing talent, Potential, expertise and ability to make decision. Competency acquisition for the MBBS curriculum is integrated through trainings in the skill laboratory. It is a self-training module for enhancing student capabilities and learning experiences. Simulation laboratory trains the students to become employable. It also helps the students to achieve more competency in treating serious patients.

Employability

The university provides credit based courses in 20 disciplines. These courses are both generic in nature as well as ability enhancement in nature. They increase the employability of the student. Large number of patients provide adequate clinical data to become expert in specialized techniques. Our dental students get opportunity to perform tooth extraction, root canal treatment and other dental procedures. It increases their employability. All the graduate students after completing the course go to higher education or are self employed or may enter in health services. Tissue culture / cell culture laboratory trains the students to become employable. Training of nurses in various intensive care units and operation theatre helps them to serve as skilled nurses in I.C.U

Entrepreneurship:

KIMSDU students are capable of building entrepreneurship through startup ideas to become confident because of training in skill laboratory and simulation laboratory. CBCS curriculum in pharmacy helps the students to become successful entrepreneurs. Medical and Physiotherapy students are exposed to competency based training. They become competent to start their own clinic or hospital and easily face the competition in the open market. Biotechnology students have started their own tissue culture laboratory and doing well in the agricultural field.

Skill development

Students are exposed to various field visits for rural experience. They are oriented about rural health problems Students also get opportunities to learn outside the institution by getting various learning experience like the home survey, health awareness activities, celebration of various national and international days in community, health rally's, health campaigns, mass education. Communication Skills will prepare the young pharmacy student to interact effectively with doctors, nurses, dentists, physiotherapists and other health workers. Advanced equipment in the physical diagnosis and manipulation skill laboratory in the physiotherapy department helps the students to become skilled professionals. This increases the employability.

Collaborations

The Institution has several MOUs and collaborations with the foreign universities like

- i) MOU between KIMSDU & St. Georges University, Grenada.
- ii) MOU between KIMSDU and Uniformed Services University of the Health Sciences (USUHS), Bethesda, MD, USA,
- iii) MOU Between KIMSDU and AIMST University, Malaysia
- iv) MOU between KIMSDU and Sao Leopoldo Mandic Brazil College of Dentistry, Brazil

These MOUs cover

- a) Teaching, Research & Development,
- b) Student Mobility and Training,
- c) Elective and/or Internship Program and sharing of expertise in relevant field of studies.

The MOUS also facilitate academic collaboration for undergraduate & postgraduate programmes.

File Description	Document
Link for MOUs with Institutions / Industries for offering these courses	View Document
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	View Document

1.2 Academic Flexibility

1.2.1 Percentage 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).

Response: 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 20

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 20

File Description	Document
University letter mandating implementation of CBCS by the institution	View Document
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View Document
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	View Document
Institutional data in prescribed format	View Document
Document for Structure of Programs mentioning the Credit Allocation and Elective options	View Document

1.2.2 Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 96.3

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 52

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	View Document
List of the new Programmes introduced during the last five years	View Document
Institutional data in prescribed format	View Document

1.2.3 Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 35.02

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 173

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

Response: 494

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	View Document
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document

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

Response:

- Gender, Environment and Sustainability, Human Values and Professional Ethics etc. called crosscutting issues, because they can't be taken as isolated issues, as they affect all other sectors. So the cross cutting issues are incorporated into the curriculum across all disciplines in undergraduate and postgraduate programs through specific courses and extension activities. University has constituted different cells to incorporate and imbibe among the students related to all the cross cutting issues. These cells are responsible for conducting various programs, seminars, guest lectures, competitions for sensitizing the students .
- Gender: University has been sensitive towards upliftment of students and avoids discrimination based on gender by having healthy academic and social environment. The institute regularly conducts seminars on women empowerment as a part of women empowerment. University celebrate “International Women’s Day” by inviting eminent personalities to give talks and enrich the minds of students . The university has also established cells for sexual harassment elimination and also Woman empowerment. These cells address the issues related to gender inequality. Various activities are conducted by the cells to promote socialization and interaction among the students. This cell looks into all complaints related to physical, mental and sexual violence and immediate measures are taken to prevent sexual harassment in the university. Immediate actions are also taken to support and help the students for these issues. There is also an anti-ragging committee set up in the institute, which continuously monitors the students to avoid ragging in the campus.
- Human Values and Professional Ethics: Human Values, ethics, and morals go hand in hand. Preserving them is the only pillar and foundation of a great character. As a result of that university considers human values and ethics . The ATCOM model in MBBS offers ethical issues. All teachers, professors and doctor imbibes among the students human values and Professional Ethics by creating atmosphere conducive and playing role model for it. Few of the activities run by university are Oath taking ceremony, Plagiarism Prevention ,free treatment for poor patients, providing immediate health facilities for around people in need. University runs a separate Bioethics unit for addressing ethical issues in healthcare, medicine, research, biotechnology, and

the environment.

- Environment and sustainability: University celebrates various days like Environment Day, Earth Day, and Water Day regularly. Various activities like tree plantation, public awareness, cleaning the campus are conducted. University owns independent water processing plant, bio waste disposal unit, solar system for electricity generation and water heating. There is inclusion of the courses which address to environment and sustainability like Bio remediation Waste disposal control and regulations treatment of industrial effluents and municipal waste in the various courses.
- Right to Health Issues: University helps Governmental organizations for executing various national programs, health awareness programs, health education camps etc.

Emerging demographic changes: Population outbreaks, poverty, Change in the age composition etc are important demographic changes. Population out break, poverty, Change in the age composition etc are important demographic changes that are integrated as a part of curriculum.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	View Document
Link for list of courses that integrate crosscutting issues mentioned above	View Document
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	View Document

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

Response: 24

1.3.2.1 Number of value-added courses are added within the last five years

Response: 24

File Description	Document
Institutional data in prescribed format	View Document
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	View Document

1.3.3 Percentage of students successfully completed the value-added courses during the last five years

Response: 54.71

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2450	1311	1310	914	1117

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

1.3.4 Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

Response:

KIMSDU has adopted the policy of enrichment of the curriculum by undertaking field visits and other methods. Students undertake field visits as part of the curriculum enrichment. Health camps are organized by Institute in rural area and PG students are posted for such camps. University has adopted four villages in rural area for enriching the families and resolved their health problems. For rural posting the adopted health centers by our university are Rethare, Khubi, Julewadi, Shere, Gondi, Kasegaon and Dangat vasti Agashivnagar. For urban community health experience, the centers are Market yard, Karad and Late Sau. Venutai Chavan Sub district Hospital, Karad. Various field visits are organized for the student viz. Visit to Water purification plant, Sewage disposal plant, Community kitchen, Milk dairy, Slaughter house, visit to Sugar factory under industrial visit and visit to Gram panchayat. Field visits help the students to understand rural health problems and the ways to manage the patients locally by coming across with their social, economic & cultural aspects. The students are exposed to unscientific medication and false beliefs, black magic and blind faith (ANDHASHRADDHA). They understand the reason why rural patients come late in the hospital for proper management.

Research projects

University inculcates curiosity, spirit of enquiry in minds of students and giving opportunity for scientific exploration of information. Students are motivated for research through student fellowship research projects. For the research, university provides attractive incentives for research work by the students. KIMSDU insists publication only in UGC approved list of journals. Students are encouraged to attend various research conferences, workshops for getting more exposure in the research. Research methodology workshop is arranged annually and it is mandatory for PG students. For approving the research projects letter from institutional ethics committee is mandatory.

Community postings

Community postings as a part of curriculum enrichment are helping the students to get exposed to clinical settings, early posting, hospital setting and community exposure. Medical, Dental and physiotherapy students are posted in Rural Health Centers as part of internship program for health care delivery to community. For Medical and nursing students visit to sugar factory is organized for understanding of health problems of sugarcane factory workers and plan for prevention of the problems. M. Sc. Biotechnology students visit industries twice in an academic year as a part of curriculum

Vocational trainings

To increase the competency of the students for job in industry, to enhance their skills, to learn the occupational hazards industry visits are arranged. It gives an idea about translation of theory knowledge into practice & also give them exposure into industrial setup, it adds in the practical knowledge about each unit of industry like production, Quality Control (QC), Quality Assurance (QA) etc. Vocational training in industry provides opportunity to get well acquainted with industrial work culture and acquire necessary skills and expertise to make the students competent for independent field work and research. The curriculum focuses on hands on training for the students by field visits and related activities every year.

File Description	Document
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	View Document
Link for additional information	View Document

1.4 Feedback System

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

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

Response: A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View Document
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	View Document
Institutional data in prescribed format	View Document
Link for feedback report from stakeholders	View Document

1.4.2 Feedback process of the Institution may be classified as:

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Institutional data in prescribed format	View Document
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

2.1.1.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
246	171	191	152	119

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

2019-20	2018-19	2017-18	2016-17	2015-16
246	171	191	152	119

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

2.1.2 Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 57:1

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2019-20	2018-19	2017-18	2016-17	2015-16
5813	4672	5069	9403	9021

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where State / Central Common Entrance Tests are not conducted

2019-20	2018-19	2017-18	2016-17	2015-16
588	440	418	760	740

File Description	Document
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 Document
Institutional data in prescribed format	View Document
Extract of No. of application received in each program	View Document
Document relating to Sanction of intake	View Document

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

Response: 29:1

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

2019-20	2018-19	2017-18	2016-17	2015-16
169	179	239	196	198

2.1.3.2 Total number of students enrolled in that year

2019-20	2018-19	2017-18	2016-17	2015-16
892	649	696	583	615

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	View Document
List of students from other states and countries	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters are issued to the students enrolled from other States / Countries.	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

- 1. Adopts measurable criteria to identify low performers.**
- 2. Adopts measurable criteria to identify advanced learners**
- 3. Organizes special programmes for low performers and advanced learners**
- 4. Follows protocols to measure students' achievement**

Response: A. All of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	View Document
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View Document
Details of outcome measures	View Document
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	View Document

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)**Response:** 9.69

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	View Document

2.3 Teaching- Learning Process**2.3.1 Student-centric methods, are used for enhancing learning experiences by:**

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

Response:

Student centric methods ensure that students are active participants than remaining passive listeners.

1. Experiential Learning: The experimental procedures and demonstrations related to certain theoretical concepts help the students to reflect and learn through hands on experience.

a) Intramuscular injections, wound dressings are important part of experiential learning.

b) Learning experiences through live case presentations, history taking, physical examination, evidence-based discussions on diagnosis and management

c) Seminars-preparation and presentation of topics by the students, with guidance from Teachers.

d) Early clinical exposure: First year students are shown patients, procedures, operation theaters, blood bank, and radiology dept.etc.

e) Models and Charts preparation on selected topics to enhance students' skills.

2. Integrated learning:

a) All aspects of important topics are covered by different departments on common platform. Integration is done by sharing, using Linkers and nesting.

b) Regular interdisciplinary case presentations are scheduled in the timetable for postgraduate students.

3. Participatory Learning- Students participate in: Group discussions, clinical meetings, ward rounds, seminars, quizzes, microteaching, role plays and case discussions, community out-reach activities, health camps.

a) Diagnostic school health programs

b) Blood donation, Cancer detection camps.

c) Panel discussion, symposium, debates, essay competitions.

d) World Breast feeding week, Nutrition Week, World Health Day, Constitution Day, etc.

1. Competitions like techno health Scientifica.

2. Tree plantation drives etc. are organized to inculcate a sense of social responsibility amongst the students.

4. Self Directed Learning (SDL) -Giving selected topics as homework and taking detailed discussion at the end of practical class.

a) Flipped Classroom- Students are provided with learning material/videos as homework and class time is utilized for its quality discussion.

5. Problem Based Learning: Students are given a case to study and is discussed at end of week in small groups. Activity is depicted in the time table.

6. The Humanities: Human values, Ethical practices and empathy while communicating with patient's relatives is included in curriculum as **Aetcom module. "Beyond Body"** course for all first year students to impart life skills.

7. Project-based learning: Students learn thorough Group Research Projects, STS projects and preparation of models and AV aids

8. Role plays are organized with guidance from teachers and are conducted in communities which create awareness and help to eliminate social stigma.

Example: To eliminate social stigma in HIV patient, to show effects of alcohol addiction on family members.

9. Evidence based learning-practiced in clinical teaching and nursing.

Evidence-based medicine is the integration of individual clinical expertise with the best available research **evidence** from systematic research and the patient's values and expectations. Continuing Education programs and workshops are conducted for training faculty in EBM.

OPD discussions, Case presentations and one minute preceptorship are regular features of OPD clinics.

10. Field learning

- a) Visits to community for health surveys, immunization, help students in realizing actual health status of community.
- b) Industrial visits give students the idea about translation of theory knowledge into practice.

11. Student Assisted Learning (Talk Fest): In the form of peer- led tutorials by identification of high achievers as peer tutors.

File Description	Document
Any additional information	View Document
Link for list of student-centric methods used for enhancing learning experiences	View Document
Link for additional information	View Document

2.3.2 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. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skills Laboratories	View Document
List of clinical skills training modals	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	View Document
Details of training programs conducted and details of participants	View Document
Link for additional information	View Document

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

Response:

Teachers in constituent units of KIMS Deemed to Be University are well versed in applying appropriate technology tools in their teaching. All are trained through the Education technology unit and IT unit of the Institute.

SAAKI (Students Academic Administration of Krishna Institute)

SAAKI is an electronic program designed for academic administration of students. All students, parents, alumni and teachers are registered on this platform. Its primary function is e-maintenance of students' records like attendance, performance, time-table, notices and circulars.

It also serves as supportive aid for teaching-learning in the form of assignments, conduct tests and modular teaching. In the current covid 19 situation, recorded lectures were uploaded on SAAKI, so that students could follow them. It is a fastest means of correspondence. Practical videos are also uploaded on SAAKI. It contains interesting features like e-notice board, sms service, email service, space to maintain learning resources and many more. Online teaching is conducted through Cisco-Webex platform.

- The teaching faculty members resort to the usage of educational videos, PowerPoint presentations, e-resources like e-journals, electronic books etc. for their theory and practical hours.
- E-learning resources e-database, E-Journals Package, K- Hub. DELNET, EBSCO, ProQuest Health are used by teachers.
- MUHS Digital Library contains scholarly journals, videos and audio, dissertations and theses,

magazines, books, news papers, trade journals, reports etc.- Beneficial for Postgraduates & faculty .

- **Web OPAC** (Online Public Access Catalogue) it is computer based and supported library catalogue designed to be accessed via terminals so that library users may directly and effectively search for and retrieve bibliographic records without the assistance of a human intermediary. OPAC usually allows searching by author name, title, and subject. OPAC has replaced traditional card catalogue.
- Different types of online resources are supplied while teaching. Teachers use pictures/ images from **google search, you tube videos, delivered lectures by scholars (e.g. SWAYAM)** or display of an online practical on the same topic.
- In addition, use of various multimedia tools by teachers like Text, Graphics , Audio, Animation, Video, Graphic Objects helps students use various learning styles and develop creativity and critical thinking.
- To explore millions of articles across the globe, faculty uses important online databases through credible medical search engines like - Google Scholar, Pubmed, Ovid, Web of Science, Science direct, Scopus, Research Gate, Wiki Journal club, etc.
- Many webinars, online lectures, formative assessments are held by staff through video conferencing softwares like Cisco Webex, Zoom, Google meet, You tube and social media platforms like Facebook, Instagram, Whatsapp, Websites, etc.
- Statistical packages like SPSS are used by teachers, students and research scholars for data analysis.
- Swayam platform is also utilized by the institute for independent learning.
- Specialized computer laboratory with an internet connection has been provided to promote independent learning. Wi-Fi facility for access of internet is provided on individual laptop and mobile devices.
- Wi-Fi security is also provided to the users. Its access is controlled by the system administrator.

File Description	Document
Link of the details of ICT-enabled tools used for teaching and learning	View Document
Link for list of teachers using ICT-tools	View Document

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 10:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 303

File Description	Document
Records of mentors-mentee meetings.	View Document
Log Book of mentors	View Document
Institutional data in prescribed format	View Document
Details of fulltime teachers/other recognized mentors	View Document
Copy of circular pertaining to the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 97.21	
File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	View Document
Institutional data in prescribed format	View Document
Faculty position sanction letters by the competent authority	View Document
Appointment letters of faculty during last five years	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years				
Response: 52.45				
2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.				
2019-20	2018-19	2017-18	2016-17	2015-16
180	174	154	131	120

File Description	Document
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	View Document
Institutional data in prescribed format	View Document
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View Document

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

Response: 15.73

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

Response: 4782.5

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	View Document
Institutional data in prescribed format	View Document
Experience certificate of full time teacher	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 0

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

File Description	Document
Reports of the e-training programmes	View Document
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	View Document
List of e-contents / e courses / video lectures / demonstrations developed	View Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

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

Response: 6.34

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

2019-20	2018-19	2017-18	2016-17	2015-16
40	17	15	11	10

File Description	Document
Institutional data in prescribed format	View Document
Certified e-copies of award letters (scanned or soft copy)	View Document

2.5 Evaluation Process and Reforms

2.5.1 Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years

Response: 10

2.5.1.1 Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
5	10	12	11	12

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	View Document
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	View Document
Institutional data in prescribed format	View Document

2.5.2 Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**Response: 1.15**

2.5.2.1 Number of student complaints/grievances received about evaluation year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	8	6	8

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
759	672	640	559	585

File Description	Document
Reports of Examination Sections	View Document
Minutes of the grievance cell / relevant body	View Document
List of complaints / grievances year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View Document

2.5.3 Evaluation-related Grievance Redressal mechanism followed by the Institution: ... The University adopts the following mechanism for the redressal of evaluation-related grievances. Options(Opt one which is applicable to you):

1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script
2. Double Valuation/Multiple valuation with appeal process for revaluation only
3. Double Valuation/Multiple valuation with appeal process for retotalling only
4. Single valuation and appeal process for revaluation
5. Grievance Redressal mechanism does not exist

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	View Document

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

Response:

Examinations procedures and assessments of students with IT integration play a very important role in deciding the quality of education. The aim is not only to assess student's achievements and grades but also

measure whether the desired learning outcomes have been achieved.

Evaluation involves formative and summative system.

Formative Examination Cell is set up to monitor the Continuous Internal Assessment system.

Reforms have been made to increase the standards of examinations at three levels – Pre Examinations, During Examinations and Post Examinations

Pre Examination reforms:

- Online registration and online payment for the Examination
- Online issue of Hall tickets.
 - Question papers involves proper distribution of questions based on Must to Know (60%), Desirable to Know (30%) and Nice to Know (10%) and with due importance to level of cognition – Level I - 80 % and Level II - 20 %
- Certification of Examination Hall :
- Certification of the Examination Hall by the Controller of Examinations one day prior to the commencement of Examination
- Daily certification of the Examination Hall one hour Prior by the Centre In Charge on each day of the Examination.

During Examination Reforms:

- Examination Halls are under CCTV surveillance and Mobile Jammers.
- Manuscript verification of question paper by respective heads of department is scrupulously followed.
- One of the Deans of the constituent college gives a surprise visit to the examination halls apart from the vigilance squad.

Post Examination Reforms:

- Evaluation system which is centralized with CCTV surveillance adopts “Double valuation system”
- Automated Examination Management system is in place.
- The results are declared within fifteen days of the examination.
- Results are announced on the University website and SMS sent to students.
- Formative assessment in Post graduate curriculum for theory and practicals.
- Dissertation has been introduced for M Sc programmes.
- PG and PhD thesis are screened for plagiarism.
- Three evaluators whose decision will be unanimous form the basis of PhD thesis evaluation.

Continuous Internal Assessment system, Competency Based Assessment, Workplace Based

Assessment and Self-Assessment which are the key features in improving the student's learning, performance and skills are implemented.

Continuous Internal Evaluation: an integral part of the teaching Learning process which evaluates the performance and reduces the stress by distributing the course work and are conducted as per by the respective Statuary Councils. Formative Examination cell monitors the process.

