SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAMA MEDICAL COLLEGE HOSPITAL AND RESEARCH CENTRE, HAPUR

RAMA CITY, NH-24, DELHI-HAPUR HIGHWAY, NEAR MOTHER DAIRY, PILKHUWA
245304
www.ramamedicalcolleges.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The College and Hospital is spread over a collective area of 5,50,000 Sq. ft. Established in the year 2011 , Rama Medical College has been producing qualified and expert medical professionals who are not only good at their profession, but also carry deep values that make them inclined towards serving the community. The college offers a great learning platform to the students and enables them to learn, observe, practice and master the skills required. The courses offered are designed with a fine blend of theoretical and practical learning and give the students a deep insight into their chosen subjects. The teaching faculty comprises highly qualified medical experts who guide the students with a compassionate and progressive approach.

Facilities:-

Rama Medical College Hospital & Research Centre, Hapur is fully equipped with all the required learning tools and laboratories. The Faculty of Medical Sciences, Hapur campus offers accommodation facilities to the students apart from the academic facilities at the Hospital such as

- A Super Specialty Hospital setup with 750 beds
- A Diagnostic Division with Cardiac CT, 1.5 T MRI
- IITV
- Mammography
- Multiple Biochemistry and Haematology Analyzer
- Immuno Analyzer
- DICOM environment

While serving as a strong learning platform, the hospital also caters to the medical needs of the people living in that area. The departments within the hospital include, Cardiology, Cardio Thoracic Surgery, Nephrology, Gastroenterology, Urology, Neurology, Neurosurgery, Pediatric Surgery, Plastic Surgery, Reproductive Medicine, Surgical Oncology, Radiotherapy and Blood Component Unit.

Vision

To be recognized worldwide as a premier university with a vision to provide education of international standards. Our vision is to build professionally superior and ethical professionals and to empower the world with a commendable work force adept at meeting the challenges of the 21st century.

Mission

Our mission is to empower each section of society through education and produce socially committed professionals. Our mission is to provide students with a sense of understanding for values and ethics, a

21-09-2021 12:23:44

commitment to law and morality, and appreciation of human creativity.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. High level social recognition to educational constituent units and hospitals.
2. Team of well qualified, reputed and dedicated faculty.
3. Student diversity – all states of country.
4. Health Profession Medical Education Unit (MEU)
5. Skill labs with BLS, ACLS, ATLS, PALS training programs .
6. Supportive management of highly educated doctors who are committed to their jobs.
7. Water self reliance, waste management and other green practices are inbuilt in campus ethos.

Institutional Weakness

1. Least preference by Government Research Funding agencies for Deemed to be Universities.
2. Slow pace in having international collaborations on large scale.
3. To get international students (NRI) due to NEET examination.

Institutional Opportunity

1. Scope for increasing National and International collaborations.
2. Scope for strengthening Alumni Network.
3. Medical Tourism at Garh Mukhteshwar as a nearby tourist place .
4. Up-gradation of Trauma-care facilities at Rama Hapur campus.
5. Up-gradation of Organ-transplant facility at Rama Hapur campus.
6. Initiation of cancer treatment facility at Rama Hapur campus.
7. Initiation of more value added courses .

Institutional Challenge

1. Motivation of younger faculty to choose an academic career.
2. Attract post-graduate students in non-clinical branches of medicine.
3. Motivate Regulatory bodies for adopting choice-based credit system.
4. Make available Government Research Grants to the institute

1.3 CRITERIA WISE SUMMARY

Medical Part

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

78.27

2. Competency based education has been characterized as a result based way to deal with the plan, execution, appraisal and assessment of clinical instruction program utilizing a getting sorted out structure of capabilities. Competency is definitely not an all or none phenomenon. Rather it is incremental. The part of instructors is to assist the student with gaining and enhance the skills. Competency based educational plan moves from time bound instruction and views at competency as the end point.

3. Emergency clinic gained contamination is a wellbeing peril. It is essential to limit the danger of spread of disease to patients, guests and staff in medical clinic. A contamination control strategy has been received by RMCH&RC. The Hospital Infection Control Policies have been planned and are being rehearsed and observed by the Hospital Infection Control Committee (HICC). All the understudies in the clinical postings are instructed with respect to disease avoidance and control measure. Hospital is NABL recognized

4. Operational highlights and elements of immunization clinic: Conducting vaccination facility week by week. Exceptional staff has been named for immunization clinic. Immunization is directed in an extraordinary room under all aseptic safeguards before vaccination infant's anthropometry and clinical assessment noted. Conceivable results of vaccination are disclosed to guardians/family members and consent for vaccination is taken. Clarify strategy and significance of vaccination to guardians. For infants who have gotten immunization at other clinic already and came here for additional vaccination we issue the vaccination card on which insights regarding further immunizations and conditional dates composed. Keeping a record of children vaccinated in our vaccination centre.

Curricular Aspects

Rama Medical College Hospital & Research Centre (RMCH&RC) is committed to justify the objectives envisaged in the Vision and Mission by way of creating, executing and disseminating knowledge in the area of Indian Undergraduate and Post graduate of the college. The college is running with MBBS course and three post graduate courses i.e. Medicine, Surgery and Anesthesia and also MBBS course.

The syllabus and examination pattern of   both the courses are followed by Choudhary Charan Singh University, Meerut (UP)/ National Medical Council (NMC) of India. The MBBS course and PG courses are implemented as per guidelines of CCSU.

The college Academic council, curriculum committee and Time Table committee conduct in house meetings before finalizing the Academic calendar.

Accordingly, the Teaching Learning process and assessment plans are done by the departments. MBBS course is planned phase wise including the Attitude, Ethics and Communication components required for an Indian Medical Graduate. Appropriately lesson plans are prepared for professionalism and skill development.

Unique features

- Student centric strategies for curriculum implementation.
- Integrated and Aligned Teaching Learning process.

- Segmented assessment.
- Well planned Extra curricular activities.
- Planning community oriented Health awareness programmes.
- Planning field visits for community participation.

Best Practices

- Community participation in Health activities
- Facilitating Research work of under graduates, Post graduates and Faculties.

Teaching-learning and Evaluation

To keep up straightforwardness in its confirmation cycle, the establishment gives the data with respect to its principles and guidelines, number of seats, weightage standards and so on in its outline in each scholarly year. Confirmation is given on legitimacy premise and all legitimacy records are unveiled through notification sheets. To guarantee variety and consideration, the establishment gives offices to the understudies who are coming from the more fragile areas of the general public.

After affirmation, the faculties check the learning level of the understudies through composed test so that address conveyance level can be guaranteed. Through regular class test and different assignments, teachers evaluate the students.

The Institution is resolved to make educating and learning more compelling. To guarantee it, the prospectus is properly arranged with equivalent dividing for opportune inclusion in the start of each scholastic sessions and the execution of the equivalent is kept up. The IQAC of the college decides the nature of educating taking in through customary input from understudies and faculties. Different co-curricular activities like quiz contests, group discussion, project and assignments, painting, slogan writing, etc. are exercised regularly to evaluate the creativity and critical thinking of the students and to maintain their lifelong orientation towards learning.

To meet the scholastic requirements of the understudies, the school admissions qualified and capable showing workforce who with their latent capacity and responsibility for instructing and learning change the existences of the understudies.

Research, Innovations and Extension

The foundation is certainly not a perceived examination focal point of the affiliating University or some other organization yet our individual instructors are engaged with their separate exploration work. The foundation supports them for such endeavors. Workshops and Seminars are coordinated by the organization to arrange the understudies just as resources to investigate. The basic role of the establishment is instructing and a general improvement of the understudies. In any case, tests and rivalries, composed tasks, field reviews and so forth are a portion of the way to rouse the understudies and make their advantage in examination. Unique workshops are led for PG courses according to the standards of the affiliating university.

There is additionally an arrangement of supporting climate for research exercises, the foundation likewise gives

helps, for example, reserves, study leave, and enrollment expense on interest at whatever point our resources present their examination papers. The organization in like manner ponders upon the necessities of redesigning its labs and requests are sent for awards and assets to the administration. The foundation advances investment of understudies and resources in expansion exercises like social review, examination or venture works.

Infrastructure and Learning Resources

The college is resolved to give each vital office to its understudies for making learning more powerful and prepping the general character of the understudies. . It has a good infrastructure with well-furnished class rooms, well equipped labs and other facilitieFor learning assets, the college has a decent library with various content and reference books and books on broad premium alongside numerous papers, magazines and journals. It additionally has a very much evolved IT structure. It gives the office of ICT assets to staff and understudies and urges them to use this office for most extreme advantages in learning.

For powerful upkeep and up keeping of the framework, there is General Purchase Committee working in college.

Student Support and Progression

The college provides all the necessary information like rule and regulations, admission details, number of sheets, Major activities etc. to the students through college prospectus published annually.

The college has a pledge to give best offices inside the accessible methods and working for advancement of the general public as its objective. To survey, guarantee and keep up the nature of its arrangements and endeavors, there is a viable instrument in the college through which the input from understudies, faculties and different partners is gathered. The proposal are invited and properly actualized for the improvement of the foundation.

Various cells and boards like the Women Cell, the Grievance redressal Cell and the IQAC are attempting to address the scholarly, individual, vocation, psycho-social issues of the understudies. These cells and boards of trustees encourage understudy movement to more significant level of training and towards work by giving legitimate direction and guiding to the understudies.

The IQAC of the college is viable in deciding nature of the endeavors headed by the college in difference spheres. The customary criticism from understudies, faculties and different partners assists improvement.

Governance, Leadership and Management

The vision of the establishment is "inspiring of society through subjective, inventive and esteem based training" and the mission is "to plan commendable, reasonable and mindful residents fit for changing the general public and revamping the country with the force of information and scent of instruction."

Principal and faculty members are ceaselessly occupied with planning and executing the arrangement articulations and activity plans for satisfaction of the mission. The college has an intricate system of advisory groups and assigned cells to give operational independence to office to having effectiveness.

Through standard gathering with the administration, college authorities gets headings for the improvement of value. The fundamental focal point of the college is towards quality measures and not towards quantity. The head as illustrative of the organization saves normal correspondence with the top administration for the compelling administration of the establishment. The results of such gathering or correspondence are properly followed up on for the further improvement.

For compelling monetary administration and asset assembly, the organization has component to screen the usage of the accessible funds/grants to satisfy the due necessities according to proposals of boards of trustees.

The college has a pledge to give best offices inside the accessible methods and working for advancement of the general public as its objective. To survey, guarantee and keep up the nature of its arrangements and endeavours, there is a viable instrument in the college through the feedback from students, teachers and other stakeholders is collected. The proposal are invited and properly actualized for the improvement of the foundation.

Institutional Values and Best Practices

The institution is resolved to give quality education. We are quite worried towards climate cognizance. The College grounds is lavish green and has countless obscure trees and different plants. Study halls are appropriately ventilated. We are greatly worried for energy saving. Grounds is furnished with sun based energy. The college grounds has its own water reaping framework. No carbon ages in the grounds. Consistently trees ranch programs are coordinated by foundation. There is no perilous waste and e-squander created in the college grounds.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMA MEDICAL COLLEGE HOSPITAL AND RESEARCH CENTRE, HAPUR
Address	RAMA CITY, NH-24, DELHI-HAPUR HIGHWAY, NEAR MOTHER DAIRY, PILKHUWA
City	HAPUR
State	Uttar pradesh
Pin	245304
Website	www.ramamedicalcolleges.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Renuka Sinha	0122-2327319	9810231700	0122-2327311	naac@ramamedicalcolleges.com
IQAC / CIQA coordinator	Nitin Kumar Pathak	0122-2327300	9871823472	0122-	psm@ramamedicalcolleges.com

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Society

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-07-2011

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Uttar pradesh	Choudhary Charan Singh University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
MCI	[View Document](#)	08-09-2016	60	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	RAMA CITY, NH-24, DELHI-HAPUR HIGHWAY, NEAR MOTHER DAIRY, PILKHUWA	Semi-urban	45.31	76779

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Rama Medical College Hospital And Research Centre Hapur	66	INTERMEDIATE PCB WITH NEET	English	150	149
PG	MS,Rama Medical College Hospital And Research Centre Hapur	36	MBBS	English	5	5
PG	MD,Rama Medical College Hospital And Research Centre Hapur	36	MBBS	English	4	4
PG	MD,Rama Medical College Hospital And Research Centre Hapur	36	MBBS	English	10	10

Position Details of Faculty & Staff in the College

Teaching Faculty											
Professor				**Associate Professor**				**Assistant Professor**			
Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government			22				35				49
Recruited											
15	7	0	22	20	12	0	32	34	15	0	49
Yet to Recruit			0				3				0
Sanctioned by the Management/Society or Other Authorized Bodies			0				0				0
Recruited											
0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit			0				0				0
Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government			49				35				50
Recruited											
34	15	0	49	24	11	0	35	36	14	0	50
Yet to Recruit			0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies			0				0				0
Recruited											
0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit			0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				510
Recruited	357	153	0	510
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				44
Recruited	36	8	0	44
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	15	7	0	20	12	0	34	15	0	103

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	34	15	0	0	0	0	0	0	0	49

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	22	62	0	0	84
	Female	14	51	0	0	65
	Others	0	0	0	0	0
PG	Male	1	10	0	0	11
	Female	0	8	0	0	8
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	1	2
	Female	1	1	2	3
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	1	0
	Others	0	0	0	0
OBC	Male	12	17	17	16
	Female	18	10	11	15
	Others	0	0	0	0
General	Male	71	60	58	26
	Female	45	61	60	19
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		149	150	150	81

General Facilities	
Campus Type: RAMA CITY, NH-24, DELHI-HAPUR HIGHWAY, NEAR MOTHER DAIRY, PILKHUWA	
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)	123
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	275
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	271
* Girls's hostel	1	256
* Overseas students hostel	0	0
* Hostel for interns	1	0
* PG Hostel	1	19

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
534	391	264	234	299

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

1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	30	119	147	01

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

1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
149	150	150	81	0

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

2 Teachers

2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
139	103	61	38	29

File Description	Document
Institutional data in prescribed format(Data templ	View Document

2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
139	103	61	38	29

File Description	Document
Institutional data in prescribed format(Data templ	View Document

3 Institution

3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
766.51	436.28	502.98	706.75	371.87

File Description	Document
Institutional data in prescribed format(Data templ	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The dream of our founder began in 1996 with the commitment to cultivate information and wisdom at International Levels for our generation, which is very important for every nation to establish itself in the flow of the shining world. He founded an educational society named the Rama Educational Society (RES), holding all these points in mind. His hope is achieved with his hard work and effort and RES is moving forward to the field of education, healthcare, infrastructure, Medicare, machine and high tech.

The institution follows the curriculum designed and developed by CCS University in alignment with the guidelines of National Medical Commission (NMC). National Medical Commission adopts Competency Based Medical Education (CBME) from the academic year 2019-20. Our institution has adopted CBME model from this academic year 2019-20.

Following are the broad steps that are being followed at out college for content delivery:-

1. Syllabus of CCS University/NMC for both UG and PG courses

2. Academic Calendar

3. Teachers' Master Time Table

4. Roster system (Monthly Teaching Schedule)

5. Department HOD monitoring

6. Curriculum committee monitoring

Curriculum Planning Process is integrated into our ERP as Academic Planning and Monitoring. It has the following sub components

New medical postgraduate programs focused on national requirements have been initiated by the Institute to have qualified experts in surgery, medicine and anesthesia in 2020 and to do our hardest to achieve seats in other departments.

Skill-based, encouraged by collaborative training, community-oriented, problem-based learning, medical graduate programs are As per NMC, Competency Based Medical Education (CBME) is being introduced.

The Institute has clearly stated outcomes of the program (POs) and outcomes of the course (COs), communicated to the faculty & students, which are monitored throughout.

The curricula produced and applied are important to the needs of local , state , national and global healthcare, resulting in well-defined graduate characteristics.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

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

Response: 0

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

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for details of participation of teachers in various bodies	View Document
Link for additional information	View Document

1.2 Academic Flexibility

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

Response: 0

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

Response: 00

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

Response: 00

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

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

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

Response:

Rama Medical College Hospital & Research Centre (RMCH & RC) actively engages in raising awareness and proactiveness of gender, climate and biodiversity, human values, health determinants, the right to health and evolving demographic concerns and professional ethics among students, society and their health workers at our PHC through ASHA workers and Health related workers.Some awareness camps is also organized in the community with the support of CMO Hapur.

Gender : RMCHRC has a highly creative, efficient and conducive gender equality climate, commonly mirrored in the Male : Female ratio distribution of students and employees. Active acts include: Sensitization of gender in curricular / co-curricular events.

Topics on identity is contained in the UG Curricula and done through mentorship. In UG Curricula, modules for the inclusion of gender in medical education prepared by NMC (earstwhile MCI) were adopted. Our faculty contributed to the planning of these modules.

Enviorment and Sustainability: The Institute conducts a module in environmental studies consisting in ecology, environmental degradation, social problems and human population.

Human values: Students are stationed in remote health centers during the internship and are assigned to health care families / houses and retain family directories. It helps to consider healthcare's socio-economic , environmental and cultural implications and offers opportunities to develop empathy, leadership skills, and a holistic approach to health & disease. Unique camps were conducted in Hapur, to inculcate spiritual values: self-discipline, service mentality, yoga , meditation, leadership growth, listening skills, peace, non-violence, stress control & time management.

Health determinants: in Community Nursing, Paediatrics, General Nursing classes, biomedical, physical, behavioral & sociocultural, environmental, social status and health services are an important part of the curriculum.

Right to Health: In the program, these problems are discussed and incorporated during clinical practice.

Internships and postings. The operations of the patient charter, Hippocratic Oath and white coat ceremony are characteristics added.

Emerging demographic shifts: Instruction of population pyramids of age and gender distribution. It emphasizes the relevance of the gender ratio.

Professional Ethics: Our college has a ethical committee who scrutinize all the research proposals , study projects , clinical trials etc submitted by the staff of RMCH & RC and will grant the approval and permit the study if deemed fit ethically.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

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

Response: 0

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

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

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

Response: 0

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

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

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

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

Response: 14.04

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

Response: 75

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	[View Document]
Institutional data in prescribed fomat	[View Document]
Community posting certificate should be duly certified by the Head of the institution	[View Document]
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	[View Document]
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: D. Any 2 of the above

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

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

Response: D. Feedback collected

File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

Other Upload Files	
1	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 0

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

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

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
0	0	0	0	0

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

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

intake

Response: 70.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
149	150	150	81	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
150	150	150	150	0

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: 56.96

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	108	111	51	0

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	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 other relevant 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. **Follows measurable criteria to identify slow performers**
2. **Follows measurable criteria to identify advanced learners**
3. **Organizes special programmes for slow performers**
4. **Follows protocol to measure student achievement**

Response: A. All of the above

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

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

Response: 4:1

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

Other Upload Files	
1	[View Document](#)

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

Response:

Rama Medical College Hospital & Research Centre, Hapur has always been on the search for students with out of the box thinking and special talents. Through the Literary and Cultural Committee activities have been conducted which helps the talents of the students to surface.

- Literary Committee conducted Poetry competitions, Debate and Medi-Quiz in the College.
- "Alfaaz" the Poetry competition was conducted during the Annual College Day, Anukramathe best poetry is chosen for an award and certificate.
- College also conductsLiterary & Cultural activities on a regular basis every year.
- **Farewell of 2011 Batch by 2012 Batch (11th December 2015):** The 2012 batch organized a farewell for 2011 batch. Sashes were given to Mr. & Ms. Farewell, along with few interesting and apt titles like Mr. & Ms. Chulbul and Bulbul which was followed by dinner and D.J session.
- **Republic Day&Independence Day**wereobserved with flag hosting ceremony, students celebrated the day by singing and dancing on patriotic song and remembering our freedom fighters.
- **Saraswati Puja, Ganesh Puja, Mahashivratri and Durga Pooja, Ramadan kareem, Lohriand Christmas** were celebrated with cultural flavour**.**
- 15th February 2019: **A candle march** was organized on 15th February 2019 to pay tribute to the CRPF Jawans who were martyred in terrorist attack at Pulwama
- 15th April 2018: **Breaking Our Silence:**A candle march was organized on to pay condolence to Asifa, the baby girl who was brutally raped in J&K.
- **Holi (2018):**Holi is one festival best celebrated with family and close ones and RMCians celebrated it with full gusto in the campus.
- **Fresher`s Party:** Fresher`s party for 2018 Batch was organized on 5th March 2018 by the 2017 students under the guidance of the Cultural Committee. Ms.Saloni&Mr.Anubhav were selected as Mr. & Ms. Fresher`s and this followed by lunch and D.J session.
- **Farewell of 2012 Batch by 2016 Batch (31st march 2018):**The 2016 batch organized a farewell for the 2012 batch.Various activities took place and programme ended by giving sashes to Mr. & Ms. Farewell as a traditional way of celebration.
- **Teacher`s Day Celebration (**5th September 2018): Students took active part in songs, poems and skits, free style and cultural dance.

- **Aaghaz!:** 2018 MBBS Batch was welcomed with warm hearts by RMCians organizing a Parent - Students Orientation Programme on 12th September 2018. During the interaction with parents & students the anxious students and parents were comforted. It concluded with high tea and snacks.
- **Sports & Cultural Prize distribution on 7th May 2019:** Prize Distribution was done on 7th May 2019.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for Appropriate documentary evidence	[View Document](#)

2.3 Teaching- Learning Process

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

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

Response:

The Medical Education Unit has trained most of the Faculty in the strategies in medical curriculum for aholistic approach for patient care.