Students' improvement is continuously monitored by their mentors and intimated at parents – teacher meetings.

Competency Based Assessment: Direct Observation of Procedure Skills, Mini clinical Education Exercise, OSCE/OSPE where in the ability of a health professional is observed and encompasses components such as knowledge and skills are predetermined in the curriculum and form a part of the continuous internal evaluation.

Work Based Assessment: Students are assessed on site while posted in OPD, wards, Casualty, laboratories, blood banks and OT.

Self-Assessment : Verbal and MCQs administered to students at the end of the lectures and discussion of the answers of the internal examinations help the students to self-assess. Students are encouraged for self-analysis through their logbooks/journal regularly perused by the HOD.

File Description	Document
Link for details of examination reforms implemented during the last 5 years	View Document

2.5.5 Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

- 1. Complete automation of entire division & implementation of the Examination Management System (EMS)**
- 2. Student registration, hall ticket issue & result processing**
- 3. Student registration and result processing**
- 4. Result processing**
- 5. Manual methodology**

Response: All of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	View Document
Snap shot of the EMS used by the institution	View Document
Copies of the purchase order of the software/AMC of the software	View Document
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents

Response:

Learning outcomes

All academic program outcomes /course outcomes / objectives have been clearly displayed in the front pages of Syllabus and published in the University website. These are very important in achieving the vision and mission of the institution. The Course Outcomes are framed to make students capable with respect to all domains of learning (Cognitive, Affective, Psychomotor domains)

The outcomes of individual colleges are within framework of respective regulatory bodies.

Programme outcomes (of Institute)

Graduates of the Bachelor of Health Science, on completion of program will demonstrate command of the following learning outcomes. Graduates will be able to:

Develop critical skills in their practice and application of knowledge enabling them to make a valuable contribution to patient and health care as individuals and as responsible members of society.

- Be Competent in diagnosis and management of common health problems of the individual and the community, depending on his/her position as a member of the health team.
- Communicate effectively in writing on a variety of topics related to health care.
- Be able to apply the principles of ethics.
- Be able to appreciate the socio-psychological, cultural, economic and environmental factors affecting health

- Effectively communicate and acknowledge the impact of the legal, ethical, and political environment on health care policy and delivery.
- Describe and demonstrate management / leadership skills.
- Demonstrate knowledge of and effectively apply health care models, theories, and tools to issues impacting health care delivery.
- Have personal characteristics and attitudes required for professional life including personal integrity, sense of responsibility and dependability and ability to relate to or show concern for other individuals.

Assessment of Outcomes

The direct assessment represents the student's performance in formative & summative examinations, seminars, assignments etc. Through these tools, the attainment of course outcomes is quantified.

1. Formative assessment – Continuous assessment is an important component in a competency based curriculum. Formative examinations are held for the purpose of measuring and improving student learning. Measures employed includes viva voce and written tests, during the course delivery. This helps to assess student's problem solving and critical thinking abilities.
2. Internal Assessment: This is a day to day assessment, used to evaluate the academic performance of the student periodically by:

Seminars, Assignments, Viva-voce: The objective is assessing students' interaction with peers and teachers on assigned topics. The content, preparation, presentation, and communication skills are assessed. Ability to gather information, understanding of the content, comprehension, innovation/ideas, analytical/critical thinking, interpretation skills and written communication skills with respect to the learning outcomes.

3. Project work: The final semester students/interns take up group/individual research project under the guidance of the faculty member.

4. Summative assessment - Comprehensive evaluation of learning outcomes is carried out at the end of the academic year/semester. The methods employed are the annual/end semester University examination.

Indirect assessment tools

1. **Students feedback:** At the end of each semester (Half yearly)
2. **Graduating Students feedback:** At the end of course
3. **Alumni feedback:** Annually during the Alumni meet
4. **Employers feedback:** Annually
5. **Placement record:** Annually
6. **Higher education record:** annually

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for methods of the assessment of learning outcomes and graduate attributes	View Document

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

Response: 89.73

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

2019-20	2018-19	2017-18	2016-17	2015-16
713	620	577	514	516

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

2019-20	2018-19	2017-18	2016-17	2015-16
759	672	640	559	585

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	View Document
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	View Document
Link for additional information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.55

NAAC

Criterion 3 - 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

Response:

The University accords primacy to in-house research conducted by its staff and students. The university has created an enabling environment for the conduct of research. While, adequate and appropriate infrastructure that includes high-end laboratories has been instituted, several avenues are established in order to promote high quality research. The junior and senior faculty is encouraged by adequately addressing research impediments. In addition to substantial monetary support, the researchers are assured of technical guidance through a dedicated unit in the form of Research Directorate. All efforts are made to inculcate research culture among the postgraduate and undergraduate learners. Various committees, which include statutory committees such as Institutional Ethics Committee and Institutional Animal Ethics Committee and additionally Research advisory Committee, Research cell committee, Protocol Review Committee, Research Fund allotment Committee, Publication oversight Committee, Clinical trials committee and IPR cell committee are established to ensure smooth operation.

A dedicated department, Directorate of Research undertakes training through workshops (Research Methodology, Intellectual Property rights, statistical methods etc.); Individual researchers are provided one to one guidance through 'Research guidance Clinic'. Multiple reviews of research proposals, Institutional Ethics committee approvals are facilitated. The directorate provides for continuous monitoring of research studies and encourages researchers to make quality publications in the reputed journals. The staff and students are encouraged to organize and participate in scientific activities like Conferences, Workshops, and CMEs. In addition to Central research laboratory facility, made available for unhindered laboratory work, some high-end laboratories such as Lead Referral Laboratory and Virology laboratory have been established to help researchers to undertake research in specialized areas. State of art Molecular and Genetics laboratory is facilitating many interdisciplinary research studies employing sophisticated techniques.

Linkages with reputed research institutes (national & international) are developed through which the researchers are encouraged to undertake collaborative research studies and to apply for funds from other funding organizations. Expertise from these institutes is made available for training, designing and conduct of research studies

An annual budget of over three crore rupees is allocated for research and research related activities. Provision of seed money of thirty percent is made to facilitate initiation of the studies of the researchers. Additional financial support of up to 2.5 Lakhs is made available for teaching faculty. Expenditure made for publication is reimbursed to the researcher. Researcher is entitled to receive an incentive of up to 35,000 for each of his/her publication depending on the journal in which it is published.

A provision is made for financial support for researcher to participate and present his work in the national conferences. International conference participation is also supported on merits of the case. Additionally, each faculty discipline is encouraged to organize workshops/CMEs, state/national/ international conferences and such organization is financially supported up to 10 Lakhs of rupees.

Research Fund allotment committee specifically oversees sanction of funds to the researchers as per the policy. This committee ensures that the relevant committee approvals are in place and also monitors time to time progress of the studies.

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

3.1.2 The institution provides seed money to its teachers for research (average per year)

Response: 31.99

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
59.13	34.45	30.84	17.30	18.21

File Description	Document
Minutes of meetings of the relevant bodies of the University	View Document
List of teachers receiving seed money and details of seed money received	View Document
Institutional data in prescribed format	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	View Document
Any additional information	View Document

3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 14.31

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

2019-20	2018-19	2017-18	2016-17	2015-16
75	35	28	30	40

File Description	Document
List of teachers and their national/international fellowship details	View Document
Certified e-copies of the award / recognition letters of the teachers	View Document
any additional information	View Document

3.1.4 Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 54

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
25	7	4	9	9

File Description	Document
Registration and guide / mentor allocation by the institution	View Document
List of research fellows and their fellowship details	View Document
Institutional data in prescribed format	View Document
E copies of fellowship award letters	View Document

3.1.5 University has the following facilities

1. Central Research Laboratory / Central Research Facility
2. Animal House/ Medicinal Plant Garden / Museum

3. Media laboratory/Business Lab/e-resource Studios
 4. Research/Statistical Databases/Health Informatics
 5. Clinical Trial Centre

Response: All of the above

File Description	Document
List of facilities available in the university and their year of establishment	View Document
Institutional data in prescribed format	View Document
Videos and geo-tagged photographs	View Document

3.1.6 Percentage 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)

Response: 8.94

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 international agencies

2019-20	2018-19	2017-18	2016-17	2015-16
1	2	1	3	4

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
25	25	25	24	24

File Description	Document
Institutional data in prescribed format	View Document
e-version of departmental recognition award letters	View Document
Details of the departments offering academic programmes certified by the head of the Institution /University	View Document

3.2 Resource Mobilization for Research

3.2.1 Total 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 last five years

Response: 34

3.2.1.1 Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
16	09	07	00	2

File Description	Document
Institutional data in prescribed format	View Document
e-copies of the grant award letters for research projects sponsored by non-government organizations	View Document
e-copies of grants awarded for clinical trials	View Document

3.2.2 Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 295

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
157	39	68	18	13

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by government agencies	View Document

3.2.3 Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.**Response:** 0.53

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

2019-20	2018-19	2017-18	2016-17	2015-16
136	04	02	05	05

File Description	Document
Institutional data in prescribed format	View Document
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	View Document
Link for the funding agency website	View Document

3.3 Innovation Ecosystem**3.3.1 Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell****Response:**

KIMSDU is committed to provide all kinds of resources to carry out various innovative practices which resulted into demonstrative outcome generated by the students and teaching faculty, through implementing collaborative research with other academic, research and industrial institutions to create an innovative ecosystem. The Directorate of research is working through a well-defined decentralized system by constituting different committees with appropriate representations from each of the constituent units. The institute extends complete financial support for all IPR activities that includes patent application, consultancy and prototype development. In addition to incubates and start up, for the purposes of providing exchange of techno managerial expertise and promotion of novel and recent technology and business idea into viable commercial products or services, MoUs are made with other Academic/Research/Production/Startup institutions

The outstanding innovative practices of students and teaching faculties are always appreciated and showcased in the innovation gallery of the university to motivate others to venture in this field. The entrepreneurship among the graduates of the institute is promoted through conduct of various workshops that are conducive to the choice of a person to become an entrepreneur at the probabilities of his/her success for the future endeavor through various seminars with a theme to become a successful

entrepreneur.

To further the creation of an ecosystem for innovations and entrepreneurship, the institute established a center of excellence '**Jaywantrao Bhosale Innovation & Incubation Center**' that promotes, guides and supports innovative ideas from the students and teachers. Routine meetings at a fixed venue are held wherein exchange of ideas & discussion on merits of ideas takes place and a roadmap is drawn on how to take it forward. Renowned researchers and established trainers in the field are invited to join these meetings, which helps KIMSDU researchers to appropriately shape their ideas to ensure success in the grant of patent and its culmination in to incubation, start up and technology transfer. Grant of 23 patents and publication of 35 patent applications in a short time is indicative of successful running of the KIMSDU innovation, incubation center.

KIMSDU has recently received a Letter of Intent (LOI) to build a tie up with '**Center for Research Innovation and commercialization**' of the prestigious **Savitribai Phule University, Pune**, which will further gear up incubation and start up activities of IPR protected innovations.

Following are some recent MOUs that we made to facilitate the students & staff to convert their innovative ideas in to an entrepreneurship.

1. MoU with COEP Pune
2. MoU with Govt. Engineering. College Karad
3. MoU with RIT, Islampur
4. MoU with Riddhi Surgical Mumbai
5. MoU with Siddhi Surgical Mumbai
6. MoU with Manman Surgical Pune
7. MoU with Anand Life Sciences Belgum
8. MoU with Opex Accelerator (An startup company)
9. MoU with NAARI (A Research Organization)
10. MoU with R2E Technologies Private Limited (Startup Platform)

File Description	Document
Geo-tag the facilities and innovations made	View Document

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 last five years

Response:

The institute as per the academic calendar from all the academic units conducts the workshop on research methodology for a period of one week which from the current academic session in the light of new guidelines of Medical Council of India is increased to one month as a foundation course to be provided for learners.

In addition the institute has worked out a few workshops as a routine activity for every academic session

for the teaching faculties and PG students. The main focus of such kind of workshop is to enhance the Intellectual Property Rights concept which ultimately resulted in publishing copyrights, monographs, awarding trademarks and the patents by respective competent authorities, by the adoption of such practices in the University has also resulted in an incremental growth on annuity basis as per our experience.

As a result after award of patent or design patent we are trying to move further for licensing, start-up and commercialization, which will add self-generated fund with the help of entrepreneurs after marketing of product and design patents which will again flourish the image in the society either in aspects.

Institute through IQAC is also providing use of ICT tools in the medicinal domain to existing faculty as well as to postgraduate students through the biannual workshop by resource persons.

The institute always try to interact with the peripheral industries and other reputed academic institutions by signing the documents like Memorandum of Understanding, collaborations and linkage which is helpful to the institute to create a platform where industry in particular and academic institutions can come together to discuss the healthcare problems with their remedies for the workers and other stakeholders attached to an industry. Our academic institution is attached with a hospital with 1125 beds with all clinical facilities which are providing various facilities to the suburban area which includes not only local peoples but also from the peripheral districts and we presume that it is because of good clinical services with laboratory facilities are provided by us up to the satisfaction of patients.

Our hospital is provided with all the laboratories well equipped and in addition a center of excellence/ incubation center named as Genetic laboratory where the more precise and enrichment of the instruments are available for the various pathological tests, as well as the services of this center, is provided to research students doing the work from interdisciplinary, multidisciplinary and transdisciplinary faculties and cross-disciplinary faculties.

File Description	Document
Link of the reports of the events	View Document
Link for list of workshops/seminars on the above during the last 5 years	View Document

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 14

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
08	6	0	0	0

File Description	Document
List of teachers and details of the national/international fellowships awarded	View Document
Institutional data in prescribed format	View Document
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	View Document

3.3.4 Number of start-ups incubated on campus during the last five years

Response: 7

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2019-20	2018-19	2017-18	2016-17	2015-16
5	1	1	0	0

File Description	Document
Registration letter	View Document
Institutional data in prescribed format	View Document
Contact details of the promoters	View Document
Certified e- sanction order for the start-ups on campus	View Document
Any additional information	View Document

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:

- 1. Research methodology with course on research ethics**
- 2. Ethics committee**
- 3. Plagiarism check**
- 4. Committe on Publication guidelines**

Response: All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	View Document
Institutional data in prescribed format	View Document
Institutional code of Ethics document	View Document
Institutional code of ethics document	View Document
Details of committee on publication guidelines	View Document
Course content of research ethics and details of members of ethical committee	View Document
Copy of software procurement for plagiarism check	View Document
Any additional information	View Document

3.4.2 The Institution provides incentives for teachers who receive state, national or international recognitions/awards.. Option 1. Career Advancement
2. Salary increment
3. Recognition by Institutional website notification
4. Commendation certificate with cash award

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	View Document
Policy on salary increment for the awardees	View Document
Policy on Career advancement for the awardees	View Document
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	View Document
Institutional data in prescribed format	View Document
Copy of commendation certificate and receipt of cash award	View Document
Incentive details (link to the appropriate details on the Institutional website)	View Document

3.4.3 Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 342

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2019-20	2018-19	2017-18	2016-17	2015-16
276	51	8	7	0

File Description	Document
Technology transfer document	View Document
List of patents/Copyrights and the year they were published/awarded	View Document
Institutional data in prescribed format	View Document
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	View Document
Any additional information	View Document
Link for additional information	View Document

3.4.4 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**Response: 0.76**

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2019-20	2018-19	2017-18	2016-17	2015-16
179	144	93	122	93

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

2019-20	2018-19	2017-18	2016-17	2015-16
184	176	165	156	146

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	View Document
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for research page in the institutional website	View Document
Link for additional information	View Document

3.4.5 Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 4.57

File Description	Document
Names of the indexing databases	View Document
Institutional Data in prescribed format	View Document

3.4.6 Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0.12

File Description	Document
Names of the indexing databases	View Document
Institutional data in prescribed format	View Document

3.4.7 Total 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 last five calendar years

Response: 0.01

File Description	Document
List of names of publishers : National/ International	View Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

3.4.8 Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 11.43

File Description	Document
List of the publications during the last five years	View Document
Institutional data in prescribed format	View Document

3.4.9 Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 18

File Description	Document
Institutional data in prescribed format	View Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document

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

Response:

The institutional policy has been formulated with the main objective to establish various policies on the promotion of IPR, consultancy, and implementation strategies. It implies many creative things provided by faculty members, or students like innovative inventions, a novel constructed device, creative writings, new logo, and new products for commercialization in the market. Such novel idea, creative things are necessary to be protected and also are need of an hour to prevent misuse of novel ideas, i.e. infringement. Therefore IPR policy has been constituted to provide protection to the interests such as innovative ideas to be patented, creative writings to be copyrighted, new device to be designed and the new logo is trademarked to the newer products for commercialization in the market. IPR cell was established on 20th Oct 2015 which has just started its journey at 4-5 years ago is yet to reach the summit. As of now, we have reached to the level that our patented products are in the process of licensing and then for commercialization. Directorate of Research has allocated fund with sufficient amount in the annual budget of Institute.

Directorate of Research organizes workshops, seminars for capacity building on publication, all IPR component, inculcation of a soft skill, etc. The expenditure incurred on each activity is born out from research fund. Several workshops have started on IPR and ICT. In January 2018, the first workshop on IPR has been initiated as a stepping stone in IPR to create awareness of IPR among faculty members and students. Resource persons have explained many things what is patentability? How to write the appropriate patent draft, how to create copyrightable things, how to create a new logo and how to construct novel designs. Institute licenses in IPR to the third party, the costs of securing property licensing including the costs to operate and support technology transfer office and IPR and the costs of obtaining a patent or other protection for the property on behalf of the deemed university shall first be recaptured from royalty or license payments or revenue received by Krishna Institute of Medical Sciences “Deemed to be University”, Karad and the remainder of such income (including but not limited to license fees, prepaid royalties, minimum royalties, running royalties, milestone payments and sublicense payments) shall be decided among them as and when such situation arises. The division of royalties from patents or other intellectual property managed by IPR will be controlled by Krishna Institute of Medical Sciences “Deemed to be University”, Karad, agreement with such concern, as approved by the prior approval of the IPR. In the event that two or more persons are entitled to share royalty income pursuant to subsection 4.1 and such cannot agree on an appropriate sharing the arrangement as evidenced by a clear and unequivocal written agreement transmitted to the departmental or IPR or if inventors are located at two or more localities are entitled under this policy will be distributed to such persons in equal portions.

File Description	Document
List of the training / capacity building programmes conducted during the last 5 years.	View Document
Link to the soft copy of the IPR and Consultancy Policy	View Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	View Document

3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 104

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2019-20	2018-19	2017-18	2016-17	2015-16
37	21	17	06	23

File Description	Document
List of consultants and details of revenue generated by them	View Document
Institutional data in prescribed format	View Document
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	View Document
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	View Document

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, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 2067

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
368	459	419	452	369

File Description	Document
Reports of the events organized	View Document
Photographs or any supporting document in relevance	View Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of events / activities	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 86.28

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2370	2325	2264	2110	2098

File Description	Document
Reports of the events organized	View Document
Geo tagged Photos of events and activities	View Document
Link for additional information	View Document

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

Response:

The vision of the Founder of the Krishna Hospital and Research Centre, Shri. Jaywantrao Bhosale, well known as Appasaheb was the total upliftment of the rural community in and around Karad Taluka with special emphasis on their health and well being. It is therefore that the Krishna Institute of Medical Sciences has been on the fore front in devising and implementing health related schemes for the rural community. Through its strong and extensive rural community programme of extension and outreach activity, the department of community Medicine, KIMSDU has attained recognition in the national and international community. The activities that are undertaken under this initiative span from health awareness to prevention to health care delivery and beyond. In order to effectively implement this programme, Five villages namely, Khubi, Gondi, Shere, Dushere, Lavanmachi have been adopted and all health related needs of this community is being taken care of by the institution. A community of around 50,000 people residing in these villages has been the beneficiary of this initiative of the institute for over three decades. These immense efforts on the part of the institution have been well recognized by the Government as well as NGO organizations, local administrative bodies, local sports associations and educational institutes. As a token of appreciation these bodies have given awards/ certificates of recognition to the students and the faculties who have long-term contribution in this area. Some of these organizations have this award issuing initiative annually on a regular basis while some of them have issued awards out of turn since they were impressed by the work.