1. **Experiential Learning:** The curriculum is student and patient centric and application based. They learn patient care through discussion on a case (Case Based Learning) or through a Problem based or Paper Based Learning.
2. **Integrated / inter-disciplinary learning:** Basic science subjects are well integrated with relevant clinical subjects across Phases for a holistic approach to patient care including communication skills.
3. **Participatory learning:** The teaching learning method is more of interactive session throughSmall Group Teaching, Self-directed Learning which help in group dynamics. There are group discussions, seminars, early clinical exposure and case discussions. The out-reach activities and health camps also help in early community interaction.
4. **Problem-solving methodologies:** Students discuss patient care through case presentation [Case-Based- Learning (CBL]or in a simulated fashionthroughPaper Case or Problem Based Learning(PBL) all facilitated by Faculty. This gives them a feeling of onus of the described case.
5. **Self-directed learning (SDL):** For Self Directed Learning, they are given assignments and each

topic is divided among the groups and they are to come back prepared with their portions. Each group informs the other group of their portions and thus the whole picture is complete (Jig Saw Technique). The practical skills are first directly observe a demonstration (DO) by the students and then given an opportunity to assist (A) the performer and later Perform (P) in a simulated environment or under supervision [Demonstration- Observation-Assistance- Performance, DOAP].All these experiences are noted in their Logbook for future references of their learning.

6. **Patient-centric and Evidence - based learning:**Through Clinical rotation students gather patient related information from OPD, IPD, OT, Emergency& Trauma Care, Laboratories. Bed side teaching, discussion in the ward rounds help them understand the whole gamut of patient care identify the relevance of history taking, physical examination, and management.

7. **The Humanities:** The medical curriculum revolves around 3 domains namely the Cognitive, Psychomotor and Affective. The most neglected domain ie. the Affective (Heart). The students are exposed to various cultural factors and family values through interpersonal and community interaction during community visits.

8. **Project-based learning:**Students are given projects under the supervision of Faculty to bring innovation in the given topics.Through projects they do a lot of SDL(Self Directed Learning (SDL), this helps them do a lot of research on the designated topic (inquiry teaching), it brings in more accountability

Role Play: The nuances of HIV/AIDS awareness, Breast Feeding, Preparation of ORS and methodology of giving it are inculcated best through Role Play. Students role play to disseminate information in the society on thevarious Health Days.

File Description	Document	
Link for learning environment facilities with geotagging	[View Document](#)	
Link for any other relevant information	[View Document](#)	

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

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

Response: E. None of the above

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

Faculty in the Medical College are well trained in using ICT tool. The Medical Education Unit has trained most of the Faculty using these tools including "How to make a Power Point Presentation". Medical Education Unit also facilitated training the faculty in use of online platforms for taking Online classes and assessments. This makes the process of teaching easy and interesting for both students & the Faculty. Salient features of Faculty using ICT enabled Tools are as follows:

·   The Medical College & Hospital have Wi-Fi and **Broad band internet connections.**

·   All the Lecture theatres in the Medical College & Hospital are ICT enabled.

·   Conference rooms are also ICT enabled.

·   Faculty members are Information Technology savvy both professionally & personally. They are well versed in the use of Power point presentations and Smart Board Classes. This helps them use a mix of power point presentation and white board teaching while taking a session in the class. This also helps to make the lecture more active rather than passive lectures.

·   During the lecture, while the power point presentation is going on, the Faculty many a times switches over to a relevant video or audio clip. This helps to give more information on the topic taught and also helps to break the monotony in the help. Based on this questions ae asked to the students and it turns about to be more inter active and interesting sessions.

·   Faculty are well trained to take online classes. Faculty take classes on Zoom, Gotomeeting and

upload the study material in the link provided by the IT departments. This enables the students to access the study material for ready references. This also helps in checking the attendance of the student as the students have to log in to get access to the material. Faculty have the wherewithal to record and upload their classes too.

·   Faculty are well trained to take online assessment through Google forms, Whatsapp video calls. Surprise assessments are also being done with the use of Google form either pre and or post sessions.

·   The Library is also an e-library with facilities for access to journals online. The Journals available are 131 & E- Journals approximately 15000.

·   Faculty record interesting cases like Surgeries, Anaesthesia techniques etc. to share with students to increases interest and inquiry among students.

·   The Medical Education Unit conducted the Curriculum Implementation Support Programme through a webinar for 30 Faculty's for 2 days. Other than routine sessions in the workshop, Group activity and Role Play was also done through this platform. The Faculty conducting the workshop and those attending the workshop were well versed with the use of ICT tools required for the smooth conduction of the workshop.

·   Students also use power point presentation during their seminars.

·   ICT tools are used to conduct Medi Quiz, cultural and literary activities in the college and hospital.

·   The PG students have their classes in the ICT enabled lecture hall in the Hospital.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 11:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 50

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of circular pertaining the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	[View Document](#)
Any other relevant information	[View Document](#)
Link for any other information	[View Document](#)

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

Response:

The teaching learning process in the college provokes inquiry learning through which students learn better. After a introduction of the topic through a didactic session, students are given a chance to show their talents through a **poster presentation**. There their thoughts about the topic are very much reflected by their drawings and writings in the poster.

On 7th April every year, the World Health Day is observed in the college, there are poster competition, skits and Poems recited by the students. Students are encouraged to participate in Debates, Quizzes. Their creative thinking was very evident in the skits which they performed skits in the class after a session on Concepts of Health & Disease. During the World Health Day in 2017 thestudents of 2012 Batch gave a well-structured overview on Depression and students of 2016 played a skit based on the theme "Depression - Let`s talk". In the skit students showed how to identify persons with depression and how to make help reach them. The posters based on the same theme were very thought provoking. The **poetry** narrated by the students were very fresh and innovative.

Students of 2016 &2017 batch performed a skit on Janani Suraksha Yojana(JSY) clearly describing the problems faced by pregnant women and how to get benefits of the JSY scheme. They also mentioned about the other government run programmes which help the poor pregnant women. The skit also conveyed what and how to get services from the nearby PHCs & CHCs in the area. In the poster making students showed their creativity on Universal Health Coverage, the theme of the World Health Day,2018.

On the 30th Anniversary of World AIDS's Day on 1st December 2018, students organized a **NukkadNatak** on the theme of "Know Your Status" to create awareness about how common people should take the help of government machinery to know their HIV Infection status. As the topic is very sensitive the student found their innovation in depicting this well. Their thoughts were well reflected in the posters they made.

File Description	Document
Link for appropriate documentary evidence	<u>View Document</u>
Link for any other relevant information	<u>View Document</u>

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<u>View Document</u>
Institutional data in prescribed format	<u>View Document</u>
Any additional information	<u>View Document</u>
Links for additional information	<u>View Document</u>

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

Response: 87.8

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
116	88	55	33	27

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 7.01

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

Response: 974

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

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

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

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

Response: 1.19

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
1	1	1	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Awards claimed without certificates will not be considered	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal

Evaluation and ensures that it is robust and transparent

Response:

The teaching learning process is incomplete without assessment. The college has meticulous method of formative assessments before the summative assessments of students. The Curriculum Committee plans the internal Evaluation while planning the implementation of the curriculum. The dates for the examinations are discussed by the Academic Council Committee and the Heads of the concerned subject departments and in Timetable Committee. This is followed by a meeting by the Examination Cell Committee which firms up the date for Terminal Examinations-I, Terminal Examinations-II and Pre-University Examinations. The Terminal Examination-I are planned 6 months after the students have come into the new semester and the Terminal Examination-II in the next 4-5 months so that the Pre-University Examination is one month prior to the University Examination.

The students have enough preparation time. A schedule for both Theory and practical examinations is made and then circulated to all the departments. The dates are also displayed in the notice boards. Instructions are also given in the classes and the Faculty also conveys the portion for the examinations. The question paper is set by the Head of the respective departments. Invigilators are deputed to Faculty for the examinations. Invigilation duty is allotted to Faculty other than the examination subject. Two Invigilators are selected for each of the examinations and their invigilation Duty Roster is circulated. CCTV cameras are also installed in each of the examination halls for vigilance from the Principal Office. This makes the Internal Evaluation robust and transparent.

Assessment is no assessment without feedback. After each of the examination, the subject faculty correct them very meticulously by writing their observation on the sides of the answer sheet. Marks are displayed in the Departmental notice board. The students are called for a feedback session in which they are given their answer sheets for them see their performance. Feedback is given in a constructive way so that the student understands where they have to improve their performances.

Observation written by the examiner in the answer sheet are noted by the students and they ask queries. The students are given explanation on the comments written. Students also clarify their doubts then and there. The answers for the questions are also told to them during the feedback session so that the students can note the answers. They are also told to time their paper and try at the best to go in the sequence of the question paper. underline the important points and draw diagram and flow charts where necessary.Similarly, the Practical Examination marks are also discussed at length for them to understand their shortcomings in their performance. Thus the college adheres to a continuous Internal Evaluation which is robust and transparent.

Even during the lock down due to Covid Pandemic, online assignments were taken through Google forms and assessments were discussed with students during the online classes.

File Description	Document
Link for dates of conduct of internal assessment examinations	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for academic calendar	[View Document](#)

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

Response:

The process of initiation of Internal assessment starts with the planning of the sessions by the Timetable Committee. The tentative dates of the Internal examinations, namely the Terminal Examinations- I & II and the Pre-University Examinations are well planned before the University examinations.

For the Internal Examinations portions for the exams are told during the class hours and individual departments inform the same through departmental circulars. Question paper for the subject is prepared by the respective Departmental Headin a supreme secrecy.

The dates for the examinations are announced by the Principal Office. Invigilation duty are allotted to Faculty other than the examination subject Faculty. Two Invigilators are selected for each examination and their invigilation Duty Roster is sent to them.

After the Theory examinations the answer sheets are corrected by the respective departments and the marks are given to the students as per their performances. Marks are displayed in the Departmental notice board and students are called for a feedback session. In the feedback session the answer sheets are distributed to all the students. The corrections and the marks are seen by the students and any grievances by the students are addressed at the same time. The Practical marks of the students are also discussed at the same time. Constructive feedback is given about their performance in the Practical examinations. Their grievances regarding their Practical examination marks are also addressed at the same time.

Students have always been conveyed through the Students Grievance Committee that any issues regarding their academicperformance can be addressed without hesitation. Following the University Examination any request for grace marks and re-correction are encouraged, if the need be.One of the student had been declared absent in the CCSU examinations though she had appeared in all the examinations. The candidate had approached the university and got it rectified as she had actually appeared. Her results were declared as by CCSU.

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

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

Response:

Examination procedures:

- Before the CCSU examinations, a student undergoes three types of examinations, namely Terminal Examination-I, Terminal Examination-II and the Pre-University Examinations.
- The Planning of the examination is done by the Curriculum Committee followed by discussion in theAcademic Council Committee and in the Timetable Committee. The Examination Committee finally firms up a date for the examinations as per semester.
- Question papers are prepared by the respective departments.
- Invigilation is done by faculty other than the examination subjects.

Processes integrating IT

- CCTV cameras are installed in the examination halls for continuous monitoring.
- The attendance and the marks are entered in the college software.

Continuous internal assessment system

- Terminal Examination-I, Terminal Examination-II and the Pre-University Examinations
- During the class session alongside assessment is done by asking MCQs. During lock down pre-session and post session. Assessments.