A total of twenty three such awards/recognition were received by the students/faculties of the KIMSDU during the last five years. Of the 24, five were issued by the local village administration (Gram Panchayats); three were issued by the educational institutes, seven by the NGOs and seven by the sports associations. Among the NGOs, WABA, Lokmat Sakhi manch, Balsiddha Bhushan have been notable. World Alliance for Breast feeding Action (WABA) implements global campaign, World Breastfeeding Week annually to raise awareness and galvanize action on themes related to breastfeeding. The Krishna institute of Nursing Sciences bagged appreciation award from WABA for two successive years. Balsiddha Charitable trust at Ghogaon, Karad acknowledges and awards commendable work performed by the individuals on an annual basis. Dr. Asha Jadhav, Director, Community services unit was conferred upon a life time achievement award for 2018-19 by the trust for her significant contribution in community health, social work, HIV prevention research, women empowerment for over four decades. Lokmat Sakhi Manch , Nagpur, an NGO engaged in women empowerment awarded Mrs Shailaja Patil, Counsellor, KIMSDU for her extensive contribution in psychosocial education. Five faculties from Krishna College of Physiotherapy, KIMSDU namely, Dr. Khushboo Bhatia, Dr. Pranjali Gosavi, Dr. Prasanjeet Nikam, Dr. Mandar Malwade and Dr Pragati Salunkhe received certificate of appreciation from various Sports associations for providing excellent physiotherapy services.

File Description	Document
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	View Document
Link for list of Government/other recognized bodies that have given the awards	View Document

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 last five years

Response:

KIMSDU accords significant importance to the institutional social responsibility. Being located in the semi-urban area and surrounded by rural community, the university has immense opportunity to exercise the social responsibility. Various activities as described below are routinely performed in the adjacent rural community targeting their health and social wellbeing. The students are encouraged to participate in large numbers. The team at the university, that includes faculty and the support staff from different departments, is conducting these activities for a longtime and hence know how to engage more and more students and how to make these activities interesting and appealing for them.

The sensitization of students about social issues and holistic development of the community is evident from number of ways. The students share their experiences at the end of the activity. From the interaction at the end of the day in the week long camps, one could judge how and to what extent students are motivated for working for social responsibility cause. Eagerness to participate in the next activity expressed by most of those who were engaged for the first time indirectly indicated that they were influenced by the feeling of satisfaction due to participation. It appears that the students carry this motivation even after leaving the institution. Many alumni in their meetings have stated their continued interest and talked about the activities they undertake for the social cause. All of the above description points at the success of this initiative at the university.

Faculties and students from all disciplines at the university, Medical, Dental, Physiotherapy and Nursing conduct outreach activities at the adopted villages and communities in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio-economic development issues.

1. Education:

Education programmes focus on-

- Conduction of education programs for HIV-AIDS
- promotion of health and prevention of morbidity and mortality due to environmental factors
- socio-demographic and economic factors,
- infectious and non-infectious diseases,
- occupational health hazards, and
- problems related to pregnancy and childbirth

2. Swachh Bharath:

The Swachh Bharat Abhiyan is the most significant cleanliness campaign regularly conducted by the KIMSDU in rural and urban area and focuses on-

- Spreading awareness about hygiene through plays and music is widely carried out.

3. Health and Hygiene Awareness:

Medical camps are organized to educate the villagers on-

- Health problems specific to rural living.
- Personal hygiene such as frequent hand washing, trimming of finger nails, changing and washing of clothes, keeping surfaces clean and pathogen-free in the home and workplace.

4. Delivery of Free / Subsidized Health Care

The University has subsidized many health care services provided by its Medical and dental college. As a social responsibility the university has distributed health cards in the neighborhood of the university for the underprivileged community for free comprehensive health care. Conduction of comprehensive health care camps for the underprivileged community gives an opportunity to the students for comprehensive holistic consideration of the patients and the Community.

File Description	Document
Any additional information	View Document
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	View Document
Link for additional information	View Document

3.7 Collaboration

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 0.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Certified Copies of collaboration documents	View Document
Link with collaborating Institutional website	View Document

3.7.2 Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for

academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years.

Response: 88

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

Response: 88

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the functional MoUs with Indicating the start date and completion date	View Document
e-copies of linkage-related Documents	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

The University is spread over 57 acres of land and situated at the foothills of “Aagashiva” mountain in Karad. The Institution has adequate physical facilities for teaching, learning and skills acquisition as stipulated by the appropriate regulatory bodies. Keeping in mind that the diversity of learners in respect of their background, abilities and other personal attributes that will influence the extent of their learning, the teaching – learning modalities are rendered accordingly to the learner group.

Globally importance of ICT in the health sciences has increased to such an extent that in the quest for excellence, the learner should be taught in the most modern way with the use of technology.

ICT enabled classrooms and seminar halls:

All the lecture halls in the all constituent faculties are ICT-enabled. They are equipped with LCD Projectors, Audio-Visual systems and Internet with Wi-Fi facility. The teaching hospital of the medical school has a classroom with two way audio- visual link to operation theaters for the live demonstration, whereat the learner can interact with the faculty in the operation theatre. Likewise, seminar halls are enabled with facilities for LCD projection, audio-visual systems and Internet. Apart from classrooms being ICT enabled they are also equipped with teaching and administration software (SmarTeach and SAAKI). All departments are connected to optical fiber network and Wi-Fi through a dedicated 1 GB lease line.

The following ICT tools and resources are available for the use of Students and Staff.

- Smart Board
- LCD Projector
- Computers /Laptops
- Internet Connectivity /Wi-Fi
- Audio Systems / Microphone / Head Phone
- Whiteboards
- Printer /Scanner
- DVD and CDs, etc.
- E-Journals
- E-Books
- Video Lectures
- Power Point Presentations
- Digital Library
- Web OPAC

Facilities for Clinical Learning and in Community:

The teaching hospital has classrooms with two ways Audio-Visual link with operation theaters for live demonstrations whereat the learner can interact with the faculty in the operation theatre. Facility of Tele-

learning through Tele-medicine linked to the rural health center is available . Monthly Video conferencing with John Hopkins University, USA along with three other institutes on HIV / AIDS is held once a month.

OPD, Bedside and community sites were considered as valuable methods of teaching. Clinical teaching involves the patient, learner and tutor in completing the learning trial that gives opportunity for direct contact with the patient, observation of physical examination and clinical reasoning. Well equipped classrooms, seminar halls and conference facilities attached to all wards, ICUs and OPDs enable a conducive learning environment as well as facilitates teaching learning process.

The Department of Preventive & Social Medicine (PSM) of KIMS has been actively engaged in exposing students to community related health challenges. Various camps and on-site visits are conducted which help the students come in touch with the strata of society which has very little access to health care services.

Ayush - related therapy Centre:

The teaching hospital has a well - established Ayurveda OPD. A mind, body wellness clinic is operational under its ambit. Well qualified and experienced staff members are involved in the therapy for imparting knowledge to students from other faculties. The center is accessible to both OPD as well as IPD patients, resulting in a wider reach and penetration of services. **AYUSH therapy centre serves as a solution for growing challenges in non communicable diseases, life style disorder and drug resistant diseases.**

Laboratories & Museums :

Laboratories are important teaching- learning tools & they are provided with all the necessary infrastructure & equipment. Laboratories with state of art equipment's are present in each constituent college as per the requirements of their governing councils.

Every department has their own dedicated museum for the students to access. Separate museum facilities are available in individual OPDs as well, for ready assistance in the learning process.

Skill and SIM Lab :

Well established Skill and SIM Laboratories are present in KIMSDU for the benefit of all students from constituent faculties. Faculty Members have been trained to handle the mannequins and impart knowledge to the learners. A training schedule is prepared for UG and PG students for practice as well as demonstrations of various surgical , pediatric procedures and Ob/Gyn. Procedures .

The demonstrations are carried out by trained faculty from the respective departments for better understanding of various procedures and potential complications that can arise during these procedures. **The simulators available in SIM lab help the students to provide advanced simulation training , by attempting situations like trauma , nursing and emergency response care etc .** The live environment is unforgiving, however in the lab the students are able to learn hands on without the fear of making mistakes. The staff too find it more convenient to use the labs post live clinical sessions to explain the clinical learning in a more controlled environment.

Advanced research facilities for students and faculties available in campus:

1) Department of Molecular Biology and Genetics: KIMSDU has Molecular Biology and Genetics laboratory with a state of art advanced research equipments which facilitate research on basic biology, biochemistry, cell biology, DNA technology and Bio informatics. It is NABL accredited. The lab has been at the forefront of RT-PCR testing for COVID-19 during the current pandemic that has gripped the nation.

2) Lead Referral Laboratory: The first of its kind in Maharashtra, Lead Referral Laboratory at KIMS University in collaboration with the National Referral Centre for Lead Poisoning in India (NRCLPI) provides facility for diagnosis of lead poisoning. Research projects related to lead poisoning are also undertaken in this laboratory. Tie-ups with various industries actively using lead and lead based compounds has truly helped the employees in those industries to understand occupational safety. Various testing camps done, though the lab has helped diagnose dangerous levels of exposure and assisted in putting new and innovative prevention controls in place.

Virology Laboratory : The virology laboratory provides facility for diagnosis of viral diseases like HIV, hepatitis, dengue, chikungunya, herpes, cytomegalovirus and CD 4 count. Research projects related to virology are also undertaken.

File Description	Document
Links for teaching- learning and skills acquisition facilities in the Institution	View Document
Links for Geotagged photographs of the facilities	View Document

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

Response:

KIMSDU believes that a healthy body is a necessity for physical and mental well-being of staff and students. At KIMSDU you will be lost for choices.

The University has a designated Director of Sports and Cultural Events with support staff who oversees the conduct of sports and cultural events. Assistant Registrar (Estate and Security) along with support staff is responsible for the maintenance of the sporting facilities.

The following facilities are available for staff and students,

- A 6500 sq. meters common playground which includes facilities for outdoor sports like athletics, cricket, football etc. These facilities are made available to the students round the year. The grounds are well manicured with appropriate greenery and maintained by a dedicated staff of curators.
- Flood lit basketball courts with high quality netting (650 sq. mtrs)
- Two volleyball courts (286 sq. mtrs).
- Throw ball court (286 sq. mtrs).
- Flood lit tennis court with high quality turf (465 sq. mtrs).

- Indoor sports complex with wooden indoor badminton court, gymnasium, indoor games of Table tennis, chess, carom etc. and aerobics / yoga hall.
- Swimming pool of international standard (half Olympic size 23 m X 13 m) with three fitness centers.

Apart from the central indoor facilities, every hostel has their own recreation room for students with a number of different indoor games like carrom, table tennis, dart boards etc.

Dedicated staff looks after the maintenance and upkeep of these areas so as to ensure they are always in a ready condition for students.

All these facilities are utilized for Inter university/ Intercollegiate tournaments; Inter medical / Inter dental and state/national level tournaments on regular basis.

Gymnasium: Catering to a daily number of 50 plus member are three separate gymnasiums are located on campus with facilities for both cardio and weight training offering a unique combination for patrons with a long list of contemporary equipment that offer a complete workout in a safe environment.

A specially equipped gym for ladies and an aerobics cum yoga hall along with a number of other outdoor facilities like, lawn tennis court, basketball court, kabaddi facility etc. are supervised by experienced qualified trainers and Physiotherapists. The services of Dietitians are made available to all staff and students.

Auditorium: The Auditorium with a sitting capacity of 1000 seat spread over a sprawling area of 680.74 sq. m. Equipped with cutting edge facility with state of the art audio-visual system & air conditioning variety of cultural and academic activities are held here. The facility has a separate balcony for audience segregation as and when needed.

Yoga center: A dedicated yoga with 232 sq. mtrs. area and aerobics hall is available for the usage by students. Expert trainers are appointed in these areas to carry out batches which are timed based on the convenience of the students.

Amphi Theatre: An outdoor amphi theatre is available with 1000 seating capacity for outdoor cultural activities. The amphitheater located in campus is spread in the 1400 sq.M area and is centrally located in the residential surroundings.

File Description	Document
Any additional information	View Document
Links for Available sports and cultural facilities : geotagging	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The University Campus is totally self-sufficient in respect to the basic amenities required by staff and students. The campus is safe with CCTV surveillance cameras and security provided 24 X 7.

Hostels: 13 buildings make up the boys, girls and international students hostel located on campus for students. The total intake capacity is 2084 students with an average space of 8 sq. / student.

Medical facilities: Krishna hospital has 1125 beds tertiary care, super-specialty facility. 24*7 pharmacies provide free or heavily subsidized medical services to the populace. The benefits of this are available to all staff and students 24*7.

Canteens: There are three outlets on campus, strategically located for ease of access. The eateries also have franchise outlets like Amul, Coffee Beans etc. They cater to both on location eating as well as take outs.

Washrooms: A total of 1182 washrooms, 229 urinals and 1047 bathrooms are available on campus. There are separate facilities for gents and ladies in every area as well as dedicated handicap friendly washrooms.

Banking Services: Krishna Sahakari Bank, a sister concern of KIMSDU, have an extension branch on campus.

ATM Services (Under renovation): 24*7 on campus.

Walking track: A dedicated walking track along the perimeter wall has well laid out space for morning and evening walks and jogging.

Signage: The campus has well paved roads with signage. Signage and maps are strategically placed across the campus to help visitors.

Post Office: Arrangement has been made for collection of post and depositing them in the nearby Malkapur Post office. Likewise arrangement has been made to deliver post received to the concerned authority/department/hostel.

Waste Management facility: This facility is responsible for collection, treatment and dissemination of solid, liquid, organic and inorganic waste. This facility has dedicated staff that handles bio-medical waste.

ETP / STP : There are two ETP / STP plants in the campus with the following capacity,

- ETP – 100 kilo liters / day.
- STP – 500 kilo liters / day.

The recycled water is used for maintaining the gardens and toilets.

Water Treatment Plant: The water received from the river and bore wells are treated in this state of the art plant before distribution in the campus. The capacity of this plant is 75 m³/hour. The plant caters to the needs of the entire campus.

Landscape and greenery: The 57 acre campus is maintained using an intricate network of sprinklers and water guns using **only** grey water. Accompanying the native flora (2020 census - 3096 trees) and fauna the

institute also has toxicology garden.

Alternate and energy saving initiatives:

- 900 KW on-grid solar photo-voltaic plant
- Use of high efficiency LED lights.
- Central solar water heater and heat pump with a capacity of 5000lit/day.
- 3 stars and above high efficiency HVAC.
- Installation of Automatic Power Factor Control panels.

Rain water harvesting: Rain water harvesting is implemented across the campus. The rain water harvesting pits are operational near medical college Annexure building, hostels, administrative office, OPD building, which cover a total of 8640 sq.m.

File Description	Document
Any additional information	View Document
Link for Photographs/ Geo-tagging of Campus facilities	View Document

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

Response: 45.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
4581	1378	1369	1560	2126

File Description	Document
Institutional data in prescribed format	View Document
Details of budget allocation excluding salary during the last five years	View Document
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	View Document

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

Response:

Medical Hospital:

Krishna Hospital and Medical Research Centre, Karad had a modest beginning with 200 beds hospital in the year 1982. In over 3.5 decades the hospital has grown to an 1125 beds multi-specialty hospital with under graduates, post graduate and super specialty education in the field of medicine, dentistry and paramedical courses. The hospital was accredited by NABH in the year 2016 and then reaccredited in the year 2019.

Regulatory Requirements:

The hospital comes under the ambit of the Medical Council of India and Indian Medical Council Act 1956, apply to the hospital. With an undergraduate intake of 200 students every year the hospital has updated and adequate infrastructure to provide these students with the best possible, holistic and hands on learning opportunity. The hospital meets all the regulatory requirements in terms of teaching staff, facilities (teaching, residential and co-curricular), equipment, and number of patients etc. as per the guidelines.

Equipment: The hospital is well equipped with state of the art equipment, instruments that are essential for top notch patient services and student learning experience. The measuring instrument are calibrated on a yearly basis (if not stated otherwise by the regulatory and / or accreditation body) through an authorized agency. The in-house Bio-medical engineering department is entrusted with the responsibility of preventive and corrective maintenance, AMC and CMC as well as calibration of all required equipment.

The detailed list of these equipment is provided in additional information.

Laboratory:

Diagnostics is an important part of medicine and Krishna Hospital has always ensured due care towards up-gradation and advancements of both clinical and diagnostics aspect of patient care. The Central Clinical Laboratory and Imaging Services with CT, MRI, X-Ray and imaging intensifier, Mammography, Sonography and Color Doppler services are provided with the assistance of latest breakthrough in technology. It also provides with services like EEG, EMG, and BERA.

Separate departments and laboratories for Biochemistry, Microbiology and Pathology investigations are situated in the hospital area specializing in those respective areas of medical testing. Dedicated ECG department is manned 24*7 to carry out EGC and such related investigations.

Krishna hospital blood bank is NABH accredited and has component facility. The blood bank recognized as a regional blood transfusion center also has plasmapheresis unit for plasma therapy.

Clinical teaching-learning facilities:

Dedicated Male and Female wards are appointed for different specialties. The OPD complex as well as the wards have adjacent classrooms, seminar halls. Clinical department offices located in the hospital are

equipped with museums and library which are stacked with important reference literature as well as latest journals and publications.

100 super specialty beds for Neurology, Neuro-Surgery, Genito-Urinary Surgery, Plastic and Reconstructive Surgery, Cardiology, Pediatric Surgery, Nephrology and Cardio Vascular Thoracic Surgery are allotted. Specialized ICUs are available which occupy different sections with a total bed capacity of 101 beds. Critical Care at the hospital has 16 beds allotted for the same and 24*7 availability of on-location intensivist. The Emergency room has 30 beds and a separate ICU with 6 beds. The hospital also has 40 private rooms with different facilities.

There are 13 ultra-modern operation theaters with laminar airflow and 4 minor operation theatres for OPD patients. A well-equipped NICU with 20 beds accredited by NNFI.

At the forefront on implementing innovations in the field of patient care and teaching is state of the art Cath lab, CTVS unit, Renal Transplant facility, Cancer Care Center with Linear Accelerator and separate facility for Chemotherapy as well as a modern Dialysis unit.

A dedicated Eye Bank with Keratoplasty, separate Burns unit with 4 ICU beds, Central Research Lab, Clinical and Demo rooms equipped with audio-visual teaching aids and well stocked clinical instruments, clinical materials and equipment are available.

Krishna Hospital has post-graduation courses in all subjects except Pulmonology and FMT along with super specialty in Plastic and Reconstructive Surgery and Neurosurgery (MCh.)

Para-clinical assistance:

Highly efficient psychology counselors and Medical Social Workers that assist in and work in the field of Clinical Psychology, Child Psychology, Speech Therapy, patient and next to kin counseling, running various activities like suicide prevention seminars, de-addiction seminars and workshops etc.

Along with psycho-therapy, physiotherapy is given due importance at Krishna Hospital which has separate Physiotherapy OPD, Therapeutic Gymnasium, Mannequin Research Lab and a fully functional one of its kind Department of Prosthetics and Orthotics.

Dental Hospital:

The School of Dental Sciences has adequate facilities for clinical teaching –learning, skills acquisition as stipulated by the Dental Council of India. Pre clinical and clinical laboratories and all specialty department clinics are equipped with state of the art equipment for teaching, hands-on training and rendering quality treatment to patients. School of Dental Sciences also has ultra-modern equipment, almost all of it meticulously sourced from the best manufacturers across the world. The apparatus and instruments include modern electrically operated Dental chair units, RVG, Dental Implants, All ceramic system, and Digital OPG facilities, Intra oral camera, Dental lasers, Advanced dental and implant surgical kits, Operating microscopes, Periodontal Microsurgical kits, Surgical Oscillating Saws, Sinus lift kit, Cleft lip Cleft palate surgical kit, Portable dental chair, Mobile Dental van as well as the latest dental materials. School of Dental Sciences periodically organizes free dental check-up and treatment camps in the College as well as rural areas of western part of Maharashtra devoid of appropriate care.

Faculty of Physiotherapy has a separate OPD to train students, examine and treat the patients under the guidance of experienced staff. The physiotherapy facility is has its own dedicated building and library.

The Faculty of Nursing Sciences is sufficiently endowed with physical infrastructure. With laboratories equipped with modern mannequins for skill training, articles and audio visual aids necessary for teaching learning. The clinical training of students is carried out in Krishna Hospital.

All laboratories in Krishna Institute of Pharmacy and Faculty of Allied Sciences are well equipped as per the norms of their regulatory bodies.

The students of Medical, Dental, Physiotherapy and Nursing care trained and clinical practice through regular clinical postings and multi- disciplinary postings in the teaching hospitals.

File Description	Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	View Document

4.2.2 Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.

Response:

Krishna Hospital supports a UG intake of 200 students and 123 PG students. Medical Council of India has regulatory guidelines for the number of patient flow into IPD and OPD on a daily basis so as to provide adequate hands on clinical experience to the students pursuing M.B.B.S and Post-graduation. The hospital meets all the regulatory requirements in terms of number of patients as per the guidelines.

MCI requirements: Daily IPD – From 150 to 180 patients

MCI requirements: Daily OPD – From 2200 to 2400 patients

The OPD and IPD numbers are the hospital are as per the stipulated guidelines of 85% as per MCI.

Patient numbers for both IPD and OPD patients have grown steadily over the last five years. An average increase of 1.70% can be seen in the OPD numbers and an average increase of 6.73% on a year on year basis.

The compounded annual growth rate for OPD is at 7.68 % while for IPD is 5.8%. This is a validation of the confidence that the patients have placed in the hospital over the years.

Along with walk-in patients the hospital also has various facilities that are available only with Krishna Hospital and hence sees a lot of referrals from various nearby clinics, nursing homes, independent consultants and other hospitals in the vicinity. The hospital is also empaneled under various state and central government schemes like Maharashtra Police Kutumb Arogya Yojna (MPKAY), Ex-servicemen Contributory Health Scheme (ECHS) and Mahatma Jyotiba Phule Jan Arogya Yojana (MJPJAY) along with 10% beds reserved for indigent patients and 10% for weaker section.

Multi-specialty health camps (including dentistry) and awareness campaigns around the region which has resulted in increased awareness amongst the general population about their health and has assisted in making sure that they approach the appropriate doctor in time, avoid neglecting symptoms as minor issues and also diverting them away from quacks and social practices that are detrimental to the health of the patient.

Some of the programs undertaken by the hospital include:

1. Specialized camps / campaigns
2. Indigent patient assistance
3. Weaker section assistance
4. Free patients program
5. Village adoption
6. Concessional medical services
7. Ex-Service and freedom fighter assistance
8. Patient education and free consultation

These facilities are in addition to the government and mandated facilities designed to provide the rural population with world class medical services without having financials burden.

The pharmacy at Krishna Hospital also provides medicines to the financially weak patients at cost price rather than the MRP.

School of Dental Sciences has UG intake of 100 students and 23 PG students.

Besides providing oral healthcare to the patients the Dental Out Patient Departments works in tandem with the teaching facilities of the Dental College. The average patient inflow is more than 500 patients per day which fulfills the requirements proposed by Dental council of India for the Undergraduate and postgraduate courses in dentistry. The department of oral surgery has access to the world class operation theatre complex.

File Description	Document
Any additional information	View Document
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	View Document
Links for year-wise outpatient and inpatient statistics for the last 5 years	View Document

4.2.3 Availability of infrastructure for community based learning

1. Attached Satellite Primary Health Centers
2. Attached Rural Health Centers available for training of students
3. Attached Urban Health Centre for training of students
4. Residential facility for students / trainees at the above peripheral health centers / hospitals

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geo-tagged photographs of Health Centers	View Document
Documents of resident facility	View Document
Any additional information	View Document

4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? A. NABH accreditation B. NABL accreditation C. International accreditation like JCI., D. ISO certification of departments /institution E. GLP/GCLP accreditation.

Response: B. Any Four of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	View Document
Any additional information	View Document

4.3 Library as a Learning Resource

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

Response:

Library Management Software

KIMSDU's Library Management Software (LMS) was first designed and developed in house in the year 2005 by IT Department of KIMSDU in association with the Librarian. The LMS is upgraded as per the need. The present upgraded version of LMS is 2019 and is fully automated.

All the work related to issue and return has been digitalized. All books are bar-coded. LMS is a totally integrated software package encompassing all aspects of library management. This software covers all areas within the preview of the LMS for efficient Information Management and at the same time provides a precious tool for all its members to have access to these resources at his fingertips.

OPAC (Online Public Access Catalogue)

It is computer based and supported library catalogue designed to be accessed via terminals so that library users may directly and effectively search for and retrieve bibliographic records without the assistance of a human intermediary. This software OPAC was developed in-house in 2015 and is regularly upgraded. The recent up gradation was done in 2019. This software allows searching by author name, title, and subject. OPAC provides access to the library's holdings replacing the traditional card catalogue. The users can access the OPAC from intranet on the campus. Students and faculties can access the OPAC through their mobile devices when connected to campus Wi-Fi.

Features of KIMSDU's LMS :

- Display of New arrivals of book image on screen
- Web based OPAC available on Wi-Fi
- Search by different categories like:

Books: Textbooks, Reference books, Atlases, Dictionary, Annual Reviews,

Yearbooks, Clinics, Theses, etc.

- Classify DDC Dewey Decimal Classification
- Easy way to enter new books
- Record of complete book information like:

Book name, Author name, Title, Vol. Ed., Publisher's name, Date, Year of Publication, Book purchases Date, Bill no. etc.

- Automated calculated overdue
- Student, staff three books issued in three BT no.
- Department Library issued more books in one registration no.
- Circulation

Journal Details

- Journal order, Inward, Reports: Title wise, Date wise, Subject wise, Reminder date wise, Back

Volumes, Content Page (date wise)

Report generation:

- Books: Total no. of books, Total no. Titles, Subject wise, Department wise,
- Date wise, no. of issued books, Category wise (student, staff, Dept.)
- Expenditure: Total, Subject wise, Date wise
- Circulation Status: Name wise, Dept. wise, Category and date wise, Title wise
- Easy way to know how many books are issued to a particular borrower
- Easy way to know the status of the book.
- Accession: Total Accession List, Missing accession no.
- Book withdrawal information
- Data transfer: available on XL format

Bar code system

- Bar code generating and printing
- Front desk operations: Issues, Returns, reissues
- Automatic calculation of late returns.

The system software's are continuously updated to remain in line with the latest technological advancements like continuous mastering of skills to work with different tools and techniques, so that the benefits of the technology reach the end users.

File Description	Document
Link to Geotagged photos	View Document
Link for additional information	View Document

4.3.2 Total 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

Response:

The Library has a total collection of 40931 books, 14016 textbooks, 26915 reference books, 180 ancient book, 27 manuscripts and digital manuscript collection ranging from 1604.

Special Collection of reference books

Reference books, Year books, Clinics of North America, Annual Reviews, Recent Advances, Atlases, MCQs, Competitive exam books, USMLE (United States Medical Licensing Examination), Medical Education Books on CDs and DVDs, Encyclopedia Britannica, World Data Annual, Dictionaries, Maps, Gazetteer, Rogets Thesaurus of English Words and Phrases, Theses/Dissertations, WHO World Health

Organization- Global subscription, Index Medicus: subset of MEDLINE which is a bibliographic database of life science and biomedical science information, principally scientific journal articles. Index Medicus-1988, Cumulated Index Medicus-1989-94, Collection of Selected Readings General Surgery: is a critical resource for all general surgeons. (1982-1998, 2008).

Atlases:

Atlases related to subjects of Anatomy, Neuro-anatomy, Histology, Pathology, Microbiology, Cytology, Dermatology, Dentistry, Physiotherapy, Radiology, Surgery, Ophthalmology, Surgical Operations, Obstetrics and Gynecology etc. are available for reference.

Journals:

The Library provides access to 134 National and 141 International Journals including back volumes since 1985. Total 7554 bound journals are available for reference.

The Library has subscription to seven online database since 2012 i.e. DELNET, INFOTACK, k-hub, Proquest- e book, Proquest Health Medical Collection, EBSCO- Dental, Bentham-pharmacy

Videos

- Mark IV Animations
- Video Atlas of Surgical Techniques in Gynecology and Obstetrics,
- Video Atlas of Ophthalmic surgery

E Books:

The Library has taken initiative to enrich with e-resources like e-books, e-journals, online databases K-Hub, EBSCO, DELNET, Info tract Solutions, ProQuest, CDs, DVDs. The institution has the practice of collecting and maintaining rare books, special reports or any other knowledge resources benefit students and faculty for their knowledge enhancement, research and exploring new things.

The Library has 450 CDs for E books and Dissertations. It is installed on the CD storage box.

This is searching and retrieval of CD/DVD media. The Library has 5 storage boxes. The shape of CD Library it is stackable for space saving. Users may manage their entire CD database with the CD Library software, which is included with the package. The user may find the media by titles, contents, category, remarks, etc. After searching for the software, just a simple double click on the selection from the screen, CD Library will spin and pull out the media. This is easy and simple operation gets CD/s DVDs.

Traditional books

The Sushruta Samhita "Su?ruta's Compendium" an ancient Sanskrit text on medicine and surgery is available in the library. The Compendium of Su?ruta is one of the foundational texts of Ayurveda (Indian traditional medicine). The Susruta sa?hita is of great historical importance as it includes historically unique literature describing surgical training, instruments and procedures which is still followed by modern science of surgery.

Ayurveda therapies have varied and evolved over more than two millennia. Therapies are typically based on complex herbal compounds, minerals and metal substances. Ancient Chinese medicine book by Ross Jeremy – Zang Fu: The organ systems of traditional Chinese medicine. Churchill Livingstone, 2ed, 1985 is also available.

File Description	Document
Any additional information	View Document
Links for library acquisition data	View Document
Link for additional information	View Document

4.3.3 Does the institution have an e-Library with membership/subscription for the following:

- 1.e – journals / e-books consortia
- 2.e-ShodhSindhu
- 3.Shodhganga
- 4.SWAYAM
- 5.Discipline-specific Databases

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View Document
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	View Document
Details of e-resources with full-text access	View Document
Any additional information	View Document

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

Response: 212.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
451	159	191	130	132

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	View Document
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	View Document
Institutional data in prescribed format	View Document
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	View Document

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

Response: Any Four of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	View Document
Institutional data in prescribed format	View Document
Links to documents of e-content resources used	View Document
Give links e-content repository used by the teachers / Students	View Document

4.4 IT Infrastructure

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

Response: 86.75

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

Response: 72

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

Response: 83

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Consolidated list duly certified by the Head of the institution.	View Document

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

Response:

KIMSDU has invested a lot of resources both in network as well as end user IT infrastructure over the last 5 years to ensure dividends for all stakeholders in terms of efficiency, effectiveness and optimal utilization of time.

The steady and continual progress is visible from the commissioning of 1 GBPS dedicated lease line in 2011 and additional capacity building with 20 MPBS lease line in 2019 to a total of 525 operational computing devices in 2020. This has been instrumental in providing round the clock high speed internet services to both staff and students.

Instrumental in the learning process are well appointed classrooms, seminar halls, conference rooms that are equipped with latest audio visual aids such as OHPs, sound mixers and mics, laptops, audio conference facilities etc.

The entire campus is connected through a well maintained LAN network and the end user devices are purchased with a minimum threshold specification processor of dual-core i3 and above.

The students computing requirements (academic and non-academic) are fulfilled by making desktop and laptops widely available throughout the campus, with a dedicated computer lab. For staff requirements departmental workstations with latest operating software and applications are made available with central server connectivity as well as network file access. The staff and students have access to departmental or individual black and white / color printers depending on their nature of work and ICT department's recommendations. All the end user devices have a UPS attached to ensure data security and device safety.

Software related infrastructure usage is encouraged as well as supported by a continual upgradation program to keep abreast of the newer technological developments. The Library Management Systems and Online Public Access Catalog system installed in 2005 has been steadily upgraded to version 6.0 by 2019 supported by Dell PowerEdge T30 server towers.

The hospital management system installed in 2009 has been upgraded to version 2.0. Dental hospital's outpatient department is managed through a dedicated software installed in 2015. Pivotal administrative

departments such as Human Resource Management, Finance etc. have dedicated software which is also up to date with latest versions currently in use.

Under internet accessibility initiative the entire campus is covered with Wifi since 2018.

With deeper penetration of ITES comes the responsibility of data and access management and security. The state of the art Sonic Wall firewall installed in 2018 as well the yearly upgraded Quick Heal internet and server solutions (latest version currently in use) has been pivotal in this endeavor.

SAAKI (Students' Academic Administration of Krishna Institute) is an electronic learning management system program designed for academic administration of students. All students, parents, alumni and teachers are registered on this platform. Its primary function of SAAKI is storage and dissemination of LRM, management of various student records, dissemination of time-tables notices and circulars etc.

All faculties have network attached storage facility for backup along with individual departmental access to external hard disk drives, high capacity pen drives etc. for additional backup and ease in transfer of data.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	View Document
Link for additional information	View Document

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

Response: ?1 GBPS

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

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

Response:

KIMSDU is equipped with state of art facility like Media Centre which is available for intra university and

inter university video conferencing providing a platform for faculty discussion, student guidance and monitoring, conduction of meeting like inter departmental, board of studies and academic council. Seminars, case presentation with inputs from specialized faculties from national and international various universities are also conducted.

The Media Centre is designed to encourage integrated and interactive learning and has the resources for development of e-content. This includes computers and laptops for designing and editing the videos recorded, high configuration computer system (APPLE) for video editing and Studio with Frontier Studio teleprompter display device that prompts the speaker with an electronic visual text of the script. All computers are equipped with the latest software for print, graphics, web, audio and simple video production. Video and Audio Content in an organized form is made available to the media center for e-content development. Center maintains highest Audio/Video quality required for the production of e-content. It is also equipped with a Professional Camcorder SONY PMW 150 TM for high quality video recording.

Computer is made available to students for research purposes and to gather information from various sites on the internet, access reading material from the research databases, online videos and discussion groups. Specialized ICT enabled class rooms with LCD projectors, laptops, smart boards, LAN and wifi facilities have been arranged.

The University has signed service level agreement under NMEIGT project with National Knowledge Network w.e.f. 11th Oct 2011. The institutions avail the National Knowledge Network (NKN) connectivity which has enabled high speed data communication network to interconnect with the institutions of higher learning and research. The available bandwidth of internet connection in the Institution (Leased line) is 21 GBPS. KIMSUDU is well-equipped, connected with Computers/IT for enhancement of the student learning process. The institute has been provided round the clock Internet facility with high-speed Optical Fiber and Wi-Fi. All computers and audio-visual equipment are supported by UPS. An additional Internet bandwidth of 20 Mbps by Bharati Airtel. From the Data Center, the network is distributed to all constituent units of KIMSUDU for the staff and students for optimal usage for e-learning and e-content development.

Audio visual center is used for creation of audio video recordings of the faculty members for making online courses of SWAYAM MOOC s, for institutional LMS, creating short lectures, promos and conference talks. Computer-based audiovisual equipment is used in teaching by incorporating the use of projection equipment installed in all the classrooms.

Lecture Capturing System (LCS) consisting of two video cameras, two tripods, professional microphone system with HD audio - video switcher and UHD video recorder is available. It records the lectures delivered by faculty members for further uploading on Student Academic Administration of Krishna Institute (SAKI) portal, for live recording of Seminars, CME s, conferences and relay on Facebook, YouTube and website. Also used for live recording during rare and critical surgeries and storing it for future references.

File Description	Document
Links for the e-content development facilities	View Document
Links for Geo-tagged photographs	View Document

4.5 Maintenance of Campus Infrastructure

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

Response: 57.22

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

2019-20	2018-19	2017-18	2016-17	2015-16
3644	3285	2423	2228	2043

File Description	Document
Institutional data in prescribed format	View Document
Details about approved budget in support of the above	View Document
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	View Document
Provide link to ERP	View Document

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

Response:

As per the MOA of the University all infrastructure property is remitted to the Registrar, who is the custodian of the same. Assistant Registrar (Estate and Security) is under the overall supervisory of the Registrar.

Preventive corrective maintenance carried out by civil, electrical and biomedical engineering have similar processes as below.

- **Preventive maintenance**
 - Maintenance calendar
 - Allocation of areas
 - Scheduled rounds and work
 - Work verification
- **Corrective maintenance**
 1. **Complaints:**
 - Received.

- Logged and allotted
- Rectified
- Verified by end user.

Other department-wise specialized systems are:

A. Civil engineering:

1. Fresh water management system

1. Drinking water management

1. Water

- Collection
- Purification
- Testing
- Distribution
- Testing at end user

2. Rain water harvesting system

- Identification of areas
- Water pit creation and piping
- Underground water table levels check

2. Waste management system

a. Solid Waste Management

- Collection
- Segregation
- Disposal

1. Organic waste – Manure unit

2. Inorganic waste – Authorized dealer

b. Liquid Waste Management

- Collection in ETP / STP
- Grey and black water recycling
- Water distribution
- Disposal of residual matter
- Periodic water testing

3. New construction and development

- Requirement
- Approval of proposal

- Floating tenders and approval
- Work progress supervisor and quality audit
- Final work quality audit and payment

4.Environmental management systems

- Sound levels monitoring
- Air quality monitoring
- Yearly green audit, tree plantation recording
- Green coverage monitoring

b. Electrical engineering:

1.Power management system

- Power utilization monitoring
- Opportunities for consumption reduction
- Technology implementation for above
- Maintenance of DG, inverters
- Power distribution system maintenance

2.Renewable energy management system

- Solar
- Wind
- New technologies implementation
 - 1.Heat exchange pumps
 - 2.Usage of LED
 - 3.Sensor based technologies
 - 4.Consumption reduction

C. Biomedical Waste Management Systems:

Process:

- Collection
- Segregation
- disinfection
- Disposal

D. Sanitary departments:

- Housekeeping Systems

1.Periodic cleaning systems

1.Daily/Weekly/Monthly

- Area identification
- Actual cleaning
- Cleaning practices and precautions
- Effectiveness
- End user satisfaction

2. Terminal cleaning systems

- Area identification
- Actual cleaning
- Cleaning practices and precautions
- Effectiveness
- End user satisfaction

3. Infection control procedures

Setting SOP s

PPE usage

Personnel competency management

Periodic effectiveness check

Corrective actions

Equipment and laboratories:

Annual maintenance contracts (AMS) ensures the best working condition of all high end medical and laboratory equipment in campus. An expert from Biomedical department and engineers takes care of all medical and laboratory equipments, under warranty equipments are maintained by residential engineer of vendors / manufacturers

Listing of area wise equipment and instruments

1. Preventive maintenance – AMC/CMC

- Equipment identification for AMC/CMC
- AMC CMC calendar
- Maintenance work
- Work verification

If the cost of maintenance is less than 5 lakhs, it is either done through departmentally or through calling quotations from approved vendors. If the cost is above 5 lakhs, tenders are placed and the work is awarded by the committee

F. Library:

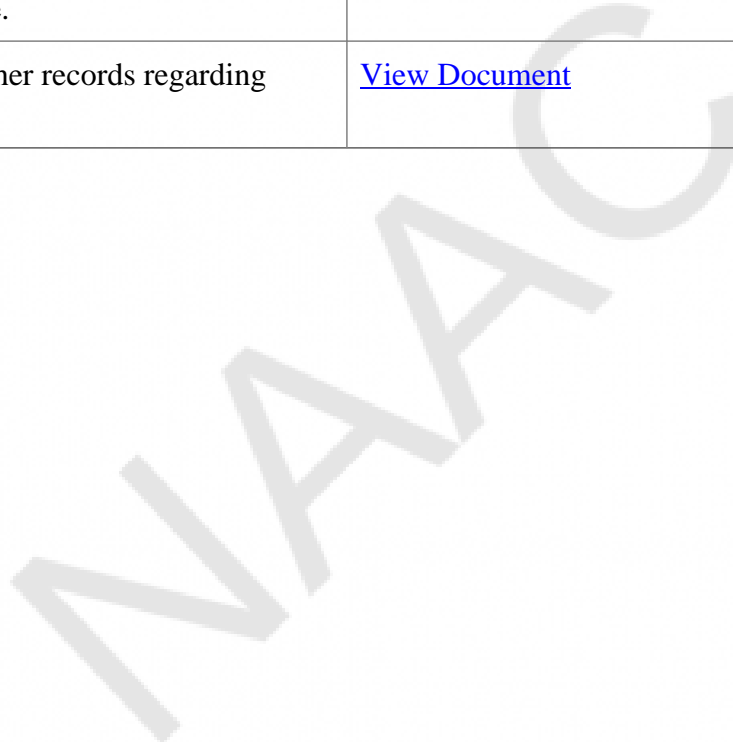
The library at University gives a fabulous enabling environment to research.