Competency-based assessment

- Escalating the Miller's pyramid from below of "Knows" to "Knows how" to "Shows" to "Shows How"assessment is done for each of the level of competencies. MCQs or True or false was used

assess the knowledge. Application of knowledge throughCase presentation, Long essay. Through OSCEthey are assessed about their ability to demonstrate. During practical session students are allowed to **observe** a **demonstration,assist** the performer, **perform** in a simulated environment, perform under supervision or perform independently (DOAP).

Workplace-based assessment

- Students are assessed during Practical classes and their Clinical Postings. During the performance of a practical skill, students are assessed on skills as well as in Attitude and Communication skills.

Self-assessment

- Students are allowed to check the corrected answer sheets to see for themselves their gaps in answering the questions.
- During lock down MCQs through google forms were used for assessments, and answer keys were shared so that they can check for the answers themselves.

Objective Structure Clinical Examination (OSCE)/Objective Structure Practical Examination (OSPE):

- Students during Practical examinations are assessed through OSCE/OSPE to demonstrate their learning. The AETCOM skills are also assessed during their examinations.

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

Other Upload Files	
1	[View Document](#)
2	[View Document](#)
3	[View Document](#)

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

1.Timely administration of CIE

2. **On time assessment and feedback**
3. **Makeup assignments/tests**
4. **Remedial teaching/support**

Response: B. Any 3 of the above

File Description	Document
Re-test and Answer sheets	[View Document](#)
List of opportunities provided for the students for midcourse improvement of performance in the examinations	[View Document](#)
Policy document of the options claimed by the institution duly signed by the Head of the Institution	[View Document](#)
Policy document of midcourse improvement of performance of students	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

The MBBS course outcomes are based on the learning objectives defined in syllabusgiven by the Chaudhary Charan Singh University (CCSU) and guidelines under the National Medical Council (erstwhile Medical Council of India).

MBBS Course is divided into three Phases:

- Phase I covers the Pre-Clinical Subjects: Anatomy, Physiology & Biochemistry. Community Medicine is introduced in the 1st Phase itself.
- Phase II covers Paraclinicalsubjects: Pathology, Pharmacology, Microbiology and Forensic Medicine including Toxicology and Community Medicine.
- Phase III, Part–I cover: Otolaryngology (ENT), Ophthalmology and Community Medicine.
- Phase III-Part-II covers Medicine and allied, Surgery & allied, Obstetrics & Gynaecology and Paediatrics.

For each of the Phase, Specific Learning Objectives are derived from the competency based on the UG curriculum. Accordingly, lesson plans are made and the Teaching Learning method (Didactic Lecture, Small Group Teaching, Self- Directed learning, Seminar) are identified appropriately. The course outcome is sequenced in such a way that the Medical Graduate has the following Graduate Attributes:

- Toidentify common medical, surgical, pediatric, Obstetrics and Gynaecology, orthopedics, mental Health and dermatology problems.
- To have communication & leadership skills, and group dynamics to work in a team
- To analysis the disease presentation using the information technology.
- To Plan management of common disease problems keeping in mind the Pharmaceutical ethics and Medical ethics.
- To imbibe attitude towards being sustainable life long learner.

Formative assessment is done in the form of MCQs, Short Answer Question and Long Answer questions and Practicals which help both the student and the faculty identify the gaps if any in the learning process. During the class sessions MCQs are asked to students and encouraged through applauds and sometimes chocolates.

Students are also involved in observation Health Days through which they learn organizing (team work), leadership and administration skills.The college creates an environment to create an attitude towards the student being a sustainable life- long learner.The Timetable for the whole year is displayed in the website: for easy access.

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

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

Response: 44.35

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
6	25	118	146	0

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

2019-20	2018-19	2017-18	2016-17	2015-16
7	30	119	147	0

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

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

Response:

To meet the Learning outcomes of the MBBS course, at each phase different Teaching learning method are adopted. The Teaching and the Assessment process are planned before the start of the session through sequential meetings in the Academic Council, Curriculum Committee, Examination committee and the Timetable Committee.

The Topic pertaining to the subject are taught through anInteractive session. The session are taken through

a Power Point Presentation in the ICT enabled class rooms. Appropriate Teaching Learning method are chosen according to the topics, the focus on the topic is reiterated through Small Group Teaching (SGT), Self-Directed Learning (SDL). Students also learn through making posters showing their creativity and thus reflecting their knowledge. According to the topic and subject the teaching leaning methods varies eg. for clinical correlation the Pre-clinical subjects are taught through case based learning/ Problem based learning. The topics are well **integrated either Horizontally or Vertically** according to the phase and where required there are few topics chosen for **Alignment and Integration**(AITOs) throughout the phases. Wherever required they are also taught through **DOAP** (Demonstration-Observation – Assistance-Performance)A **practical session** that allows the student to observe a demonstration, assist theperformer, perform in a simulated environment, perform under supervision orperform independently. Practical teaching is also done in the Hematology Lab, amphibian Lab, Microbiology, Pathology and Pharmacology Laboratories.

Learning is incomplete without assessment, so students are assessed through the Seminars, Question & Answer session in the class, MCQs before and after the class. Internal Assessment is also done through Long Answer Questions and Short Answer Questions in Terminal & Pre-University Exams.Students also learn through the Quiz competition conducted by the college, while taking part in the World Health Days and during community visits.

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

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

Response:

Grooming of the student as a doctor is not only the responsibility of the Medical College but also that of the parents. Though parents have shifted their responsibility of implementing their dream or their ward's dream of becoming a responsible citizen by playing their part as a doctor, it very important for us to understand the student's mindset, which is best comprehended through interaction with Parents.

When the students join in the First Year there is interaction with Parents on the first day of the Orientation Programme. An overview is given to both the students and parents about the course curriculum, infrastructure available in the college and the Hospital. The Parents are also taken through a virtual drive through the hostel facilities in both the girl's and boy's hostel, mess, gym and indoor games.

After starting the academic sessions, parents are informed about theacademic performanceof their wards by calling for a Parent Teacher Meeting. Telephonically or via emails messages are conveyed regarding the dates so that they can find it convenient to attend. Many a times Departmental Faculty have also entertained calls from parents enquiring their wards performance. Feedback and suggestions of Parents are well taken to create a conducive environment for the students. Parents are usually apprehensive about their

wards security in the first year. Their safety is ensured by introducing them to the mentorship programme in the college. If need be they are also introduced to the Mentors for gaining their confidence. The contact between faculty and teachers continue throughout the year irrespective of whether the student is in the senior or junior batch.

After each academic session, the student'sattendance is sent to the Parent's mobile number. So the Parents are aware about the whereabouts about their wards. Indirectly the students are aware that their attention, performance and behaviour are duly important, subtly shifting responsibility of their attitude and behaviour to themselves as they escalate through the semesters. Parent and Teacher both together play an important role in the grooming of the student.During the lockdown due the Covid Pandemic parents must have had a hands- on experience of the student's responsibility towards their role as a doctor.

File Description	Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.06

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of full time teacher during the last five years.	[View Document]
Institutional data in prescribed format	[View Document]
Link for Additional Information	[View Document]

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

Response: 0.14

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

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

File Description	Document
Institutional data in prescribed format	[View Document]
E-copies of the award letters of the teachers	[View Document]
Any additional information	[View Document]
Link for Additional Information	[View Document]

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

Response: 0

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

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

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

3.2 Innovation Ecosystem

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

Response:

Rama Hapur has a constructive outlook towards science and creativity, which is why a robust research promotion strategy has been established and implemented. According to MCI guidelines, it has a science promotion committee, publishing advice committee, ethics committee, and technical advisory committee.

It has well-developed (both central and departmental) research labs, yoga laboratory, museums, e-resource facility and statistical databases, and an upgraded hospital set up with strong patient in flow gives it an advantage for faculty and student research activities. With postgraduate courses (Md / MS) coming up, the institute expects and is gearing up for a rise in research activities.

It has a fixed norm of ethics and publishing for faculty and PGs. "Rama, Hapur set up an MHRD-recognized" Incubation-Innovation Hub. Seminars, CMEs and seminars on appropriate clinical / laboratory practice, ethical practice in medical science, intellectual property rights, research methods and other topics of concern are frequently held.

Over the past five years, nearly 180 academic papers have been written by the faculty in national and international publications of repute. Most members of the faculty have names to their name in books. The crown of the institute is also glorified by a few awards. Many students engage in any sort of annual extension and outreach programs that are part of the curriculum. Extension operations are still respected by society.

Almost 180 research articles have been published by the faculty in national and foreign journals of repute over the past five years. In books, most faculty members have titles for their titles. A few honors even glorify the crown of the institute. Most students participate in some form of annual activities of expansion and outreach that are part of the curriculum. Operations of extension are still respected by society.

RAMA students and staff are still at the frontline, whether it is catering to leprosy patients in the villages or raising awareness of different health and social problems through activity-based activities. The institute 's slogan is safe and green camps.

With increasing time, the institute participates in joint research programs, offering these resources. RAMA, Hapur has partnerships with three students for faculty exchange, student exchange, business internship at national and international level, clearing PLAB and ECFMG to their credit.

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

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

Response: 0

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

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

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.3 Research Publications and Awards

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

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

Response: D. Any 1 of the above

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

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

Response: 0

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

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

Response: 1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for any additional information	[View Document](#)

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

Response: 1.57

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)

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

Response: 0

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

3.4 Extension Activities

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

Response: 1

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

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

File Description	Document
Photographs or any supporting document in relevance	View Document
Institutional data in prescribed format	View Document
Any additional informatio	View Document
Link for Additional Information	View Document

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

Response: 2.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	40	0	0	0

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

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

Response:

Not applicable

File Description	Document
Link for list of awards for extension activities in the last 5 year	[View Document](#)
Link for e-copies of the award letters	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response:

Both academically important or socially appropriate, students and staff regularly engage in extension and outreach programs. Visits to healthcare delivery facilities as part of the MBBS curriculum: PHC, district facilities, ART Centre, HFWTC, DHO and Public Health laboratory, etc. aid with the actual application of National Health services with social outreach.

For all students, it is mandatory to complete these classes. In addition to this, students engage in diverse social events. Any of those who include commendable include:

- Sparsh Leprosy Awareness Program in partnership with CHC, Dhaulana at Dehra Village on Feb 8, 2019.
- World Health Day with the theme of "Free Health Coverage-Everyone, Anywhere" was celebrated by students and faculty of RAMA, Hapur, with the goal of providing access without financial difficulty to quality health care for everyone. In addition to acquiring academic expertise, they also spread awareness among people.
- April 7, 2018 was the day when a skit on Janani Suraksha Yojana was performed by the Department of Community Medicine with students of the 2016 & 2017 batch, depicting the challenge faced by pregnant women and how government services support the vulnerable and lower socioeconomic group of pregnant women and told the common man and the different structures present under the Govt. For their convenience, India and the surrounding PHCs & CHCs in the region were also notified.
- In 2017, the students hosted a mental health conference on WHO day and clarified that learning about depression helps break down the stigma and leads more persons to seek support. The students have played a part with the general population.
- Hapur meant that RAMA teachers, faculty and staff practiced what you preached when they performed yoga in the OPD area on June 24, 2018.
- Students took part in a campus tree planting campaign on 5 June 2017 with saplings plantation.
- A Bhandara organized in 2015 for Makar Sankrant was a live instance of social inclusion and transparency. With tremendous passion, students engaged.