All constituent faculties of the University have institutional and departmental libraries with their own Committee.

G. IT Service Management

University has a full pledged Information Technology centre with comprehensive IT policy for IT service management covering all parameters. Some of the Strategies for information technology support have included periodic proactive maintenance and periodically monitoring the performance voluntarily to minimize system breakdown.

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



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 23.83

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
958	780	730	314	386

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	View Document
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	View Document
Institutional data in prescribed format	View Document
Copies of sanction letters from the University / non-government schemes	View Document
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document

5.1.2 Institution implements a variety of capability enhancement and other skill development schemes

1. Soft skills development
2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of capability enhancement and skills development schemes	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to institutional website	View Document

5.1.3 Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years.

Response: 50.6

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
1641	1455	1278	1122	1109

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Program/scheme mentioned in the metric	View Document
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 last five years	View Document
Institutional Data in Prescribed format	View Document
Copy of circular/brochure of such programs	View Document

5.1.4 The institution has an active international student cell

Response:

KIMS Deemed to be University, Karad is a sought after medical school among the international fraternity of students situated in south west part of Maharashtra state in India. Students from all over the globe had

been admitted in Krishna Institute of Medical Sciences for many years spanning from Canada to New Zealand. Apart from recognition by Medical Council of India, the MBBS program is recognized by Malaysian Medical Council, Sri Lanka Medical Council, General

Medical Council, UK and listed in Directory of WHO. To cater to the needs of international students, it was decided to establish an International Students Cell. Accordingly the cell was established in year 2010. The International Student Advisor (ISA) has been shouldered the responsibility to run this cell. The standard operating procedures were laid down to administer the cell.

The primary objective of the cell is to deal with admission, guidance and all aspects of their administration prior to their admission, after admission, during their stay at KIMSDU and after passing out from KIMSDU. The cell is instrumental as single window service to International Students Community on the campus. The term 'international students' were defined as all students of foreign nationality, NRIs and PIO/OCI card holders who has completed their 12th standard or equivalent of study on a foreign land. Since its establishment the cell has cater services to more than 90 such students. These students came from Canada, USA, UK, Malaysia, Oman and other Middle East countries, Sri Lanka, Australia and New Zealand. Important task in the admission procedure is to verify the equivalence of the studies with the help of Association of Indian Universities, New Delhi. Once the admission is confirmed, the cell looks after students' settling down in the new environment like their stay in the hostel & food patterns. The ISA also ensures that these students are coping up with the teaching-learning methods of KIMS. Wherever necessary the ISA coordinates with teachers for additional sessions. The cell has also taken lead in starting vernacular language classes for international students to make them independent on the campus. The cell celebrates National Day of the respective country by organizing gatherings and distribution of gifts to make them feel home.

Another important task carried out by the cell is registration of these students with Foreigners Regional Registration Officer at district and local Police station and updating their information as and when required by the Police. The cell is proactively instrumental in procuring residential permits and extension of student visas. It also supports the students in renewal of their passport. The cell obtains No Objection Certificate from Ministry of Health & Family Welfare, Govt. of India. While expanding its scope of duties, the cell got involved in administering the selective and elective courses for students from Saint Georges University, Grenada. One month elective course on Tropical Medicine & Two week Military Medical Practicum on Tropical Medicine is designed for students & medical professionals from Uniformed Services University of Health Sciences , Bethesda, USA respectively.

File Description	Document
Any additional information	View Document
Links for international students' cell	View Document

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

- 1. Adoption of guidelines of Regulatory bodies**
- 2. Presence of the committee and mechanism of receiving student grievances (online/ offline)**

3. Periodic meetings of the committee with minutes**4. Record of action taken****Response:** All of the above

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

5.2 Student Progression

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

Response: 41.55

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
233	65	47	11	6

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ **PLAB/ USMLE**/Civil Services/State government examinations **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
338	139	86	61	31

File Description	Document
Pass Certificates of the examination	View Document
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 0.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

File Description	Document
Self-attested list of students placed/self-employed	View Document
Institutional data in prescribed format	View Document
Annual reports of Placement Cell	View Document

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

Response: 22.16

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 158

File Description	Document
Supporting data for student/alumni in prescribed format.	View Document
List of students who have progressed to Higher education preceding academic year	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities

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

Response: 86

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) year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
17	37	03	14	15

File Description	Document
Institutional data in prescribed format	View Document
Certified e-copies of award letters and certificates.	View Document

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

Response:

Active participation of students in academic activities was emphasized to provide an ample of opportunities to shape and sharpen their skills.

An elected student's representative forms the part of student council. Student council members are actively involved in planning, conducting and managing the cultural, sports literary activities in the department as per the guidance from higher authorities. Student's welfare cell looks after the welfare of students. We provide Institutional scholarship to ranker students as well as concession in fees. Students are benefited by receiving free treatment at Krishna hospital. It includes participation of students and winning awards at national, international conference and events and events conducted by us. We have student guidance cell for counseling the potential and advanced learners. We actively involved in providing the schemes for

capability enhancement and guidance for career advancement. The students were placed of in India and abroad. The campus environment is safe for students due to excellent 24/7 security provided all over the campus with CCTV cameras at strategic locations. For safety of females Self defense training was provided.

A student plays a vital role in institutional development in terms of academics, cultural, sports, and literary activities. In academics, students give their feedback on all course of each academic year. Students showed the active participation in academic activities like debate, essay, and quiz competition. A student gives their opinion and feedback at different activities. An involvement of students in extension and outreach activities enhances the social awareness for wellbeing of society. We promote the participation of students in national level competition. University was very peculiar to inculcate the human and social values in students by organizing blood donation camp, rallies, health awareness camp, and health checkup camp. Activities organized that inculcate values which are necessary to render students in to responsible citizens. Awareness programs were organized on national international days like world nurses day, world physiotherapist day, world pharmacist day which highlights the importance of profession. A mega event on world cancer day creating a Limca book of world record for the longest hand printed cancer awareness ribbon of 6500 sq ft. National level event Mind expedition pharma quiz emphasis the participation of students that helps in development of confidence to crack competitive examination with attractive prizes for winners and runners. 51 students formed the bioethics student's wings which focused on aspects of ethics in students by organizing the competitions. 60+ Students have participated and draw the special name of KIMSDU was achieving the prizes in international conference of bioethicon. Swachata pakwada event organized to inculcate the learning values. Krishna Marathon organized since long back with prizes and awards to participants and winners. Students play an important role by involvements in gender sensitization programs and students are selected as gender Champion. Participation of students in Field visits and community posting enhance the enrichment and quality. This highlights the importance of student's role in institutional development.

File Description	Document
Any additional information	View Document
Links for Student Council activities	View Document

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 48

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

2019-20	2018-19	2017-18	2016-17	2015-16
42	56	58	46	38

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	View Document
Institutional data in prescribed format	View Document
Event photograph if available (random selection with titles and date(s) of the events marked)	View Document
Copy of circular/brochure indicating such kind of activities	View Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Response:

The university has a registered alumni association in which all the students are registered after completion of their degrees. The Alumni are a strong support to the Institution. Alumni are our brand ambassadors. When alumni speak positively about their college, it boosts the college's reputation among their connections and the society at large. Registration number of Alumni is- F11974 (Satara) /MAH/13033/Satara. The mission of the Association is to bring strong bonds between alumni, students and the Institute, to keep alumni informed, and create a network enabling them to remain engaged with their alma mater and help shape its future through the Associations programmes and services.

KIMS Alumni Association is to foster a spirit of loyalty and to promote the general welfare of organization. Contribution to institution has been done by alumni. KIMS Alumni members spread nationally and internationally in top ranking Universities and in different capacities in Health care sector throughout world. Alumni share their experiences and help in curriculum enrichment and one to one interaction during Alumni meets. Contribution to institution has been done by alumni association in financial as well as non-financial means. Opinion of alumni students are taken for academic as well as nonacademic changes proposed. Alumni participate in various events like induction programmes, career guidance meets in which they can share their experiences and guide the students, chair persons for different conferences. They contribute in curriculum revision in terms of suggestions and feedback.

We are working for mutually beneficial interaction between the Alumni and the present students of the college and between the Alumni themselves. This forum establishes a link between the alumni, staff, and students of the Institute. Our alumni have been working in different part of country and globally in their capacities and contributing in nation's development. Many alumni are employed as faculty and support staff in the college they play an important role in academic and institutional development. KIMS DU Alumni spread nationally and internationally in top ranking Universities and in different capacities in

Health care sector throughout world. Alumni share their experiences and help in curriculum enrichment and one to one interaction during Alumni meets. Alumni are participating in CME's, conferences and guest faculties in their expert fields and by the same students are getting updated. KIMS gather feedback from alumni on regular /yearly basis to give suggestion /feedback to constantly improve Teaching & Learning.

Powerful alumni associations offer career development support as well through resources such as professional development events and career coaching. The value of career help alone makes the cost of membership worth it, but alumni have helped the institute in enriching the knowledge of all the students. Alumni associations often provide a wealth of career services to benefit students improve their chances of landing a job offer. Career fairs, are conducted, bring together Industry. University alumni association parent registered association have chapters in each constituent colleges.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	View Document
Any additional information	View Document
Links for quantum of financial contribution	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document

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

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

Response: A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View Document
Link for any additional information	View Document

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

As famously quoted by Roy T. Bennett - **“Create a vision for the life you really want and then work relentlessly towards making it a reality.”**

Krishna Institute of Medical Sciences “Deemed To Be University” has developed Vision & Mission document, approved by the Board of Management as :

The vision:

To emerge as a centre of excellence following an interdisciplinary, innovative and quality centric approach that encompasses best evidence based higher education and generates refutative and translational research and offers affordable health care access for the benefit of mankind.

The mission:

KIMSDU shall prepare competent and compassionate professionals with sound knowledge and excellent skill through quality education based on a competency model that inculcates scientific temper, moral and ethical values. This mission has the following objectives.

Objectives :

- To foster interdisciplinary research that will generate meaningful outcomes for the community and nation.
- To provide quality health care to the rural and needy and bring about holistic development in the adjoining rural areas.
- To seek collaborations with national and international institutions of repute and provide a transparent and accountable governance system.

Nature of governance:

The University has a framework of policies, structure, systems and processes for effective governance. The governance structure of the University ensures that the leading educationists participate in sustaining the university ideas, tradition and maintain viability. The nature of governance is of 2 types: **1. Academic governance and 2. Administrative governance.**

1. Academic governance:

It is related to teaching, learning, scholarship, research, training, standards and academic quality issues. Academic governance controls the process of admission, exam conduct, appointment process, structure, use of resources, decision making and implementation.

2. Administrative governance:

The institution has developed righteous governance system with **statutory bodies and non-statutory bodies. The statutory bodies like Board of Management, Finance Committee, Academic Council, & Planning & Monitoring Board strongly promote heuristic education with best practices reflecting our vision & mission, thus enriching students' lives.**

The University has a perspective plan for the next 5 years. This is prepared by IQAC according to academic and administrative requirements of the University. A long-term planning is done and blueprint of the objectives and targets for the same is prepared. The Board of Management approves this perspective plan. This document forms an integral part of the Planning and Monitoring board, which plans the activities at the start of the academic year.

Participatory model in governance:

Both academic and administrative governance are decentralized and implemented through participatory model. **Stakeholders from academia, industry, alumni, students and professionals as members, equally contribute to achieve the vision. The Vice Chancellor is the executive head of University and is well supported by the Chancellor, Pro-Chancellor and Chief Advisor in her quest for Institutional Excellence.**

Stakeholder participation:

All stakeholders i.e. students, teachers, non-teaching staff, parents, employers and professionals have a defined role in decision making specially for perspective plan, preparation of rules and regulations, implementation of policies, deciding strategies for quality enhancement and research.

All bodies work together synchronously which resulted in Institutional Excellence.

File Description	Document
Any additional information	View Document
Link for vision and mission documents approved by the Statutory Bodies	View Document
Link for report of achievements which led to Institutional excellence	View Document

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

Response:

The University is contributing to the higher education system in the country in general and health sciences in particular.

Decentralization:

The University has decentralized its administration by an appropriate committee based on participative management for all its major activities like academic, general administration, financial and evaluation. Since its establishment, Krishna Institute of Medical Sciences “Deemed To Be University” **has executed a policy for decentralization by considering the involvement of both statutory bodies and non-statutory bodies for successful and efficient functioning of institutional** administration, academics, research, student welfare and **governance**.

To delegate the responsibilities and to ensure participation in decision making and its effective implementation, from 2016 onwards different autonomous cells were established. All the Deans of constituent faculties are given full autonomy for the day to day working activities for smooth functioning of their respective colleges. In the same manner, the Head of Departments are fully authorized to check on to the day to day activities of their respective departments. After the NAAC assessment in the year 2015 the responsibilities of the 7 criteria was distributed to 7 conveners chosen from different faculties to decentralize.

Participatory management:

The University works through the principle of participative management based on handling of all its major activities like academic, general administration, financial and examinations. In addition to established statutory committee structures, well defined decentralization of administration, is achieved through creation of Autonomous Cells and empowering them for targeted activities. These committees have representations of respective staff members who actively participate in the discussions and propose ideas related to the working of the university which helps in achieving participative management. Apart from this the stakeholders (staff and students) are members of various decisions making bodies of the University. This reinforces the participative management in all the processes.

Case study:

The University has established Joint college council, wherein quarterly reports of various autonomous cells such as attendance cell, research cell, formative examination cell, student welfare cell, women empowerment cell, students guidance cell, digital learning and monitoring cell, placement cell, IPR cell, library cell, IT cell, PhD cell, internal complaint committee, value education cell, website cell, NSS unit, etc. are a regular feature.

The autonomous cells were created with the aim to relieve the pressure of academic responsibilities of the Deans. The autonomous cells are having autonomous powers and are responsible directly to the Hon'ble Vice Chancellor.

The Joint college council, meets four times a year and discusses the compliance of the previous meeting, key issues regarding academic, administrative, curricular, co-curricular, sports and literary matters. Thus decentralization and participative management is achieved.

All decisions taken by Joint college council are submitted to Academic Council and approved by BOM.

Thus, effective leadership is reflected in the following achievements of the institution :-

1. Accreditation and NIRF ranking
2. Students achievements in both academics & sports, placement record
3. Increase in demand ratio (number of applications received).
4. Research quality improvement with increased publications in indexed journals, patents, design patent, books, book chapters, copyrights, awards and recognition's.

File Description	Document
Any additional information	View Document
Link for information / documents in support of the case study	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed.

Response:

By definition, the strategic plan is a specific action oriented medium or long term plan for making progress towards a set of institutional goals. Thus it is the art of creating specific strategies and implementing them and evaluating the results of the implemented plan in regard to institutional excellence.

It's basically a concept of integrating various departments within an institute to accomplish its set goals. Converting the goals into plans is the blueprint for its implementation.

Mechanism of Deployment :

The strategic plan of the University is developed based on Vision and Mission of the University. It is based upon the strength, weakness, opportunities and threat analysis. It is also based upon available resources, infrastructure, manpower, finance, market study, demand and supply and the competition. The implementation plan is fabricated with involvement of all the stake holders with the approval of the Board of Management, Planning and Monitoring Board and other statutory committees.

The strategic plan of the University is to achieve overall excellence in healthcare, education and research. Inputs are taken from all stakeholders like external experts, NAAC peer team report (2015), UGC review committee (2017), Academic and Administrative Audit reports and members of Joint college council. Monitoring of the strategic plans developed and implemented ingrained in the academic and administrative culture.

Monitoring the Deliverables :

Each component of the strategic plan is deployed through various mechanisms and statutory bodies like

Academic Council, Board of Management and Planning and Monitoring Board.

The Planning and Monitoring Board meets twice in a year, 1) before the start of the academic year (i.e. in the month of June) for implementation of the various activities and 2) to monitor the progress of these activities at the end of six month (i.e. in the month of January). A thorough and critical appraisal of the progress of all targeted activities is taken into account in this meeting. The review is based on the particulars of the activity / proposal, responsible person, status of compliance and reasons of non-compliance and solutions for mitigation of the same.

The academic matters are approved through the Academic Council and they are monitored through action taken report in the next meeting. The action taken report consists of 1) particulars of the activity 2) responsibility and 3) status of compliance.

Likewise, financial matters are implemented and monitored through the Finance Committee. All the matters pertaining to the academics, finance, IQAC are regular items in the Board of Management meetings. Here they are noted and the progress monitored.

While monitoring the deliverables at various levels, the following are taken into consideration,

1. Defined measurable criteria for implementation,
2. Whether implementation is as per strategy,
3. Monitoring categories – functioning, technical and processes
4. Whether the University is making progress as per goals and objectives,
5. Six monthly progress of students, teachers and research.

Measurable indices are used to evaluate the progress of the organization.

The success of the University depends upon scrupulously implementing the strategic plan in a time bound manner.

File Description	Document
Any additional information	View Document
Link for Strategic Plan document	View Document
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	View Document

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

Response:

A policy, by definition, means a course of action adopted or proposed by an organization or individual. The Krishna Institute of Medical Sciences framed policies for various aspects of administration and

standard operating procedures prescribed. In addition to MoA / Rules as per UGC (Institution Deemed to be Universities) Regulations, there are General, Service and Leave Bye-laws. There are policy documents and guidelines like Research Promotion and Operation Policies, IT-Policy, Welfare Policy etc.

Effectiveness of functioning of institutional bodies is evidenced by the active participation of Vice-Chancellor which provided a desired fillip towards reinforcing the culture of excellence. The policies, rules, regulations and decisions involve active, constructive and contributory participation of Deans of constituent faculties, Dean-Academics, Head of Departments, Faculty members, student's representatives, faculties, members of various statutory and non- statutory committees.

The overall governance of the University is in accordance with the MoA / Rules, Regulations of UGC 2019. All Statutory bodies including Board of Management, Academic Council, Planning and Monitoring Board, Finance Committee, Board of Studies, Board of Examination and Fee Fixation committee are constituted as per rules and regulations of the UGC. The institute has also constituted IQAC, Committee for Prevention of Sexual Harassment (Internal Complaint Committee), Anti Ragging Committee, Grievance Redressal Committee, Gender Sensitization committee, Caste Based Discrimination committee. The authorities viz. Vice Chancellor, Registrar, Finance Officer, CoE are appointed in accordance with MoA / UGC rules, Convocation ceremonies are held regularly.

The statutory bodies like Board of Management, Academic Council, Finance Committee, Board of Studies meet regularly with an agenda in accordance with comprehensive academic calendar, the resolutions and minutes are duly circulated and implemented. Meetings are held in an organized sequence.

The effectiveness and efficiency of functioning of the institutional bodies is reflected in optimal utilization of IT to manage student's data, student's progress, finance, communication to all stakeholders, scheduled teaching and other activities. The concept of paperless communication is effectively deployed. The notifications related to vacancies, exams, results, admissions are displayed on university website.