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

3.5 Collaboration

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

Response: 0

3.5.1.1 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
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Any other Information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 3

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

Response: 3

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Hapur is home to Rama Medical College, Hospital and Research Centre. It stretches up to 76779 sqm throughout its territories. Located well recognised within the outskirts of the iconic Mother Dairy and Chijharsi Toll Tax on Highway NH 24. Our medical college is flaunting its Rama Hospital aesthetic infrasture hovering with lush green trees. The well-organized parking lot for the public and an assembly area is just before the hospital.

Learning resources:

Classrooms, ICT-enabled classrooms

All classrooms, demonstration rooms, seminar halls. bed side teaching rooms are

well-furnished and ventilated with all required facilities. Facilities like LAN, LCD, projectors. These ICT enabled classrooms and learning spaces are available in medical colleges and hospital in individual departments. with additional portable

facilities to enhance mobility, multiple interaction modes and collaboration.

seminar halls

Along with the ICT enabled classrooms in medical college and hospital have well managed sophisticated seminar and conference halls which can be well utilized to present various inter and intra departmental and institutional level presentations.

facilities for clinical learning

Our hospital has obtained NABL accreditation. OPD and IPD services with adequate patients for clinical learning are available in all specialties & superspecialties. There are 650 beds for bed side

clinical teaching- learning, with 42 beds in ICU . The hospitals have well equipped surgical suites for minor and complex surgeries & students get opportunities to learn various types of surgeries.

learning in the community

The Department of Community Medicine provides exposure to medical students to the Community setting by adopting family in rural area as well as organizing education visits to different public health department Primary Health Centre , Dhaulana. RHTC and UHTC. It enables students to engage in learning comprehensive social development in the rural settings.

Teleconferencing

Institute has been offering coaching for UG graduates for their NEET preparation through teleconferencing.

well-equipped laboratories

The laboratories in our hospital has central pathology were it has well equipped and organized lab segregated into 3 main branches viz Biochemistry, Pathology and Microbiology. Also as per the need of time, due to covid pandemic, we have established molecular biology. Students are often ask to visit the hospital to discuss with the faculties regarding any topics.

In addition, there is a huge Central Reseach Laboratory in medical college builidng. All the laboratories are well equipped with adequate infrastructure to address special challenges in research & advanced training

of health professionals. To facilitate students departments like Anatomy, Pharmacology and microbiology has their museum of own.

Blood bank

We have well operating Blood Bank established in 19/03/2012. Various services are provided like whole blood, packed red blood cells, random donor platelets concentrate, fresh frozen plasma and plateletpheresis. All testing is done by ELISA technique. It is operated under a systematic SOP.

Skills labs

This area encompasses rooms in the simulation hall: LDR, Sim 1, Sim 2, Peds and ED. Simulation technician sets up manikin. Endangered species are excluded in becoming a part of experiment. We are using this simulationsoftware to prohibitanimal execution for medical science

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	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:

RMCH nurtures recreational & sports talent amongst staff & students & to achieve this both campuses have excellent infrastructure.

Sport complexes are available for indoor (Carom, Chess &Table-Tennis) and outdoor. Common room area is allocated in both boys and girls hostel. It is the particular area where students can settle together and talk and learn about each other. In fact it the perfect place where they can celebrate birthday or any kind of small party with wardens prior permission.

To facilitate students with some recreation inside hostel, college has provided indoor games like carom , chess and table tennis. Wardens have the authority to provide tools and equipments pertaining to the indoor sport.

Unlike indoor sport which confines physical activity within the walls, outdoor sport on the other hand allows students to execise full physical potential in the open fields. In order to boost students with mindset of groupism and team mate annaul sport events is conducted by the college where along with students faculties and staffs participate, thus making the atmosphere more enjoyable and binding. Our students have been participating in various competition outside college like in PUSLE and many more where they are proved their competencies by obtaining gold medals.

Various sports college caters to recreational needs of students are:

S.no	Name of the Sport facility	Year of establishment	Size (sqm) Area	User rate/day	
1.	cricket	2016	4700.00	24	
2.	Foot ball	2016	3277.00	24	
3.	Volley ball court	2016	167.40	16	
4.	Basket ball	2016	167.40	19	
5.	Badminton	2016	83.70	14	

Apart from the above activities, college has a special committee which oversees the students needs of cultural activities. Students in RMC are from various parts of India possessing their own culture and tradition and unique identity to represent their community. Thus, cultural committee understands how important is preserving and nurturing our culture is. Despite of who we became we must never give up our root. To promote such wonderful emotions college has immensely aesthetic Air Conditioned Auditorium with state- of -art Audio visual facilities which caters the platform for cultural activities like dancing, singing, poetry and so many more.

Auditorium	Established	Area (sqm)	Capacity	
	2011	531.00	282	

Medical students have to study hard for long hours. Sitting in chairs with bend torso can often result in wrong posture. In addition the monotous life cycle can make any aspirant pupil go lethargic and demotivated. So, along with sports having gymnasium can help to them do resistance training to relieve from the strain and build the body and improve the appetite. This can bring back the confidence in them.

Gymnasium	Established	Area (sqm)	capacity
	2018	90.72	15

College gynamsium has all the essential equipments for basic exercise. Also to the trainer has a good demeanor with positive attitute who not only explain exercise like how it is done cons and pros relating to it. But also design the programme with diet plan.

File Description	Document
Link for geotagged photographs	[View Document](#)
Link for list of available sports and cultural facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

General facilities and overall ambience at campus is vibrant and student centric.

Hostels:

Hostels are catagorized as Boys and Girls hostel. And there is also JR hostel and staff quarter with 2BHK facility. Boys and Girls hostel consists of UG and PG students. In total we have 4 accomodation section. Further Boys hostel is subdivided into blocks we have 3 blocks right now. Each block has specific session students only. There are total 232 boys and 254 girls, 42 staffs in 2BHK and 36 inmates in JR hostel.

Medical Facilities:

650 bedded hospitals with facilities of emergency, OPD and IPD services of specialty& super specialty. There are total of 42 beds in 7 ICUs. 2 pharmacy to provide treatment to all the stakeholders round the clock. 7 with total of 107 beds. Operation theatrs are currently present in the premise with 10 beds. Other

ancillary beds are total 107.

Toilets

203 toilets and 505 washbasins are available with separate

facilities for girls, boys and staff. These are well lit, clean and ventilated with 24 hours running water. Facilities are also available for physically challenged.

Canteen: 3 cafeterias are available in the college to cater with delicious foods and snack.

Courier and Banking services are also available for the staffs which are in particular co-ordination of Account section. **Borada Bank ATM** facility is availbale in the assembly area in front of the hospital to facilitate with cash retrieval service.

Signage's & topographical maps are available.

Greenery

campus is lush green with green fields, flowering plants in gardens and assembly area.

Alternate sources of energy:

Solar system is installed.

UPS and DG.

Generator facility is available as a backup.

Solid waste management

The Generator segregates the waste at the point of generation in accordance with the BMW (M&H) rules 2016 and in compiance with the standards prescribed there under. The Generator shall collect and hand over the segregated BMW in plastic bags as stipulated by the State Pollution Control Board (SPCB) norms. All consumables like bags, needle cutters, disinfectants etc shall be procured by the Generator at its own cost.

Water Purification Plant (Chlorination)

The bore hole water is reserved in the huge tank which is treated with chlorination to purify the water and is supplied to RO installed in every blocks. Thus drinkable water is delivered to all the outlets and for bathing and washing purpose bore hole water is directly supplied.

Security

The campus is safe and secured under 24 hours CCTV surveillance with well trained security staff.

Fire extinguishers are installed.

Transport facility is available to the nearest station.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document]
Link for any other relevant information	[View Document]

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

Response: 99.99

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
766.31	436.28	502.98	706.75	371.87

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Teaching hospitals in campus are equipped with all facilities for patient care & clinical teaching -learning as per the norms of Statutory Council.Rama Hospital. Rama Hospital Hapur offers total teaching beds 750 and 42 beds in ICUs along with 107 other hospital beds and 10 beds in Operation Theaters making total of 809 beds. We have undergone inspection for NABH accreditation. Basic specialty services like General Medicine, Pediatrics,TB and Respiratory Medicine, Psychiatry, Dermatology, General surgery, orthopedics, opthalmology, ENT, OB and Gynaecology.

Intensive care units are following: ICCU (08 beds), MICU (11 beds), SICU (05 beds) , Burn Unit (02 beds), RICU (05 beds) , NICU (06 beds), PICU (05 beds).

Emergency

Defibrilator, ventilator, ECG machine, Patient Monitor, OT light and Syring Pump.

Our functional Operation theaters have following equipments Harmonic Gen 11, Surgical diathermy, Anesthesia machine, C-arm machine, De-fibrilator, syringe pump, patient monitor, Surgical microscope, Laproscope set, Phaco Emusfication system, Phaco, fix OT light, OT table, Drill machine, patient warming system, fumigator, baby warmer, shaver, fix OT LED light.

Department of Radiology equipments ultrasound machine, OPG machine, CR system, CR printer, MRI machine, mobile drive, Fix X-ray, Patient monitor(MRI).

Department of Physiotherapy: Vaccum unit, SWD machine, ultrasonic unit, IRlaser therapy unit, Electrotherapy unit, traction table, quadriceps table, multi functional stistion, paraffin wax bath, hydroculator 4 packs, static cycle air byke, rowing machine, treadmill jogger, infra red lamp, IFT, TENS etc.

Department of Dentistory: Equipments available are dental chair, X-ray machine, UV chamber, Glass Bead sterilizer, suction machine, compressor.

Department of Urology:

Following equipments are available uroflowmetry system.

Department of Dentistory

Equipments present in dentistory are dental chair, X-ray machine, UV chamber, Glass Bead sterilizer, suction machine and compressor.

Department of equipment present in ENT OPD are audiometer, light source 2 port, head light LED, Endoscope, camera, Bi-polar coutery, otoscope and portable OT light.

Equipments present in Opthalmology are slit lamp, Motorised table for slit lamp, keratometer, opthalmoscope direct and indirect.

Laboratories in teaching hospitals

Our hospitals has specially equipped laboratory with installed and totally updated equipments for analysing and processing of the sample and output the best reliable results. Central pathology constitutes of three main units Biochemistry, pathology and microbiology. In microbiology we have molecular biology as a special and newest addition. Up front lies the reception and sample collection counter.

Blood bank

also providesspecialized services like therapeutic Plasma Exchange, Plateletpheresis

Clinical teaching-learning facilities-

The facility for teaching learning is quite well thought of with total of 7 classrooms and altogether 17 demonstration halls in the hospital. All clinical branches have demo halls and atleast 1 classrooms in each. Some of the d

OPD block: There are 75 cabins for faculty, post graduate students along with separate demonstration rooms for clinical teaching.