The effectiveness and efficiency is also reflected in

1. Research standard :

- Quantity
- Quality
- Patents, Innovations, Copyrights

2. Appointments :

The procedure of recruitment of the faculty (teaching and non-teaching) is as per the recruitment policy of the University which is in terms of UGC guidelines and the entire process is transparent.

3. Welfare Schemes :

- The institution has a wide range of welfare schemes for teaching and non-teaching staff such as residential quarters provided free of cost / subsidized, free health services to staff and their family members, children seeking education in the constituent faculties of the University are granted concession in the tuition fees.

4. Other benefits accorded to the faculty are recognition and rewards for academic, research, community or any other institutional activities, complete financial assistance for attending state and national conference, Incentives for publication and research projects. A well -equipped modern sports complex is available in the campus.

Thus, it's evident that KIMSDU has requisite policies and administrative set up for its smooth functioning.

File Description	Document
Link for Annual Report of the preceding academic year	View Document
Link for organogram of the University	View Document
Link for minutes of meetings of various Bodies and Committees	View Document

6.2.3 The University has implemented e-governance in the following areas of operation

- 1.Planning and Development
- 2.Administration (including Hospital Administration & Medical Records)
- 3.Finance and Accounts
- 4.Student Admission and Support
- 5.Examination

Response: All of the above

File Description	Document
Screen shots of user interfaces, if any	View Document
Institutional data in prescribed format	View Document
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	View Document
E-Governance architecture document	View Document
Any additional information	View Document
Link for additional information	View Document

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.

Response:

The University has a well documented welfare policy for its teaching and non-teaching staff and other beneficiaries.

Welfare measures for teaching:

- Residential quarters are provided on nominal maintenance charges.
- Free annual medical check-up of all teaching staff.
- Free medical treatment to staff and retired employees.
- 50% tuition fee concession for wards of staff.
- Contribution to employees provident fund and pension funds.
- A well-equipped modern sports complex is available at nominal fees.
- Adventure club which undertakes activities like trekking and hiking to historical places and mountains of high altitude.
- The Institution has a crèche for the children of the staff.
- Grievances redressal cell and Prevention of sexual harassment at workplace cell are functional.
- Campus Wi-Fi facility available.
- Apart from the above measures financial support is provided for research which includes seed money for research, incentives for research publications, book chapters and IPR. Financial support is also provided for attending state, national and international conferences and membership fee of professional bodies.
- Career advancement scheme to prevent stagnation in attaining higher positions is available. Recognition and rewards for academic, research, community or any other institutional activities.

Welfare measures for non-teaching staff:

- Residential quarters are provided on nominal maintenance charges.
 - Crèche facility for the children of the staff.
 - Grievances Redressal cell and Anti-Sexual Harassment cell are fully functional.
 - Yearly medical check-up.
 - Free medical treatment to staff and retired employees.
 - 50% tuition fee concession for wards of staff in university and sister educational institutes.
 - Contribution to employees provident fund and pension funds.
 - Employment on compassionate grounds to next of kin.
 - Free on-demand psychiatric counselling for employees.
 - Annual and need based check of all Radiation safety equipments and practices.
 - Safety practices as a part of induction for all new hires
 - Annual and scheduled monthly training for all staff.
 - Allocation of appropriate safety equipments to all concerned staff members.
 - Robust needle prick injury handling protocol.
 - Mandatory credentialing and privileging for nursing staff and laboratory technicians.
 - Program on identification and safety protocol development for employee safety.
 - Separate dining areas for all staffs.

- Campus Wi-Fi facility available.

The welfare schemes and working conditions have resulted in a faculty stability index for senior staff members at well over 96% and non-teaching staff at over 95%.

Welfare measures for Students:

- Scholarships, cash incentives and prizes to meritorious students
- Policy for Fee Concession in place.
- A well-established Students Guidance Clinic, Grievances Redressal cell and Anti Sexual Harassment cell
- Anti-Ragging Committee is established as per guidelines by Hon'ble Supreme Court, UGC and Statutory Councils.
- A well-furnished hostel facility
- A cafeteria along with mess services in the hostels.
- Free medical treatment and checkup
- Sports complex with cardio gym, weights gym, badminton court, half Olympic size swimming pool, tennis court, volley ball court, cricket and football ground.
- Institution provides Creche facility (Residential PGs)
- Offline and online learning resources
- Programs for bottom quartile performers
- Online communication and complaints redressal mechanism
- Escalation for grievance redressal (Personal and Sexual)
- Campus and hostel Wi-Fi facility available
- Student Progression cell arranges lectures on career guidance.
- Safe learning environment

File Description	Document
Any additional information	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for policy document on welfare measures	View Document

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

Response: 29.48

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

2019-20	2018-19	2017-18	2016-17	2015-16
153	104	61	57	56

File Description	Document
Policy document on providing financial support to teachers	View Document
List of teachers provided with membership fee for professional bodies	View Document
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	View Document
Institutional data in prescribed format	View Document
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	View Document
Any additional information	View Document

6.3.3 Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 50.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
81	48	55	36	34

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	View Document
List of professional development / administrative training programmes organized by the University year-wise for the last five years	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	View Document
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	View Document

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

Response: 45.54

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
133	122	116	172	112

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	View Document
List of sponsoring/supporting/supervising agencies	View Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Any additional information	View Document
Annual reports of the IQAC and the University for the last five years.	View Document
Annual reports of the AQAR submitted to NAAC	View Document

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

Response:

The academic and administrative audit is done annually preferably in the month of July – August of each academic session as mandated by UGC and part and partial fulfilment of requirement of AAA. The performance appraisal is to be submitted by each teaching and non-teaching staff as prescribed in the UGC regulation 2010 and amended with time.

The performance appraisal system is a regular review of employee's job performance, the quantity and quality of work performed and overall contribution to the institution. It gives an opportunity to recognize and reward the employee in terms of increments and promotions.

The performance appraisal is done for total 500 marks (Teaching-learning, Research, Co- curricular activities etc.) and faculty attaining 50% marks are considered eligible for continuation. The prescribed self-appraisal form for the teaching faculty as per the UGC guidelines concerns the following parameters for easy assessment of faculty performance.

Parameters for Teaching staff:

1. Personal Information
2. Teaching Assignments
3. Additional Capacity Enhancement

- A. Health Education Training
- B. Higher Skill Training
- C. Other courses
- 4. Teaching, Learning and Evaluation Related Activities
- 5. Research Contributions
- 6. Research Guidance
- 7. Training Courses/Conference/Seminar/Workshop
- 8. Participation in Co-curricular and other extension activities

Parameters for Non-Teaching staff:

- 1. Personal Information
- 2. Technical Adequacy
- 3. Leave Records
- 4. Leadership Qualities
- 5. Work Efficiency
- 6. Knowledge Level
- 7. Relation with superiors, colleague and society.
- 8. Recommendation

The self-appraisal form is submitted to Dean of the faculty, after the recommendation of his/her head of the department and based upon the performance indicators (API Score). The self-appraisal form is linked with incentives, appreciation, awards, recognitions and incentives for research facilities. It also recommends for institutional awards to best teacher, best researcher, author of books etc.

The self-appraisal form is also used for assigning the administrative responsibilities to deserving faculties, monitoring and review of recruitment policies and streamlining the teaching learning strategies. It is also used for deciding awarding mild penalties like verbal warnings, memo, upholding promotion and annual

increment, demotion and termination depending on the intensity of charges imposed on any person.

The objective of self-appraisal is to gauge the performance of employee during the year and planning for further career and eligibility for increment, incentive and promotion. It also enables the organization to identify the capabilities of their stakeholders among the teaching and non-teaching in a holistic manner which enables to plan for human resource generation of performance data for HR activities like training and career progression, compensation, reward and recognition. Grievances are effectively addressed as per the policies prescribed.

The self-appraisal form for teaching faculty is helpful to gauge their credentials based upon the API Score obtained which can be considered in the promotion under the career advancement scheme. In similar manner the appraisal system of non-teaching employees also enables the assessment of performance of personnel who have been assigned a particular duty.

The self-appraisal assessment system is implemented in each cadre and is helpful in appraising the strength of the employee and to improve the performance of the employees.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link for performance appraisal policy of the institution	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

As a self financed Institution, strategies are developed for mobilization of funds from varied sources. Saving costs where ever possible and trimming of overheads through centralized administration of funds are adopted for optimal utilization of the resources.

Resource Mobilizations :

A tuition fee from students is the major source of fund.

Tuition Fees:

The tuition fee for various courses are decided by the Board of Management on the recommendations of the Fee Fixation Committee, appointed under the Chairmanship of Retired High Court Judge based on the guidelines and directions of Honorable Supreme Court of India.

In addition to tuition fee other sources of funds are the following;

1.Subsidized Healthcare Services and Income from Hospital;

KIMSDU is located in rural area where modern health care services were scarce. The Institute caters service to about 5 districts in Maharashtra.

10% of the Hospital beds are reserved for indigent patients, who are treated 100% free of cost. Another 10% of the Hospital beds are reserved for weaker section patients, from these patients only 50% cost of medicine is collected. As a policy followed by the institution from its inception, no patient is turned back for want of funds.

The hospital earns substantial additional resources, through specialized services, Consultation and attracting more patients through subsidized healthcare services that reduce the cost of education substantially.

2. Research and consultancy funding from extra-mural agencies

3. Contribution from Government and governmental agencies

4. Voluntary contribution from Philanthropist

5. Clinical Trial Grants

6. Interest on Corpus fund and Investments

7. Contribution by alumni

Optimum Utilization of Resources;

- The financial resources are meticulously budgeted and utilized for all round development of the University. The internal & external audits along with the finance committee and the Board of Management effectively monitor the utilization of the finances.
- Income and expenditure are budgeted for the ensuing financial year by the Finance Officer in consultation with the Heads of the institutions and taking in to consideration of the perspective plan. On recommendation of Finance Committee, budget is approved by Board of Management.
- A unique feature of the budget is, developmental budget is prepared by the Internal Quality Assurance Cell.
- The University has a functional SOP and a purchase policy for all the purchase. Rate contracts are signed with selected suppliers through tenders. All the purchases are made with the sanction of Purchase Committee constituted as per by-law.
- A Building works Committee is in place as per the by-law, which sanctions all the New Constructions and repairs & maintenance of Buildings.
- Tenders are floated for all purchases, Constructions and major repairs where the cost involvement

is more than 5 lacs.

- The University has outsourced installation of 750 KVA rooftop solar grids on buildings in the campus on monthly payment of Rs. 4.46 per generated units that resulted in large saving in electricity bill.

The University judiciously utilizes its resources to the optimum and makes savings for enhancement of Corpus fund and investments for future developments.

File Description	Document
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2 Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 8209

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
2562	1908	1681	1369	689

File Description	Document
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 Document
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	View Document

6.4.3 Institution conducts internal and external financial audits regularly

Response:

The University has an Internal Audit as well as an External audit mechanism in place since its inception and an audit policy approved by the Board of Management.

The annual budget recommended by Finance Committee is approved by the Board of Management. The recurring expenses and Developmental expenditure are depicted in the annual budget and compliance of which is verified by the internal and External Auditors.

Internal audit:

The internal audit is carried out by Chartered Accountant firm M/S A. C. Doshi & Co., Satara as appointed by the Board of Management.

Internal Audit is done with the following main objectives and examination of :

1. The financial discipline and its optimum utilization;
2. Budgetary provisioning and controls;
3. Compliance with legal and regulatory provisions;
4. Cost effectiveness and priority elements;
5. Compliance to internal provisions, protocol and by-laws;
6. Deviations and inconsistencies and give opportunities for resolving them;
7. Systemic weaknesses, improvements and to safeguard financial interest of Institution.

The internal audit checks all the transactions of receipts and expenses conducted by each department such as Central Stores, Purchase Committee, Buildings & Works Committee and Accounts Department. Periodical stock verification is carried out in Central Stores and all the departments.

External (statutory) Audit:

Krishna Institute of Medical Sciences Deemed to be University is sponsored by Krishna Charitable Trust, a Public Trust registered under the Bombay Public Trust Act; 1950. Statutory Auditors are appointed as per Sec. 33 of the BPT Act.

The Statutory Audit is conducted with following objectives of verifying:

1. Whether accounts are maintained regularly and in accordance with the provisions of the Act;
2. Whether receipts and disbursements are properly and correctly shown in accounts;
3. Whether the Cash and balances are in agreement with the accounts;
4. Whether register of movable and immovable properties are properly maintained and the changes are communicated to the Charity Office;
5. Whether the property and funds were applied for any object or purpose other than the object of the Institution;
6. Whether the money of the trust has been invested contrary to the provisions of the Sec. 35 of the Act;

7. Alienations, if any, of the immovable property contrary to the provisions of Sec.36 of the Act;

The external financial audit of the Institution is carried out by Chartered Accountant firm M/s. L. M. Joshi & Co; Pune.

The Audit is carried out as per the various provisions of the Bombay Public Trust Act, 1950 and Income Tax Act 1965 and in compliance of the Accounting Standards approved and published by the Institute of Chartered Accountants in India. The report of the internal and external auditors is placed before the Finance committee and on the recommendation; these reports are submitted to the Board of Management for its approval.

- Corrections and rectifications, if any required, are carried out well in time and before finalization of the Yearly Accounts.

- Due to proper checks and balances till date no major findings or objections are raised by Internal or External (statutory) Auditors.

File Description	Document
Link for policy on internal and external audit mechanisms	View Document
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Myriads of schools, universities and institutions are seeking effective and modern ways to assure best quality education system worldwide. Amongst one, is our University - Krishna Institute of Medical Sciences "Deemed To Be University", Karad. This is achieved by forming a dynamic committee of IQAC.

The IQAC of KIMSDU was established on 07.02.2014. This was initiated before the first cycle of NAAC inspection in Nov. 2015. This aims to inculcate a culture of quality enhancement and sustenance in the University.

The primary aim of IQAC is to develop a system for conscious, consistence and catalytic action to improve academic and administrative performance. It also promotes measures for institutional functioning towards

quality enhancement through internationalization and institutionalization of best practices. The composition of IQAC is as per NAAC guidelines and Vice Chancellor is the chair-person of the committee. As per the 7 Criterion of NAAC, seven conveners were appointed for each criterion. The minutes of the IQAC are a regular agenda in the Joint College Council, Academic Council and the Board of Management. The Annual Quality Assurance Cell Report is approved by both the statutory bodies before it is submitted to NAAC and hosted on the institutional website. All decisions of the IQAC are placed before the relevant body for noting and institutionalization.

◦ **Structure:**

- The composition of the IQAC is as per NAAC guidelines, Vice Chancellor being the chair-person of the committee. The committee also includes teachers from different faculties, a member from management, few senior administrative officers, one nominee each from local society, Students and Alumni, one nominee each from Employers/Industrialists/Stakeholders, one senior teacher as the coordinator/Director of the IQAC.
- The IQAC meetings are held at least once in every quarter.

◦ **The Objectives of the IQAC are as follows :**

- To develop a system for conscious, consistence and catalytic action to improve academic and administrative performance.
- To promote measures for institutional functioning towards quality enhancement through internationalization of the quality culture and institutionalization of best practices
- Development and application of quality benchmarks.
- Parameters for various academic and administrative activities.
- To Collect and analyze data from all departments of constituent faculties so as to help the University to participate in National Ranking programs.

◦ **The functioning of IQAC is as follows :**

- Facilitating a learner – centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Collection and analysis of feedback from all stakeholders on quality – related institutional processes.
- Dissemination of information on various quality parameters to all stakeholders.
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.
- Documentation of various programmers/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption and dissemination of best practices.
- Periodical conduct of AAA and its follow-up.
- Preparation and submission of AQAR as per guidelines of NAAC.

◦ **Mechanism of functioning :**

- Seven University Criteria Conveners are appointed for the seven NAAC parameters.
- Sub Criteria Conveners are appointed for the same who are assisted by members from each faculty.
- Each department in the constituent faculty has IQAC members who are entrusted with specific work related to seven NAAC parameters.
- Dean Academics are also entrusted with the task of assisting and monitoring data collection and record maintenance of concerned faculty. They scrutinize all the documents before submitting it to IQAC Director.
- The IQAC Director will be the custodian of all documents and records.

The IQAC has contributed to institutionalizing the quality assurance strategies by Quality Sustenance, Enrichment & Enhancement i.e. by

- Ensuring timely, efficient and progressive performance of academic, administrative and financial task.
- Organizing workshops / seminar on quality.
- Ensuring quality performance in audit such a NAAC, NABH, NABL and ISO.

The IQAC is also instrumental in conducting energy and green audit. Other major contributions include creation of Autonomous Cells, Research Guidance Cell, IPR Cell, Students Guidance Cell and SOP's for AAA. The IQAC is responsible for preparing the AQAR and submitting to NAAC within the stipulated period.

The Quality Assurance mechanism of the University activities are planned and directed properly to achieve the goals set for accreditation and ranking of the University. The initiatives taken and the outcomes are as follows.

Initiatives and Outcomes :

- The University is accredited by NAAC with 'A' Grade (CGPA : 3.20 on Point Scale).
- The University is ISO 9001: 2015 certified.
- The University is ISO 14001 : 2015 certified.
- KH&MRC is accredited by NABH.
- Neonatal ICU is accredited by National Neonatal Forum of India.
- Blood Bank is accredited by NABH.
- KIMS Diagnostics (Laboratory) is accredited by NABL.
- Department of Molecular Biology & Genetics is accredited by NABL.
- The University was ranked 5th amongst the Cleanest Higher Education Institutes in the Country in the Category Technical Institutions –Universities in the Swachh Campus Ranking 2018 and received award for Maintaining, Promoting and Encouraging the Culture of Swachhta.

- The University is recognized as Scientific Industrial Research Organization (SIRO) from DSIR.
- The University participated in National Institutional Ranking Framework 2020. University Ranking - 90, Medical College Ranking – 37
- The University was recommended for Green Institutional Mentor Award on 22nd March 2020 (Lr. No.08/MGNCRE/MHRD/NatConfWater/08-03-2020)
- Established UNESCO Chair Bioethics (Haifa)
- Established Dental Chair “Professor Hermann Sailer Chair of KIMSDU University in Facial Cleft & Craniofacial Surgery”.
- KH&MRC was ranked 1st as a Clean Hospital in “Swachh Sarvekshan 2020” amongst the Hospitals in Malkapur Nagarparishad, Tal. Karad, Dist. Satara.
- KIMSDU is recognized by the Knowledge Review Magazine in the Annual Listing of “The 10 Best Phenomenal Medical Institutes in India, 2019”.
- KIMSDU is recognized Social Entrepreneurship, Swachhta & Rural Engagement Cell (SES REC) Institution by Mahatma Gandhi National Council of Rural Education, Department of Higher Education, Ministry of Education, Government of India.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	View Document
Link for the minutes of the IQAC meetings	View Document

6.5.2 Quality assurance initiatives of the Institution include: 1. Academic and Administrative Audit (AAA) and initiation of follow-up action 2. Conferences, Seminars, Workshops on quality 3. Collaborative quality initiatives with other Institution(s) 4. Orientation programmes on quality issues for teachers and students 5. Participation in NIRF process 6. Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

Response: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View Document
Institutional data in prescribed format	View Document
e-copies of the accreditations and certifications	View Document
Any additional information	View Document
Annual reports of the University	View Document
Link for AQARs prepared by IQAC.	View Document

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

Response:

Impact analysis is the assessment of pros and cons of a course of action and its possible consequences with extent and nature of change it may cause. The University undertakes initiatives complying vision document to maintain the quality in teaching, healthcare services and research. The impact of outcomes of these initiatives are continuously monitored and audited by an internal and external mechanism.