Average number ofOPD patients   364161.6 and 35224 remained in the last 5 years (2015-2019) which shows huge opportunity of students to interact with patients and have profound exposure to clinical learning.

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

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

Response: 399385.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
395751	382228	368875	349527	324427

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

2019-20	2018-19	2017-18	2016-17	2015-16
40645	38590	35567	32193	29123

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

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

Response: 188.8

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

2019-20	2018-19	2017-18	2016-17	2015-16
302	329	231	81	1

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

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

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: C. Any two of the above

File Description	Document
Institutional prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geotagged photos of health centres	[View Document](#)
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	[View Document](#)
Description of community-based Teaching Learning activities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 Library as a Learning Resource

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

Response:

Name of software LIBWARE (Library Management Software)

Installed in Central Library in 2014.

Nature Extent of Automation is ILMS window based stand- alone configuration (Networking Type).

Modules of Library software (core) is Acquisition module, cataloguing module

circulation, seriel systems, Article Indexing & Abstraction, Online Public AccessCatalogue (OPAC), Book Binding, Administrative Module, SDI (Selective Dissemination of Infromation, News paper management etc

format: MARC Format

Features: Libware work on Network and can be accessed from web Interface & dedicated lines (LAN/WAN).

Software is Develop on Visual Basic 6.0.

LIBWARE is the Integrated Library Management Software with capability to work on network or stand-alone Configuration.

Acquisition Module: It covers handling of suggestion, Pre-Order search and verification; Vendor selection; Ordering and Receiving Material; Fund allocation/ Management; Generation of unique Accession Number.

Cataloguing Module

It covers basic activities related to enter the title, update title, merge title, remove title, update Holding , change Accession number, classifies Subject Directory, provides Indexes on Author, Title, Class No., Subjects, search and other facilities.

Circulation

It performs the circulation function. It does Issue/Return to members. It does Issue/Return to Institutions (Inter Library Loan). It maintains Membership record and fine collection.

Serial System

This is an independent module. It controls New subscription, Invoice, processing, Receiving issues, bindery Management, Accessioning of serials and so on.

Article Indexing & Abstracting

This module creates and manages a separate database for articles. It facilitates creation of database, additions, modifications and deletion of records. It has facility to create an imaging file to store Scanned Images.

Online Public Access Catalogue (OPAC)

This module provides On-line facility to search the bibliographical databases includes word-based search facility using Boolean Algebra method.

Features

I. LIBWARE software can work on a Network and can be accessed from other networks through Web Interface, or dedicated lines (LAN/WAN compatible)**.** The software is developed on Visual Basic 6.0 and works in conjuction with RDBMS.

ii. SQL/ORACLE/SYBASE etc. If your organization already has a RDBMS, we can connect our software to the existing RBDMS.

Iii. Web Interface

Web Interface will be provided. The software can be operated in web enabled mode within your library, in which the software will be loaded only on the server. The clients/nodes access the software through web interface. This feature can also be used for exchange of information between remotely location libraries, say those of your other centers.

Iv. Data Conversion/Capturing

Libware software can be used for this purpose. Conversion from one format to other is possible -say from CDS/ISIS or any other software, to LIBWARE and vice versa.

v. Bar-Code

LIBWARE includes Bar-Coding software whereby, at the time of cataloguing I.e, while cataloguing fields are entered, when we come to the field, the bar-code is already generated and by clicking the relevant button the printout can be taken on label which can be pasted on the book.

vi. Multilingual

LIBWARE is the first software to support Indian Languages.

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

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

Response:

Library is an indispensible part of any educational institution because it is the core heart of information. One can retreive any information regarding concerned topics for their study. Therefore, for imparting knowledge , the source of knowledge needs to be optimum, standarised and well organized.

Librarian has significant role of arranging, sorting and catagorising books, journals, e-journals, CDs and audio-videos collection. Our existing library occupies area of 2194 sqm. And has following times of operation. Library working hours 8 am to 8 pm. Library external timing hours 8 am to 8 pm.

Currently, total number of books 11631 and journals volumes 605 approx are available in the our library. These resources includes text books, journals and research paper suitable of our students of all year. In addition, we facilitate

14000 e-journals for remote access enabling faculties and students to access the contents from any computers in the campus area.

Library has enormous area to accommodate almost 440 students at one time.

Further, the sitting area has been divided into reading room with capacity of 150 and external reading section of 150. We also have separate section for staff which can accommodate 60. In case, there is need of audio-visual assistance for learning, there is audio-visual room with 20 persons capacity and PG room for 20 individuals. For this purpose, Digital library (computers nodes with Broadband & LAN) has been designed.

Library as strong multimedia & Audio-Visual collection with following assets.

CDs 561

Video atlas 10

facility available

reprographic : yes

Internet connectivity: yes

library Automation : yes

Projector: yes

File Description	Document
Link for geotagged photographs of library ambiance	View Document
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	View Document
Link for any other relevant information	View Document

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

Response: E. Any one of the above

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

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

Response: 32.06

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

2019-20	2018-19	2017-18	2016-17	2015-16
18.91	23.90	7.4	15.08	95.02

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

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

Response:

As aforementioned, library constitutes the core heart of college. As it provides learners the resources for learning. Most fundamental aspect of any library is the option to access library in-person and remote access. One can easily approach to library show his/her identity proof and access the resources in person. Existing data of the preceding year are as follow, average no. of student using library per months = approx 180 – 185 and average no. of books issued/ returned per month – approx 60-65. This clearly indicates that students do use library and so it seems beneficial asset. But the faculties' record of visiting library was insignificant thus not presented because every department posses their own intra departmental library and so keeps the records independently. Not all the times, its feasible for the users to reach library possibly due to time shortage, busy schedule or illness etc. Realizing the case, college has met its best efforts to provide links of plethora of e-journals, e-books and e-contents to facilitate the users via remote access. For this however,

internet facility plays extremely crucial role. Understanding the needs of students and faculties, college has introduced OPAC. OPAC is a library acronym for " Online Public Access Catalog". It has revolutionized traditional accessibility to resources of libraries in general and academic libraries in particular. It is an interface of information retrieval system which assist information searchers to access resources of library using several access points. To facilitate users with such important tools, they must first be introduced and trained to comprehend and utilize the resources. Thus acknowledging the paramount significance of such resources, the librarian often trains students and staffs with learner sessions. For example, a session for users regarding remote access was conducted in 12/11/2020, where generous number of teaching staff participated.

File Description	Document
Link for details of library usage by teachers and students	[View Document](#)
Link for details of learner sessions / Library user programmes organized	[View Document](#)
Link for any other relevant information	[View Document](#)

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

Response: None of the above

File Description	Document
Institutional data in prescribed format	[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: 18.31

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

Response: 13

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

Response: 71

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

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

Response:

The College provides its students with state of the art, well-furnished computer labs, with 40 RMC computers exclusively for students; computing centers with internet enabled computers to serve the day-to-day computing needs of students;

Internet at a speed of 16 MBps and 30 MBps access for internet browsing requirements. All the computers are connected with LAN.

The College provides its students well-furnished lecture hall with computer setup with internet, projector and sound system (Mic, amplifier and sounds. And Also Webcam, Mini mic & Speaker for online lecture.

An ERP (Enterprise Resource Planning) implementation ensures that all processes within the College are computerized and information is readily accessible to authorized users (administrators, faculty and students).

STAFF AND STUDENT - COMPUTER RATIO AND RUNNING SOFTWARE.

Rama Hospital		
Computer	210 Setup With internet(As Per Requirements.	
Printers	50 (LaserJet three in one, color and Simple LaserJet)	
Servers		
Lecture Hall Setup	1 Computer setup with Projector and Sound system (Mic, Amplifier, Sound) for Students lectures.	
Running Software	HRMS (For Attendance and Leave apply) IMS (for Items Indent) ITMS (for IT Equipment's management) Medisuite	

Rama Medical college: –

Rama Medical college		
Computer (Faculties)	49 Setup with Internet	
Printers	12(LaserJet 3 in 1, color and Simple)	
Lecture Hall Setup:		

LT-1st	Computer setup with Projector and Sound system(Mic, Amplifier, Sound) and Webcam, Mic & Speaker for Online Lecture.
LT-2nd	Computer setup with Projector and Sound system (Mic, Amplifier, Sound) and Webcam, Mic & Speaker for Online Lecture.
LT-3rd	Computer setup with Projector and Sound system (Mic, Amplifier, Sound) and Webcam, Mic & Speaker for Online Lecture.
Digital Library Com. (Students)	40 Computer, one Network printer setup with internet. And One Setup With Projector System.
Running Software	Library Software (For Book Managements) ERP (for Time Table and attendance management) Eplanet (for Attendance)

AVAILABLE BANDWIDTH OF INTERNET CONNECTION IN THE INSTITUTION (LEASE LINE).

Number of computers with access to internet	**Bandwidth of leased line connection/RF**	**LAN configuration and speed**

| 308 | 16 Mbps Lease line and 10 MBps Rf (Wireless). | Hybrid Topology with 100 Mbps | |
| | 30 MBPS Lease line internet on Fiber optic cable. | Hybrid Topology with 100 Mbps | |

IT Department maintains the record of requirements received from Heads of Departments for implementation according to the budgetary allocations. After seeking the financial approval, quotations are invited followed by their scrutiny based on the configurations, cost, service, etc. The order for procurement is finalized and approved. Routine maintenance of computers, peripherals, network devices, servers, etc. are carried out by the staff members of the department of IT.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	[View Document]
Link for any other relevant information	[View Document]

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

Response: <50 MBPS

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]
Any other relevant information	[View Document]

4.5 Maintenance of Campus Infrastructure

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

Response: 19.39

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
312.56	173.94	9.85	56.07	23.81

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for any additional information	[View Document](#)

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

Response:

For the maintenance of physical & academic support facilities, the institute has an efficient system & method.

There is a biomedical, electrical, legal, mechanical, carpentry and plumbing parts with expert personnel. Periodic scheduling of log book work guarantees that log books are scheduled optimum facility utilization. To bring uniformity between the repairs and use information, the Maintenance Performa was introduced.

The Biomedical and housing department under maintenance committee- oversees the maintenance and use of the laboratory, library, sports center, computers, classrooms and other services for physical, academic and support facilities It is headed by the institution's general manager, who, in turn, controls the supervisors' function at the next level Under the supervision of the Head of the Maintenance Committee, the Supervisors of the Maintenance Committee are mainly responsible for preparing, buying, denouncing and regulating the use of physical resources. Tests to ensure the infrastructure's quality/working conditions. **Infrastructure Maintenance-** Civil engineer assigned as Supervisor takes care of the routine maintenance of civil works such as furniture repairs, masonry and plaster works, painting, carpentry, rest room plumbing maintenance, access roads, and full premises neatness.