Impact analysis is done for the following initiatives :

1. Student's performance: Students performance is assessed by the internal and university examination. The students are classified into slow and fast learners based on their performance and student guidance cell supports them to improve their performance.
2. Teaching and learning process: Every course is conducted as per the syllabus of the curriculum. At the start itself, the course and programme outcomes are framed. Different teaching methods like flipped classroom, integrated teaching etc. are adopted to enhance teaching quality. Feedback from students is taken every academic session and PTM are also conducted.
3. Administrative management and Stakeholder feedback: Every year, an Academic Administrative Audit is conducted by IQAC, by involving internal and external members. The IQAC is responsible for analysis of the feedback taken from all stakeholders i.e. Students, Alumni, Teachers, Professionals, Employer and patients. This audit report along with action report is a regular item in the agenda of IQAC and BOM.
4. Research: The Directorate of Research which includes IPR cell reviews the policies including operational and implementation with outcome in areas of research and development exclusively. Its outcome is reflected in the number of MOUs signed, copyrights, patents granted, publications in reputed journals etc.
5. Financial management: Regular internal and external financial audits are carried out in the

University. The reports of which are submitted by the Finance Committee to the BOM. Inputs regarding financial management are given by the Finance Committee to the BOM.

Outcome assessment: The institute has a standing mechanism to assess the evaluation reforms and outcome analysis every year for academic, Administrative, Research & Innovations and Assessment Reforms. As per IQAC meeting held on 26th December 2018 vide resolution no. IQAC/02/03/2018-19, it was resolved to constitute a committee to assess the Evaluation Reforms and Outcome Analysis during each academic year.

The IQAC reports, provide benchmark guidance for quality improvement of various academic and administrative programmes.

The impact analysis of various initiatives for quality improvement have resulted in excellent pass percentage of students, increase in outcome of research and IPR activities, number of admissions, meritorious students preferring to pursue higher studies in the University, happiness index of all stakeholders has increased, accreditation by NAAC with CGPA of 3.2 on 4 point scale at A grade, University ranking of 90 and Medical College ranking of 37 in the NIRF Ranking - 2020, ISO certification, NABH accredited hospital and blood bank, NICU accredited by National Neonatology Forum (India) (NNF), KIMS Diagnostic laboratory, Department of Molecular Biology and Genetics being NABL accredited.

File Description	Document
Link for relevant documents/information on the process and results of impact analysis on the above aspects	View Document
Link for additional information	View Document

Criterion 7 - 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 last five years.

Response:

KIMSDU inculcates the strong belief that society in which women and men enjoy the same opportunities, aspirations, rights and obligations in all spheres of life.

Every women has a right to live a healthy life with dignity- free of fear, coercion, violence and discrimination.

Curricular Aspects:

Admissions:

No gender-wise discrimination is shown in selecting students to any of the programme while admissions.

Academic :

UG and PG curriculum is enriched with gender related issues and sexuality.

Staffs and Students are encouraged to undertake PhD programs on women and adolescent girls specific initiatives.

Co-curricular Aspects:

KIMSDU believes in 'Education is the catalyst for social change'. Therefore, gender sensitization through various programs like workshops, guest lectures, extracurricular competitions organized by women empowerment cell of University is inculcated in male & female students & employees; a conducive atmosphere for gender equity is created so that future generations will have empathy towards needs of other gender.

Gender Champions and Nodal Teachers are appointed for 6 constituent colleges in KIMSDU in consensus with the UGC guidelines to provide an integrated and interdisciplinary approach in understanding the social and cultural constructions of gender that shape the experiences of women and men in society.

Activities organized by Women Empowerment Cell are open to both genders.

Self-defense training for women students and staff is given.

Gender audit is also done to assess the implementation of gender equity.

Every year **free health checkup** of female employees is conducted.

The International Women's Day is celebrated every year on 8th March as per the theme for each year.

'Adolescent Beauty Clinic' OPD facility is available on every Monday, Wednesday and Friday in Krishna Hospital for adolescent girls in & around Karad to detect any Gynecological, Medical or Psychiatric problems.

Facilities for women in campus:

Women are given equal chance in promotions, holding higher posts and also in decision making. KIMSDU has appointed women in senior academic and administrative positions like that of Vice-chancellor, Dean, Dean Academics, HOD posts, etc.

Female students outnumber male students in the constituent colleges of KIMSDU with approximate male: female ratio 1:1.5.

KIMSDU campus has facilities like ATM, Gym, Swimming pool, Krishna Sarita Mahila Bazaar and beauty parlor.

Paid maternity leave and MTP leave is given to female staffs.

A) Safety and security:

The campus environment is safe for female staffs and students due to excellent 24×7 security provided all over the campus with CCTV cameras at strategic locations.

Women guards are part of the University's security force to assist women students and staff.

B) Counselling:

Counselling services for students and employees are provided through **Student Guidance Cell** of KIMSDU.

Counselling for students is an integral part of institutes mentoring system.

C) Common Rooms:

Separate common rooms for boys and girls, ladies hostels, ladies toilets facilities are provided.

The ladies hostels have been provided with sanitary pad vending machines.

D) Day Care Centre for Young Children:

Baby care room for young children of teaching and non-teaching staffs is provided. Breast feeding room is also available.

File Description	Document
Any additional information	View Document
Link for 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	View Document
Link for annual gender sensitization action plan	View Document

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photographs of the facilities	View Document
Link to additional information	View Document

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

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

Response:

The institute has a very robust waste management system. Different types of wastes are collected, segregated and then disposed off as per the guidelines of Maharashtra Pollution Control Board (MPCB).

Solid Waste Management

- **Solid waste management:**

Generated Waste is classified into:

- Biomedical Waste
- Non – Hazardous House, Garden & Kitchen Waste
- E-Waste

- Biomedical waste is classified into 4 categories:

Yellow Category: - Medical Infectious Waste: -e.g. Placenta, dressing material etc. About 110-120 Kg/day.

Red Category: - Medical Plastic waste: - e.g. Syringe, I.V. Sets etc. 70- 80 Kg/day.

Blue Category: - Medical Glass Waste: - e.g. Saline Glass bottles, glass slides etc. 20-30 Kg/day

White Category: - Medical Sharp Waste: - e.g. Needles, blades etc. 2-3 Kg/day

Waste generated in all the COVID – 19 wards / ICUs / Isolation areas are disposed off as per recommendations of ICMR to avoid any cross infection spread.

- **Non hazardous house, garden and kitchen waste** is separated into dry waste and organic waste.

Dry waste is handed over to municipal agency.

Organic waste is sent to organic waste management plant which is one of its kind in the area. With the processing cycle of 25-30 days, the input is reduced to 10% by wet fertilizer. This fertilizer is then packaged and distributed at subsidized prices to the local farmers who benefit from both low prices and 100% organic fertilizer.

- **E-Waste** is collected in separate bins purposefully appointed for the purpose and handed over to authorized recycler for processing. These bins are marked specifically for e-waste and are well distributed over the campus.

The agencies appointed for handling BMW, non-organic solid waste and e-waste are all authorized by the concerned agencies and there is a formal contract between the university and the vendor which is reviewed and periodically renewed.

Liquid waste management:

- **Sewage treatment plant (STP):** -

In campus there are two STP's installed which has the capacity of 500 KLD each. Liquid waste generated from hostels, hospital, canteen, medical college & from overall campus is treated in Sewage treatment plant. Daily sewage treated into these plants is 700 KLD. The efficiency of these plants is 90%. The treated water is then used for gardening purpose. This has resulted in a huge water saving initiative as well as for a greener campus through recycled water usage.

- **Effluent treatment plant: -**

This plant has installed to treat the chemical waste water generates from labs and laundry. The capacity of this plant is 100 KLD. Approximately 45 KLD of effluent daily treats. The efficiency of this plant is 90%.

- **Radioactive chemicals and Incinerator ash**

KIMSDU has adopted latest in imaging technologies that had completely eliminated the use of dark rooms and the subsequent generation of radioactive waste in the imaging department.

Also since implementation of the Biomedical Waste Management (BMWM) rules 2016, all the biomedical waste is handed over to authorized agencies, eliminating the need of incinerator ash management.

File Description	Document
Link for Geo-tagged photographs of the facilities	View Document
Link to relevant documents like agreements/MoUs with Government and other approved agencies	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Link for additional informational	View Document
Geo-tagged photographs / videos of the facilities	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Link to additional information	View Document
Geo-tagged photos / videos of the facilities	View Document

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Audit reports of the institution related to the metric	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: Any Four of the above

File Description	Document
Relevant documents / reports	View Document
Institutional data in prescribed format	View Document
Link for relevant geo-tagged photographs / videos	View Document

7.1.8 Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)

Response:

University has multicultural and multilingual students and faculty, coming from different parts of country with different socioeconomic backgrounds. KIMSDU believes to educate and motivate students to follow secular values and hence, the university takes efforts in creating inclusive environment by focusing on cultural and regional harmony by organizing the following events:

1. Annual gatherings: Organization of annual gatherings, farewells for outgoing students, fresher's party for newly admitted students, sports, cultural programmes with themes of communal and inter-religious harmony and fun fairs helps to inculcate socioeconomic harmony amongst students from different strata of community.

2. Induction Programs: Constituent colleges of KIMSDU organizes Induction programs to first year students of UG, PG courses & newly joined teaching & non-teaching staffs to introduce them about University rules, regulation, Institutes culture etc.

3. Cultural and religious activities : There is separate hall for prayers and deities of all beliefs in the campus without any hindrance and alleviate the individual religious preferences

Students will remember an important day only if they are told what the occasion signify, making them aware of the world in a more fun way. University celebrates religious festivals like Ganesh Festival, Navratri Utsav, Onam, Christmas, Kojagiri Pournima, Haldi Kumkum-Sankranti celebration's helps understanding different tradition, giving spiritual sense to the students/faculty and non-teaching staffs in institute.

4. Established International students cell : The international students cell is taken care by international student advisor .The cell is specialized in solving many issues like VISA, Immigration process etc. They organize celebration of birthdays , their festivals and make them feel at home

5. International commemoration days: World Bioethics day, International women's day ,world cancer day etc. are celebrated with cultural programs and competitions

6. NSS activities: NSS activities expose students to problems of socioeconomically deprived populations and serve as a bridge between Institution and community.

7. Health care camps: KIMSDU organizes free health care camps in and around the rural areas of Satara District. KIMSDU has adopted 5 villages in Karad Taluk viz. Khubi, Gondi, Shere, Dushere and Lavanmachi. Medical, Dental, Physiotherapy, and Nursing institutes provide free services to underprivileged parts of semi-urban and rural community.

University has been focusing **community-oriented** cleanup activities in line with **Swachh Bharat** and students participate in **Gram swachata abhiyan** and learn to keep environment neat and tidy. Along with this awareness regarding protection of environment is carried out for local people which promotes way to improve the earth's environment such as conserving forest.

Observance of birth anniversary of great leaders like Chhatrapati Shivaji Maharaj, Sardar Vallabhbhai Patel etc. makes students to feel proud, inspired and motivated.

Celebration of various days like **Matribhasha Diwas** (Marathi Bhasha Gaurav Din) for maintaining linguistic harmony among employees is a routine practice. Marathi and English language classes are taken for students to overcome communication barriers among them and patients that maintain linguistic harmony.

KIMSDU has inclusive environment where employees freely express their point of views, opinions, fully participate in teaching learning & research and feel safe from unfair criticism.

File Description	Document
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for additional information	View Document

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

Response:

Value education is "learning about self and wisdom of life" in a self-explanatory, systematic and scientific way through formal education.

Value education cell is an integral part of KIMSDU to enhance the human values for harmonious working & is bound to inculcate moral values in students & employees.

Initiatives for sensitization to rights and duties and inculcating values:

- **Respect to National Flag, National Anthem, symbols of Indian freedom struggle and National Integrity**

National Flag is hoisted on Independence Day and Republic Day by meritorious students of Medical fraternity. The students perform on various themes of patriotism on republic day thus boosting the National integrity and Indian freedom struggle.

- **Service to the Nation**

Free health camps, blood donation camps, NSS activities sensitizes students to community health problems. KIMSDU was active participant of Kerala Flood Relief Mission.

University organize various activities like Organ donation rally & street plays to create awareness about organ donation.

Free Medical services are given to the villagers of 5 adopted villages of KIMSDU. NSS unit of KIMS follows the motto '*Not me but you*' of selfless community service.

KIMSDU has contributed towards PM relief fund for preparation of COVID-19 pandemic situation & providing best health facilities for COVID-19 patients in Satara District, Maharashtra.

- **Environmental Preservation**

Tree plantation programs, Swachh bharaat campaigns are organized on regular basis to sensitize students about environmental protection.

Lectures from forest officers, Wild life scientists are organized for students and staff members.

- **Developing ethical & scientific approach**

Students are trained to handle patients ethically, maintaining confidentiality and integrity.

Vigilance awareness week is celebrated by KIMSDU during last week of October to encourage all the stakeholders to collectively participate in prevention and fight against corruption and raise public awareness regarding corruption through various events like integrity pledge, poster essay, and elocution competitions for students.

- **Right to Equality & Freedom, Protection against Exploitation, and Constitutional Remedies**

To honor constitution of India and to remember our fundamental duties and rights as citizen of India, University celebrates Constitution day on 26th November every year. Lectures from eminent advocates are organized on the occasion of Constitution day.

- **Right to Freedom, Freedom of Religion, Culture and Education**

Student Council provides a platform for students to communicate with faculty/management. Students are members of various committees at college as well as University level.

All employees are treated equally irrespective of faith, religion or education.

Optional holidays are granted for cultural festivals.

- **Spiritual Awareness and Life skills Education**

Sensitization of Teaching Staffs and students about **Jeevanvidya** Philosophy through various Workshops is a routine practice to inculcate the spiritual values.

Curriculum Enrichment Program in association with Jeevan Vidya Mission, Mumbai through Value-added Course to impart Life Skills – Named as '**Beyond Body**' is organized for all 1st yr students & staff members of KIMSDU.

- **Cultural harmony**

Major cultural festivals like Eid, Diwali, Christmas are celebrated with joy and sense of togetherness by all the students and staffs to create a feeling of inclusiveness.

File Description	Document
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	View Document

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.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on code of conduct are organized**

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Institutional code of conduct and code of ethics	View Document
Details of the monitoring committee of the code of conduct	View Document
Web link of the code of conduct	View Document

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

Response:

Commemorative days are the days of particular or national significance, celebrated to pay an honour to a personage or in remembrance of an historical event.

The founder of the institute **Late Shri Jaywantraoji Bhosale** was a philanthropist & a great supporter of the freedom struggle of India and always had a dream to have a campus which will be united and harmonious.

Birth Anniversary of Sardar Vallabhbhai Patel (National Unity Day) is celebrated on 31st October every year by KIMSDU to provide an opportunity to re-affirm the inherent strength and resilience of our nation to withstand the actual and potential threats to the unity, integrity and security of our country.

International Women's day is celebrated on 8th March every year as per the theme of that year by Women Empowerment Cell to celebrate women's achievements & raising awareness about women's equality.

International Nurses Day is celebrated on 12th May to honor the birth anniversary of Florence Nightingale and also to thank the nurses for their tireless efforts and contributions.

International yoga day is celebrated on 21st June every year where Yoga demonstration and training sessions are organized for the staff and students of the campus.

Teachers day is celebrated on 5th September every year. Yearly every college is given an opportunity to organize University level Teachers day celebration where teachers and students are awarded for their outstanding contribution in academics & research.

8th September is observed as **World Physiotherapy day** where the students and staff of the institute conduct various programs in form of awareness rallies and health check up camp to make their services reachable to the society.

World Pharmacist day: It is celebrated on 25th September every year. Various activities related to pharmacy profession are planned and conducted on this day.

The other days celebrated by the institute includes:

1. International Leprosy Day (30th January)
2. World Cancer Day (4th February)
3. National Dentist Day (6th March)
4. World Tuberculosis Day (24th March)
5. World Health Day (7th April)
6. World Immunization Week (24th – 30th April)
7. International day of midwife (5th May)
8. World Thalassaemia Day (8th May)
9. World Schizophrenia Day (24th May)
10. World No Tobacco Day (31st May)
11. World Environment Day (05th June)
12. Breastfeeding Week (1st – 7th August)
13. Eye Donation Week (4th - 6th September)
14. World Suicide Prevention Day (10th September)
15. World heart day (29th September)
16. Breast Cancer awareness month (October)
17. Birth anniversary of Mahatma Gandhi (2nd October)
18. World Cerebral Palsy Day (6th October)
19. World Mental Health Day (10th October)
20. World Sight Day (8th October)
21. 'Birth Anniversary of Karoly Ereky the Father of Biotechnology' (20th October)
22. Children's Day (Bal Diwas) (14th November)
23. World Diabetes day (14th November)
24. World disability day (3rd December)
25. World AIDS day (1st December)

The Institute also takes initiative in celebration of International Days like ‘**Harimerdika**’ - National Day of Malaysia celebrated on 31st August & **Independance day of Srilanka** celebrated on 4th February.

File Description	Document
Link for Geo-tagged photographs of some of the events	View Document
Link for annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice : 1

1. Title of the

“Serving Beyond Professional Responsibilities”

2. Objectives of the Practice

The main objectives are,

1. To bring Social development with qualitative growth and development of society.
2. To improve standard of living in local and regional areas.
3. To Increase the health quotient of society.
4. To build Sustained development of under privileged community.
5. To implement policies for sustained rural development with special reference to health and sanitation.
6. Self-realization of role of citizen in social, community and nation development.
7. To inculcate values and ideology of “Service Beyond Self” in students and staff.

3. The Context

The core values of social work include compassionate service to others, fostering dignity for all individuals, social justice, and promoting stronger human relationships.

KIMSDU believes in “Helping people to help themselves” our Social work deals with the scientific solution and treatment of the social and individual problem. Its main aim is to increase human happiness in general. Therefore our social work and services have been focused towards attainment of two goals,

1. To create an environment which help to make more satisfying way of life possible.
2. To develop an individual and community which helps others to live more adequately and creatively.

KIMSDU provides professional service rendered to people for the purpose of assisting them, as individuals or in group to attain satisfying relationships and standards of life in accordance with their particular wishes, capacities and in harmony with those of the community.

4. The Practice

KIMSDU fosters health and community services with interdisciplinary institutional approach that will generate meaningful outcomes for the community and nation. It provides quality health care to the rural and needy and brings about holistic development in the adjoining rural areas.

These services are vitally important as we promote a person-centered, empowering approach to our practice at all times, as well as we compliment and strengthen the roles of others across diverse professions.

Road shows, street plays, awareness rally and camps are conducted yearly by University in accordance with World Cancer Day, Anti-Tobacco Day, AIDS day etc.

KIMSDU has establishment of “Breast Cancer Foundation” which conducts various breast cancer screening and awareness programs with device “Intelligent Breast Exam”. Breast cancer screening skills transfer workshops are conducted for Anganwadi workers. Breast cancer patient support community has been formed to support, motivate and overcome social stigma of cancer.

University strongly believes in the thought that lead to its inception, namely “Socio-Centricity”. University has adopted five villages conducting activities like; OPD clinic for general patients, Weekly check-up for pregnant women and children with referrals, Health Awareness programs, Sanitation and Cleanliness drive with community participation, Adolescents health check-up, Screening of Non-communicable Diseases, HIV Counseling, referrals and Socio-behavioral research.

Specific programs conducted in these villages are, Tree plantation, Special Health Camps, Dental & Physiotherapy camp, Career Guidance Program, Need based community work, Digital Literacy, Agricultural Development Program, Drug de-addiction movement, Child development, Women Empowerment & Livelihood action plan.

The university follows the principles of National Service Scheme under which the university does regular visits to the adopted areas which provides suitable opportunities to interact with the community and know their problems and make an earnest effort to do something for them thus helping in social transformation.

In this present health care crisis, Krishna Hospital believes in “service above self” and has loomed to become major COVID Centre in Western Maharashtra. The Hospital has become a “Ray of Hope” for rural people. The university is considered to be the largest covid-19 testing center having Molecular & Genetic lab conducting RT-PCR.