Campus cleanliness- Housing and cleaning department is used to thoroughly manage hygiene and campus cleanliness and provide a friendly learning atmosphere. Non-teaching staff assigned to each floor routinely clean and maintain classrooms, staff quarters, lecture halls, hospitals and laboratories, etc. There are well maintained washing rooms and rest rooms.

The Campus Green Cover is well managed by full-time security head maintenance workers. **Equipment-** Optimum working condition of all campus properties/equipment is ensured by the maintenance committee's biomedical engineer. The scope of the maintenance includes generator maintenance, air maintenance, CCTV cameras, conditioners, and water purifiers

Laboratories- Bio Medical Dept & Engineers take care of all medical equipment .

Computers- the Supervisor of the Institute's IT department takes care of technical device problems. IT services are periodically modified. For IT infrastructure maintenance, standard procedures are in place.

Safety Committee- The Security Manager is allowed to track cameras by surveillance.

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	<u>View Document</u>
Link for any other relevant information	<u>View Document</u>
Link for log book or other records regarding maintenance works	<u>View Document</u>

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 0

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
0	0	0	0	0

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

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

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)
Link to Institutional website	[View Document](#)

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

Response: 0

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

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

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document]()
Institutional data in prescribed format	[View Document]()
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	[View Document]()
Any additional information	[View Document]()
Link for institutional website. Web link to particular program or scheme mentioned in the metric	[View Document]()

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

Response:

Not applicable

File Description	Document
Link for international student cell	[View Document]()
Link for Any other relevant information	[View Document]()

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.2 Student Progression

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

Response: 0

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

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

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

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

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

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

5.3 Student Participation and Activities

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

Response: 30

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

2019-20	2018-19	2017-18	2016-17	2015-16
28	2	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]
Link for Additional Information	[View Document]
Duly certified e-copies of award letters and certificates	[View Document]

Other Upload Files	
1	[View Document]
2	[View Document]

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

Response:

Not applicable

.

File Description	Document
Any additional information	
Link for reports on the student council activities	
Link for any other relevant information	

Other Upload Files	
1	
2	

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

Response: 0

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
0	0	0	0	0

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	
Institutional data in prescribed format	
Any additional information	
Link for Additional Information	

5.4 Alumni Engagement

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

Response:

Rama Medical College is fairly young medical college because it had commenced imparting MBBS course only in 2011. Due to some circumstances, until now only two batches 2011 and 2012 has graduated. Fortunately, this brought in the need for installing an Alumni Association to keep record of our graduates and have constant inextricable bond of mutual co-ordination. As a consequences, we have been fortunate

21-09-2021 12:25:46

enough to have some of the than interns still work as a JR. While they have proved to be great aid in patient care, in return we have ensured they have balanced study life as well, since many of our JR are preparing for PG seats. Specifically, they have merged themselves in academia for teaching, posted in institution owned public health center for communal health welfare and awareness, posted in hospital in emergency, casualty etc. Moreover, it has been often found that, many patient come to Rama Medical College and Hospital for treatment from the vicinity territories due to consultation work by JR and our medical students posted during field visit or camp projects initiated by management or community medicine department.

Therefore, Alumni Association is an integral component of Rama Medical College, Hospital and Research Center, Hapur which contributes to overall development in academic research and patient care.

Vision:

To nurture the culture of participative management through involving all alumni of RMCH&RC.

Objectives:

Develop an alumni network that is dedicated.

Creating options for students.

Build a seamless channel to promote the flow within the community of resources and opportunities.

Achieving global recognition and institutional visibility.

Alumi perspectives and input in curriculum development are collected.

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

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

  1.Financial / kind

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

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed format	[View Document]()
Any additional information	[View Document]()
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document]()
Link for Additional Information	[View Document]()

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

To be recognized worldwide as a premier university with a vision to provide education of international standards. Our vision is to build professionally superior and ethical professionals and to empower the world with a commendable work force adept at meeting the challenges of the 21st century.

Mission

Our mission is to empower each section of society through education and produce socially committed professionals. Our mission is to provide students with a sense of understanding for values and ethics, a commitment to law and morality, and appreciation of human creativity.

Governance of academia:

RMCH&RC provides a system for government that is decentralized and participative. In order to promote excellence in education, science and quality health care, the regulatory bodies of RMCH&RC have ensured practical autonomy.

Academic and institutional government operates with regulatory bodies through a participatory framework, such as:

- Board of Management
- Planning and Monitoring board
- Finance Committee
- Academic Council

Non-statutory bodies:

- Board of Examination

- Internal Quality Assurance Cell
- Institutional Ethics Committee
- Internal Complaint Committee
- Grievance Redressal Committee

College officers, students and academicians are comprised of the legislative bodies. A research board and a faculty are present. Moreover, for a review of the numerous instructional and administrative activities of the institution, 'Academic It has been formulated by the Administrative Council, which reviews operations every 6 months.

Achievement

NABL certified institute.

At college level, the following Instructional and Strategic Governance Committees are set up:

Sr. No.	Name of Committees
1	Anti Ragging Committee
2	Anti Ragging Squad
3	Clinical Pathological Committee
4	Curriculum Committee
5	Drugs & Therapeutic Committee
6	Hospital Waste Management Committee
7	Medical Education Technology Committee
8	Parent Teacher Committee
9	Patients Grievance Committee
10	Pharmacovigilance Committee
11	Sexual Harassment Committee
12	Sports Committee
13	Student Grievance & Welfare Committee
14	Women Grievance Committee
15	Library Committee

File Description	Document
Any additional information	[View Document](#)
Link for achievements which led to Institutional excellence	[View Document](#)
Link for Vision and Mission documents approved by the College bodies	[View Document](#)

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

participative management.

Response:

RMCH&RC is a quality-based institution in the field of education, science and health care. The Institute has developed a method of decentralizing the governing process to promote decision-making for successful outcomes in order to accomplish these objectives.

Stakeholders have direct access through numerous regulatory bodies and committees at institutional level to engage in the decision-making process, which encourages participatory management in all processes, and this sense of participation prevailing at different levels motivates each stakeholder to achieve a positive outcome.

One such decentralization and participatory control structure at RMCH&RC is as follows: the Academic and Managerial Committee.

The Academic Council Committee was created by RMCH&RC.

Process:

The said Committee meets on the as when needed and serves as a common platform for college to discuss key issues.

Agenda:

The AC Committee meeting agenda consists of core issues relating to the institution and its constituent units' academic management, science, student health & facilities, attendance and teaching of clinical postings, teacher complains, supplementary exams and parent teachers meeting etc.

Outcome in Institutional governance:

The AC meeting offers all RMCH&RC 's constituent units a rare opportunity to cultivate a true sense of fair rivalry with an element of constructive feedback within the faculty , staff and students. Any of the positive results of meetings with the AC Committee are:

1. RMCH&RC Inspection has been carried out and the consent is being processed.

2. Effectiveness of Anti Ragging and Internal Complaint Committees for student and faculty formation.

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

6.2 Strategy Development and Deployment

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

Response:

The institute has **Goals** for the next five years

1. Ensuring Educational Excellence
2. Ensuring Student Development including physical and emotional health and wellbeing.
3. Creating a culture of excellence in Research, Scholarship, Innovation, and Creativity for high impact.
4. Enhancement of quality of faculty and staff for outstanding performance.
5. Advancing internationalization.
6. Enhancing relations with industry, alumni, and society.
7. Enhancing employability and promote entrepreneurial initiatives.
8. Committing to all aspects of social, economic, and environmental sustainability.
9. Enhancement of supporting resources
10. Ensuring excellence in Organizational Leadership and governance.

The Strategic Plan ensures that the set targets are achieved through an accountability process comprising of review, evaluation, reporting, and, where necessary, re-planning.

The long-term (5yrs) & short-term (annual) plan is developed by the Institutional Quality Assurance Cells (IQACs), established at three levels (Institutional, Domain, diffrent Level).

1. Principal, HoIs / HoDs through respective IQAC set Individual targets (Faculty/Staff), fixing milestones and accountability considering the following aspects:
   1. Academic & Teaching-Learning Planning
   2. Infrastructure Resource Planning
   3. Faculty/Staff Resource Planning
   4. Learning Resource Planning
   5. Research & Innovation Planning g) Internationalization Planning
   6. Student Development Activities Planning
   7. Events & Annual Calendars Planning
   8. Operational Planning
   9. Financial Planning

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

RMCH&RC has a well-formulated personnel wellness program in order to increase awareness and successfully enforce workplace wellbeing initiatives.

1. Campus accommodation: The provision of on-campus facilities is intended to ensure that emergency services are made available to medical professionals and trainees. For their convenience on campus, physicians , nurses, physiotherapists and maintenance workers are given housing.

2. Transport facilities: College cars (Cars = 4 / Buses = 2) are accessible from nearby central train stations / bus stands (5 km) away from the campus.
3. Leaves: Leaves are given to the workers as per the regulations. Employees are entitled to all sorts of leaves, along with special leaves as mentioned below, as per UGC standards:

Maternity leave

Special leaves such as on-duty leaves, academic leaves forpresentation of research faculty, conference attendance or guest lecture.

1. Health care facilities:

   ○ A 30 percent health insurance advantage is provided to all staff of hospitals along with family members.
   ○ 30 percent discount on all diagnostic investigations such as MRI, angiography, CT SCAN & employee and family members specialist consultation is offered.

1. Financial support

   ○ Provident and gratuity fund.
   ○ Financial support for participation in seminars on medical education
   ○ Advanced facility for wages

1. **Recreation facilities**: The campus is fitted with the following leisure facilities:

• Cafeteria

• Sports installations.

1. **Training opportunities:**

   ○ Non-teaching staff are also given orientation and instruction for soft skills and lifesaving skills aside from the teaching staff.

1. **Appraisal linked incentives**: It appreciates the hard work to build a friendly rivalry amongst the staff by timely promotions for worthy teaching and non-teaching staff. The annual performance assessment is carried out and the performance of staff is measured. With due recognition, the worthy applicants are encouraged.
2. Miscellaneous:

   ○ Dress code for class IV employees
   ○ Fully equipped Sports complex and Gymnasium

File Description	Document
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)
Link for policy document on the 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: 4.61

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
7	2	5	3	0

File Description	Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	[View Document](#)
Office order of financial support	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 17.2

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
23	39	7	5	12

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 7.06

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

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

File Description	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](#)

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

Response:

RMCH&RC's Performance Assessment Policy is intended to measure the annual performance of both teaching and non-teaching employees. The assessment process is carried out annually using uniform

formats between April to March.

Parameters for Teaching Faculty:

- Duties of instruction
- Participation in the activities of educational technologies
- Ventures for science
- Journals for research
- Published books
- Presentations at meetings
- Workshop Resource Guy / CME / Conference / Symposium
- Awards / Trophies
- Further roles
- Workload: instruction (UG and PG), medical treatment, collection of materials for learning opportunities,
- Membership / Office Technical Associations bearer
- Any special training carried out

Parameters for Non-teaching:

- Professional adequacy: implementation, initiative, timeliness, neatness, precision
- Leave a log
- Relationships with bosses, peers, patients and caregivers.
- Characteristics of leadership
- Level of awareness
- Performance of job
- Recommendations

Process of Performance Appraisal:

The performance assessment process begins with the measurement of the employee's performance (self-assessment) and culminates with the Head of Institute measurement. Below is the mechanism represented:.