5. Evidence of Success-

- KIMSDU has establishment of “Breast Cancer Foundation” helping Thousands of women to participate yearly in breast cancer awareness and screening camps and many patients have been benefited by early detection of breast abnormalities.
- KIMSDU has established advanced “KRISHNA BREAST TUMOR BANK” comprising of more than 425 samples to initiate research and explore genetic abnormalities in breast cancer.
- Establishment of “Breast Cancer Support Community” comprising of volunteers and patients recovered from breast cancer to support, encourage and motivate other breast cancer patients by giving their personal reviews, experiences and joint activities like physiotherapy exercises.
- “Pink Street Campaign” KIMSDU has achieved “Limca Book of Records” for India’s largest cancer awareness ribbon.
- University has successful implemented “Village Adoption Programme” in which 5 villages are adopted with regular health awareness programmes and camps. The health quotient and sanitation have improved in all these villages.
- Krishna hospital have been declared as one of the largest COVID-19 centers in western Maharashtra. 3,325 COVID +ve patients had been admitted and 3102 patients successfully discharged with relentless efforts of Krishna COVID warriors. Krishna hospital achieved best recovery rate of 93.29%.15618 swabs were tested (RCT-PCR test).

6. Problems Encountered and Resources Required

There are challenges that need to be addressed for successful program implementation, particularly unique to rural communities.

- **Resources and sustainability:** Funding for camps and programmes, local administration assistance, and human resources are typically limited in rural communities.
- **Geographic limitations:** This requires changes in approaches and program design that take into account lengthy travel times, availability of transportation, and opportunity to offer the program remotely or through other technologies.
- **Recruiting staff:** implementing rural health programs require trained staff of doctors, supporting staff and local manpower.
- **Hard-to-reach populations:** The priority population may be highly mobile. For example, sugarcane migrant farm workers.
- **Cultural and social issues:** challenges to program success arise out of unique cultural and social norms that influence expectations about the program
- **Keeping the community motivated:** regular positive reinforcement of education and outreach efforts are required to achieve better health outcomes.

7. Notes (Optional)-

There is need for strengthening the health sector in rural community of our countries as 70% of the population lives in rural areas. Rural hospitals increase local access and allow patients to focus on “increasing health quotient.” We also encourage other health universities to adopt villages and implement health policies and programs to improve the quality of people’s life, thus contributing to the idea of “Healthy India”.

Best Practice 2

1. Title of the Practice:

“Sustaining Green Campus through eco-friendly interventions”

2. Objectives:

1. To protect and preserve environment
2. To promote optimum utilization of renewable resources
3. To maintain green performance levels
4. To design and implement practices, processes, and material selection to promote energy efficiency and sustainability to create a green and sustainable University campus
5. To encourage healthy and eco-friendly environment in and around the Institute
6. To Conserve water and energy.
7. To inculcate values and ideology of going green in all students and staffs
8. To instill and preserve positive environment for patient’s healthy recovery.

3. The Context:

A Green Campus is a Cleaner, Safer and Healthier Place to Live and Work.

KIMSDU campus comprises of 6 institutes, hospital, hostels, staff quarters and cafeteria which require massive amount of power, water and equally produces waste. Realizing the need for optimum utilization of resources and an eco-friendly approach we decided to design campus on “go green” concept.

A Green Campus is a place where environmental friendly methods and education combine to promote sustainable and eco-friendly practices in the campus. The green campus concept offers an institution the opportunity to developing new paradigms by creating sustainable solutions for environmental, social and economic needs of the society.

Green campus is all about eliminating inefficiencies, using conventional sources of energies for its daily power needs, proper handling of solid waste disposal, purchase of environment friendly supplies and effective water recycling. Institute needs time bound strategies to implement green campus initiatives.

4. The Practice:

- **Campus Management:**

A. The University campus has many open garden areas with beautiful landscaping which give positive green environment. It also adds up to the joy of working in this eco-friendly environment.

B. Use of battery powered vehicle and restricted vehicle entry in campus has improved the air quality and reduced sound disturbances.

C. Consumption of tobacco and its products in any form is strictly prohibited in campus.

• **Energy Management:**

A. Use of electrical material as per ISI standard

B. Replacing of 2200 conventional lightings with LED fittings.

C. Installation of HVAC system.

D. All buildings are designed to use maximum illumination with sunlight and to reduce the power consumption

E. Installation of central heat pumps & solar water heaters for hot water in hostels.

F. Installation of solar photovoltaic system on terrace tops to harvest natural power upto 1188000 Kwh resulting in temperature reduction and reduced electric consumption.

• **Water Management:**

A. Effluent & sewage treatment plants having capacity of 1100 KLD

B. Campus has its own centralized rain water harvesting systems

C. Sensor based water conservation systems which resulted to zero wastage of water.

D. Green areas maintained by water treated in ETP/STP.

• **Solid Waste Management:**

A. Installation of Organic waste processing plant for kitchen and garden waste. The resulting manure is used for gardening.

B. Zero tolerance for plastic use in campus.

• **E-waste management:**

A. KIMSDU is probably the first healthcare teaching institute, in India, to venture into initiating the E-waste management. Important strategies employed are:

- To create awareness among stakeholders and mobilize them for safe E waste disposal.
- Placing E-waste collecting containers
- The Segregation based on rules and regulations formulated by Ministry of Environment, Govt. of India.
- Disposal to authorized E-waste vendor

- Inventory Control
- N-computing

Green Cover Management:

A. Tree plantation by hands of meritorious students, guests and on occasion of world environment day.

B. Maintaining open areas by cultivation of lawns.

- **Societal Responsibility:**
- University takes responsibility to implement eco-friendly approaches in all adopted villages to preserve the environment by installing sewage treatment plants and tree plantation.
- Krishna Green Earth Project is a noble initiative of the university. The University has entered into a tripartite agreement with Forest Department, Govt. of Maharashtra and adopted 8 hectares of land to plant and nurture 5000 trees.

5. Evidence of Success:

The success of Campus sustainability initiatives, carefully nurtured vegetation, flora and fauna are a visual treat and speaks volumes of eco-friendly culture unique to University:

- Ranked 5th as “Swachh Campus” amongst the cleanest higher education institutions in India.
- KIMSDU has been recognized by Mahatma Gandhi National Council of Rural Education as “Green Institutional Mentor” for exemplary performance in water and sanitation management.
- KIMSDU is now recognized “Social Entrepreneurship, Swacchta & Rural Engagement Cell (SES REC) Institution”
- Krishna Hospital and Medical Research Centre was ranked 1st as a Clean Hospital in “Swachh Sarvekshan 2020” among the Hospitals in Malkapur Nagarparishad, Tal. Karad, Dist. Satara.
- KIMSDU is certified for environmental management system ISO 14001:2015 standard.
- Massive reduction in conventional power consumption
- Member of Indian green building council (IGBC)
- Increased water level in and around campus.
- Appreciation from guest, patients and parents of students for maintaining such a lush green eco-friendly campus.
- Significant reduction in excess rainwater flow which contributed to substantial recharge of ground-water.

6. Problems Encountered and Resources Required:

The actions dedicated for sustaining a green campus call for investment of resources and integration of efforts. Installing solar panels, water harvesting wells, water conservation sensors and sewage water treatment plants needed expert advice and investment of resources.

Selection and preparation of sites for various buildings called for expertise in improving natural illumination, ventilation, and plans for suitable landscape.

Attention to these details did cost many a resource. However, the positive outcome has been magnificent buildings and office blocks that blend harmoniously into the landscape. Maintaining all equipment and

green campus requires constant monitoring and man power.

7. Notes:

This exercise can be executed by any educational establishment, especially those with large campuses by crafting a comprehensive master plan and involvement of staff & students.

File Description	Document
Link of the best practices in the Institutional web site	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Strengthening the health services in rural area with evidence based translational facilities and services

India, a developing nation, harbors most of its population in rural areas which are deprived of quality healthcare services. The common man living in the village is trapped in the vicious cycle of ill-health, decreased productivity and poverty resulting in low quality of life. To overcome these challenges the institute has drawn up a plan with its core principle of providing access, equity and inclusiveness for all disadvantaged sections of the society.

Krishna Institute of Medical Sciences “Deemed To Be University” (KIMSDU), a place, where the thought of serving the society was sowed in 1982, has grown in a sprawling campus spanning 57 acres of tranquility with the vision to ensure availability, accessibility and affordability of health care facilities in rural areas. KIMSDU prepares competent and compassionate professionals with sound knowledge and excellent skill through quality education based on a competency model that inculcates scientific temper, moral and ethical values. It fosters interdisciplinary research that will generate meaningful outcomes for the community and nation. It provides quality health care and brings about holistic development in the adjoining rural areas.

Krishna Hospital and Medical Research Centre, Karad had a modest beginning with 200 beds in the remotest areas in southern Maharashtra in the year 1982. Over the span of last three and half decades the hospital has broadened its infrastructure and health care facilities to 1125 beds multi-specialty hospital. The hospital was accredited by NABH in the year 2016 and then reaccredited in the year 2019 which acts as a benchmark for quality treatment to strata’s of rural community. Hospital also implements various health schemes of state government for example Mahatma Jotiba Phule Jan Arogya Yojana (MJPAY) in which many patients get benefitted by free treatment and surgeries every year.

This teaching hospital has the state of the art facilities for Cath-Lab, CTVS, Renal Transplant, Cancer Care with Linear Accelerator and Chemotherapy as well as a modern Dialysis unit. The Blood Bank is NABH accredited, the NICU is accredited by National Neonatology Forum (India), KIMS Diagnostic lab is NABL accredited, & so is the Department of Molecular Biology and Genetics. This has helped the University to emerge as a highly equipped health center with a major responsibility to fulfill in the current pandemic.

In this present health crisis, Krishna Hospital believed in “service above self” and has to become the most important major COVID Centers in Western Maharashtra. The Hospital has become a “Ray of Hope” for rural people. It is considered to be the largest covid-19 testing center having Molecular & Genetic lab conducting RT-PCR test.

The Faculty of Dental Sciences, and Physiotherapy has a state of the art hospital which caters to different needs of patients and improve quality of life.

Equipped with the best that technology, the University strongly believes in the thought that lead to its inception namely “Socio-Centricity”. With this noteworthy thought, University has adopted five villages conducting activities like; OPD clinic, Weekly check-up for pregnant women and children with referrals, Health Awareness programs, Sanitation and Cleanliness drive with community participation, Adolescent health check-up, Screening of Non-Communicable Diseases, HIV Counseling & referrals & Socio-behavioral research. Specific programs conducted in these villages are Tree plantation, Special Health Camps, Dental & Physiotherapy camp, Career Guidance Program, Need based community work, Digital Literacy, Agricultural Development Program, Drug de-addiction movement, Child development, Women Empowerment & Livelihood action plan. The University follows the principles of National Service Scheme under which the university does monthly visits to the adopted areas which provides suitable opportunities to interact with the community and know their problems and make an earnest effort to do something for them thus helping in social transformation.

The University resonates the coming of age of medical services in India. May it be a day-to-day regular ailment or a concern that requires special care, it can all be found here. A team of expert doctors with decades of experience, highly trained nursing and ancillary staff, latest equipment's and machines handled by skilled technical staff and a strong backbone of support services has helped elevate the University to a premier health care institute in rural area of western Maharashtra.

The University promotes research and development for the faculty and students. Some projects are identified and the university sponsors them encouraging their zeal towards research. The institutes boost their moral by funding the student's publication in journals.

This University was established to cater to the finest need of the hour with the vision to actualize the dreams that is to educate & empower the youths to contribute in nation-building especially in rural and suburban areas. To impart education to the youth and to produce graduates with good attributes towards society.

The collaborations with renowned institutes in the field of Pharmacy, Biotechnology, Bioengineering, Management and other universities, has boosted our researchers thirst to acquire more worthy projects which can be used for better healthcare service to the needy patients. High quality of research & innovations has resulted in developing bio-mask, UV 360 Sterilizer, injection syringe monitoring unit, motorized trolley etc. This proposition of serving the nation has boosted the researchers to move ahead with their novel ideas.

The University has received many accolades and awards and distinguished itself in research through its publications and citations. University is confident that its philosophical foundations, international outlook, global impact and modern scientific integrative perspective will be rewarded with innovations and substantial new reputation as one of the world's leading universities. This has resulted in the University having 23 granted patents and design patents, 35 patents published and 277 copyrights.

Our energetic and healthy work culture, constant self-improvement is at the center of all our activities. All of the above endeavors have resulted in complete transformation of public health care facility. The culmination of research and its translation into cost effective deployable solutions at affordable rates have broadened the health care services for the common man, thereby transforming and saving lives.

File Description	Document
Link for additional information	View Document
Link of appropriate Web link in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Krishna Institute of Medical Sciences “Deemed to be University”, Karad was the first and pioneering medical institute in the State of Maharashtra in the private sector. After that, other trusts have started private medical colleges in the state, following our model. The University hospital caters around 6 lakh outpatients and 22 thousand inpatients approximately per year. The hospital has 13 ultramodern operation theatres, 100 superspecialty beds, 110 intensive beds and 4 minor operation theatres. The University is recognized as center of excellence in the field of education and health care, in the southern part of Maharashtra and northern part of Karnataka.

The University has well equipped skill lab and simulation centre. The central library has all the facilities of e-library, digital library, along with research database. The University follows the method of active learning, early clinical exposure, interdisciplinary study and value education. It has well documented transparent and merit based admission policy. All the Laboratories are equipped with modern and state of the art facilities.

The University has linkages with reputed national and international institutes for collaborative research and faculty exchange. The provision of seed money and other financial support has increased the number of publications. The University conducts national and international level conferences in various disciplines, along with workshops and CME's to train the faculties. The incubation centre of the University, is well equipped with startup facilities along with development of designs and patents. Regular academic and financial audits, both internal and external are conducted under the guidance of IQAC. The institute has facilities for alternate sources of energy, bio-medical waste management, e-waste management, waste recycling system etc.

To promote the rural health, the University has undertaken various health programmes like village adoption, dental camps, health camps, telemedicine, NSS and NCC schemes. The University is sensitive towards upliftment of students and avoids discrimination based on gender, region and religion. The University considers human values and ethics playing important role in the behavior of the students. The University has strong alumni cell, which also contribute to the academics growth.

Concluding Remarks :

Krishna Institute of Medical Sciences “Deemed to be University” has well defined vision to serve the rural areas by providing quality education at affordable cost. The University hospital also provides high quality treatment, mostly free of cost to the poor patients, under the various State and Central Government schemes. The research department of the University, is working hard in publishing the quality research papers, patents, copy rights and designs. Though, today, we are 90 position in the country, in NIRF ranking, the goal of the University is to achieve top 5th rank in the country. The Medical College ranking is 37 in 2020 by NIRF.

The University has produced highly skilled and competent man power in the field of health sciences. Our graduates and post graduates have achieved higher positions, name & fame in the Society, in the State and in the Central Government Services, in corporate sector, as well as in foreign countries. The University has spacious ecofriendly green 57 acres area with Wi-Fi facilities and CCTV surveillance cameras. The University was recommended for commendation award, green institutional mentor award 2020. The Neonatal ICU of the Krishna Hospital and Medical Research Centre is accredited by National Neonatal Forum of India. Large

number of community outreach activities are conducted to enrich the curriculum and to give rural exposure to the budding graduates. Special teaching learning programmes are conducted for slow learners and advanced learners. This has resulted in excellent University examination results.

The specialized dental implant centre caters for both basic and advanced treatment for patients. The curriculum is based on need assessment survey and feedback from stake holders. It is revised frequently, as per the changing need and health problems related to local state and national disease profile. The University fulfills all the infrastructure and faculty norms prescribed by concern regulatory authorities. During COVID pandemic in 2020, Krishna Hospital was the first private hospital in the State to start ICMR approved COVID testing RT-PCR facilities. The University is financially strongly supported by Krishna Charitable Trust and has managed to evolve into the best private University.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years</p> <p>1.1.2.1. How many programs were revised out of total number of programs offered during the last five years Answer before DVV Verification : 48 Answer after DVV Verification: 48</p>										
1.2.1	<p>Percentage 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).</p> <p>1.2.1.1. Number of programmes in which CBCS/ Elective course system implemented. Answer before DVV Verification : 20 Answer after DVV Verification: 20</p> <p>1.2.1.2. Total number of Programmes where there is regulatory provision for CBCS / elective course system Answer before DVV Verification : 20</p>										
1.4.2	<p>Feedback process of the Institution may be classified as:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Provided feedback not reflect on College website.</p>										
2.3.4	<p>Student :Mentor Ratio (preceding academic year)</p> <p>2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 308 Answer after DVV Verification: 303</p> <p>Remark : DVV has made the changes as per shared list of mentors by HEI.</p>										
2.4.4	<p>Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.</p> <p>2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>266</td> <td>249</td> <td>244</td> <td>247</td> <td>246</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2019-20	2018-19	2017-18	2016-17	2015-16	266	249	244	247	246
2019-20	2018-19	2017-18	2016-17	2015-16							
266	249	244	247	246							

2019-20	2018-19	2017-18	2016-17	2015-16
00	00	00	00	00

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
81	32	26	21	19

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
40	17	15	11	10

3.1.2 The institution provides seed money to its teachers for research (average per year)

3.1.2.1. The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
59.13	34.45	30.84	17.30	18.21

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
59.13	34.45	30.84	17.30	18.21

3.1.3 Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16

143	73	48	54	42
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
75	35	28	30	40

3.2.1 Total 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 last five years

3.2.1.1. Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
191	09	07	00	25

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
16	09	07	00	2

3.3.3 Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

3.3.3.1. Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
10	6	0	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
08	6	0	0	0

3.5.2 Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

3.5.2.1. Amount generated from consultancy year-wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
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37	21	17	06	23
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
37	21	17	06	23

3.7.1 Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
101	47	38	34	33

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

Remark : Provided MoUs, Mail copy has not considered. Also agreement letters on college letter head has not considered.

5.2.1 Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

5.2.1.1. Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ **PG-NEET**/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
233	138	83	61	31

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
233	65	47	11	6

5.2.1.2. Number of students appearing in state/ national/ international level examinations (eg:

NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE/Civil Services/State government examinations PG-NEET/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
338	139	86	61	31

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
338	139	86	61	31

Remark : DVV has made the changes as per pro-rata basis of provided qualifying letters of students by HEI. Provided admission letter, admit card and list has not considered.

5.2.2 Average percentage of placement /self employed professional services of graduating students during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
490	457	345	259	197

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
2	0	0	0	0

Remark : Provided list has not considered. Provided most of the offer letter has not reflect any year.

7.1.4 Water conservation facilities available in the Institution:

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Four of the above

Remark : DVV has select Any Four of the above as per shared bills and photos of Rain water harvesting, Borewell /Open well recharge Construction of tanks and bunds Waste water recycling by HEI.

7.1.7	<p>The Institution has disabled-friendly, barrier free environment</p> <ul style="list-style-type: none"> • Built environment with ramps/lifts for easy access to classrooms. • Disabled-friendly washrooms • Signage including tactile path, lights, display boards and signposts • Assistive technology and facilities for persons with disabilities (<i>Divyangjan</i>) accessible website, screen-reading software, mechanized equipment • Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading <p>Answer before DVV Verification : All of the above Answer After DVV Verification: Any Four of the above Remark : DVV has select Any Four of the above as per shared bill and photos of Wheel Chairs, Ramp, Lifts and Tactile path and Washrooms by HEL.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of all programs offered by the institution during the last five years Answer before DVV Verification : 69 Answer after DVV Verification : 54</p>																				
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>308</td> <td>303</td> <td>286</td> <td>288</td> <td>289</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>304</td> <td>299</td> <td>283</td> <td>280</td> <td>275</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	308	303	286	288	289	2019-20	2018-19	2017-18	2016-17	2015-16	304	299	283	280	275
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3.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>10517</td> <td>6667</td> <td>5255</td> <td>5243</td> <td>6291</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>5919.01</td> <td>6401.74</td> <td>3867.26</td> <td>3674.27</td> <td>4091.91</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	10517	6667	5255	5243	6291	2019-20	2018-19	2017-18	2016-17	2015-16	5919.01	6401.74	3867.26	3674.27	4091.91
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