- Self - Appraisal (Part A)
- Head of Unit/Section (Part B)
- Head of Department (Part C)
- Head of Institute/Vice Chancellor (Part D)

The System helps in:

1. Performance linked incentives: The benefits are granted to workers' good results, whether it is teaching or non-teaching. The benefits can be either as a reward or as a stronger employee profile.
2. Incentives for research facilities: For all teaching staff, the RMCH&RC research policy is established and promulgated. The financial support is offered to faculty who publish or deliver a paper or compose and publish a book.
3. Institution of Awards: The faculty that performs well in its respective discipline is honored for its contribution to the institute and given the appropriate award.
4. Involvement in decision making based on proven competencies: The RMCH&RC believes in inspiring organisations and their workers to make informed choices and wisdom. Employees are granted the profile and ability to share their opinions and inspire management to enhance the continuing phase of curriculum, science, administration, patient care, etc. Employees from diverse areas and disciplines are covered by different committees at the institution and university level. These workers are chosen on the basis of their results for these opportunities.

1. Assignment of administrative responsibilities to deserving Faculty: Many employees are given the administrative profile in addition to their current profile because of their administrative skills.
2. Monitoring and review of recruitment policies: The performance appraisal system helps to understand the competencies required for employees at different level.
3. Strengthening of teaching-learning strategies:The performance assessment is also helpful in improving the teaching-learning techniques since the input is provided for self-improvement during the evaluation process. These suggestions are passed on to the employee concerned by the director of the institute and the head of the department. In comparison, the top performer 's excellent qualities often serve as a successful case study.
4. Disincentives ranging from mild penalties like verbal warnings, memo, paycut to severe penalties like no promotion, demotion, termination.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for performance Appraisal System	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[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:

The accessibility of asset is fundamental for any association, society, family or co – agents however the mobility of asset is much more significant.

On the off chance that the portability is the correct way, organized then the degree of progress in high else it becomes ineffectual despite the fact that the asset is accessible. Consequently the mobility of asset is significant for the advancement of association.

The dispensed assets are used to buy equipment's, synthetic compounds, put together classes, workshops and meetings and so on The organization and money advisory group and the administration board, survey the utilization of assets including review, spending plans and records. They make proposal for better treatment of assets and viable activation of accessible assets.

Arranging and investigation board they investigate these necessities minutely and afterward adding the future viewpoints and arranging, forward it to fund advisory group for clear assessment. Money council experiences minutely all the recommendation and investigation and afterward act likewise for the improvement of understudies, educators, non – showing staff, the report is at last given to the board panel. No establishment is perceived by its foundation however by the accomplishment of understudies concentrating in it.

Funds Mobilization

- RMCH&RC is a self-financing Institution.
- For its operating and capital expenditures, including growth, the Institute raises sufficient funds from internal revenue sources.
- Student tuition fees and hospital charges are the main sources of revenue.

Optimum Utilization of Resources

- Budgeting process: For an upcoming year, all revenue and expense things are judiciously budgeted. Based on the real spending of previous years and also the development criteria, the budget is set.
- Budget Monitoring: Internal and external evaluations, the Budget Committee, and the BoM track the best usage of capital efficiently. At the level of Heads, Deans, Financial Officer, Registrar and VC, proposed budgets are tracked and anomalies, if any, are addressed at the FC and BoM meetings.
- Central Purchase Department (CPD):
- The Institute practices a purchasing strategy by which the purchase of goods and resources is carried out in different tendering forms, under which all departments are comprised of purchasing committees. The acquisitions of Stationary / Consumables / Cleaning Products / Chemicals / Glassware / Surgical Material etc. on campus are carried out locally by the Central Buying Department.For each piece of content, the CPD does the tendering and finalizes all the prices and suppliers. It is not necessary for individual units to buy now, saving shopping costs and time.
- Before any purchase, rationale and approval are required.
- Cost effective measures:
- Central activity planning: Thorough planning and coordination is carried out ensuring that all research laboratories, classroom spaces and athletic facilities are shared among all campus divisions to ensure that they are used to the fullest degree.
- Taxi facilities for examiners and campus personnel are offered.
- External examiners are given lodging in the campus guest house or Hotel Krishna Sagar in

Ghaziabadad.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The Institute has both Internal and external financial audit mechanism in place. The internal audit shall be carried out as appointed by the Board of Directors by Mr. Sachin Gupta, Hapur, a chartered accountant company. They perform the institution's Compliance Report. The internal audit makes sure that the entire internal management structure is operating efficiently. For required repair, vulnerabilities found are published. They carry out an examination of the adequacy of internal controls within the system. This covers aspects specific to

For instance:—

- Proper record books and accounting software activities are managed for prompt and reliable reporting.
- An appropriate scheme is in operation to ensure that logistics, jobs and facilities are procured in compliance with appropriate procurement procedures.
- • There is an effective accounting and financial reporting framework, on the basis of which claims are prepared and reimbursed.
- Adequate reports on purchased properties are kept, including expense information, description and location of properties.
- It guarantees that contributions made and costs accrued are enforced by separate financial requirements.

An External Accounting Service (Chartered Accountant Firm), as appointed by the Board of Directors, shall carry out the external audit.

It is performed twice a year (October / April) and monitors the

In accordance with the framed guidelines, expenditure was incurred as per existing procedures / system;

In the framework of the budgetary provisions and for the reason for which they were intended, funds were used;

- ○ Effective internal controls / checks / systems for spending management are in place;
- ○ • Applicable regulatory specifications were fulfilled;
- ○ Proper documents have been preserved and documents in the secured form have been retained;
- ○ Compliance with all discrepancies / suggestions made in the previous audit report;
- ○ The external auditor checks the Final Account statements for each financial year.

The audited annual reports, annual and updated spending forecasts of combined and independent constituent units are considered by the Finance Committee and its recommendations are forwarded to the Management Board for approval.

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

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

Response: 0

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

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

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

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

On 5 July 2019, the IQAC of RMCH&RC was formed and a full time IQAC Coordinator was appointed. It has well established Standard Operating Procedures, with the goal of consistent quality enhancement with satisfaction from stakeholders.

Objectives:

To encourage a favorable teaching-learning atmosphere with results-based metrics for the enhancement of RMCH&RC and its constituent institutions' academic and administrative efficiency.

Structure:

RMCH&RC has evolved a structure of IQAC:

- College level IQAC

RMCH&RC IQAC composition is as per NAAC Guidelines:

- Principal(Chairperson)

- Vice – Principal (Co-chair person)
- IQAC Coordinator
- Faculty (4)
- Academic / Administrative Officers (3)
- UG students (2)
- Alumni (1)
- Society (1)
- External Members (1)

It has worked extensively to meet the 2019 NAAC Peer Team guidelines, which is apparent in the form of:

Improvement of infrastructure installations, output of research Fostering among faculty and students a tradition of Gandhian philosophy Initiation of new programmes for academic.

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

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

Response: 34.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
76	92	5	3	3

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/ workshops/seminars specific to quality improvement	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: C.Any two of the above

File Description	Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 3

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

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

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Extract of Annual report	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

RAMA Hapur College is an institution of higher ideals. It not only offers world quality schooling, but also takes pride in providing its students and staff with a clean and healthy atmosphere. It ensures comprehensive student growth and frequently organizes lectures, conferences, role plays and other personality development and gender sensitization events for learners and employees. In the balanced M / F ratio of students , teachers and other staff members, the gender sensitive environment at the institute is reflected.

Practices of Sensitization of Gender:

1.Internal committees:

The institute has numerous internal committees to investigate and resolve any incident of abuse identified by faculty, staff members or RAMA staff, such as the gender abuse committee, woman grievance, student grievance and anti-ragging committee. The committee involved is resolving the problems and recommending remedial action. For students and workers, it also organizes gender sensitization services.

1. Student mentors:

Mentors have been allocated to students in all semesters and educate students on gender-sensitive and other topics to help them become more responsible and confident people.

1. Counselling:

Institutes have a therapy cell, where students are directed on gender-sensitive topics, private consideration is paid to addressing every topic of concern.

1. Gender sensitive classrooms:

For both girls and boys, student monitors are named. As members of separate co-curricular and governing bodies, students of all genders are chosen and are granted equal opportunities to perform. In numerous academic , athletic and co-curricular events, the participation of both boys and girls is encouraged. As part of the cornerstone course for first year students, gender-sensitive and sexual crime subjects have been included in the program.

1. Gender sensitization programs:

Over the past 5 years, the institute has conducted a variety of gender sensitization and women's empowerment projects and events such as awareness drives, skits, role play and lectures.

1. Facilities for women employees and students:
2. With boundary walls and gates, the Rama campus is well secured.
3. The campus is monitored by CCTV cameras and security guards at strategic positions for 24 hours.
4. Indoor and outdoor areas are well lit to guarantee illumination and protection during the night hours.
5. For boys and girls, and for postgraduate students, the campus has separate hostels. Hostels are provided with the respective hostels of full-time male and female wardens and safety staff.
6. There are various common rooms and facilities for indoor sports for boys and girls.
7. For ragging and abuse problems, Rama campus practices zero tolerance. On the notice boards, contact information of anti-ragging and gender discrimination committee members are seen to report any incident of discrimination or ragging within the school.

Rama campus is a free space for smoking. On campus, smoking, beer and addictive drugs are strictly banned.

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

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response:

Under a standard protocol, waste disposal of degradable and non-degradable waste is achieved.

Managing solid waste:

Under solid waste management rules and standard guidelines set by RMCH, the general solid waste produced by the hospital, hostel, and medical college is collected. It is collected at the common guarded waste collection point and is handed over for safe disposal to the supplier of the Municipal Corporation of

Hapur.

Regulation of Bio-medical Waste

It is handled in compliance with the 2016 BMW (M & H) Regulations.

As per an arrangement with Medicare Environmental Protection Pvt, bio-medical waste is handled. Ltd. As stipulated by the state pollution control board (SPCB) guidelines, the separated waste is stored in plastic bags. Sharp items in puncture proof containers are disinfected and collected. Under the guidance of the nodal officer, all waste collected at the guarded waste disposal point is supplied to Medicare.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Link for additional information	View Document

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Therefore, RMCH believes in an egalitarian climate, fostering a community of diversity , social peace and good will among its students and employees from different backgrounds.

There are numerous socio-economic, linguistic, geographic and cultural contexts for students and workers at the RAMA campus. The organisation believes in a society that values diversity and requires respectful practices.

Institute-taken steps for an inclusive atmosphere for students and employees:

1. College Cultural Festival: The annual university festival (ANUKRAMA) is coordinated by the Institute 's cultural committee. With tremendous passion, students and teachers from distinct ethnic and geographical traditions come together and engage. Students are invited to display activities portraying social problems and others demonstrating national and group cohesion in the 3-day long curriculum seeing incredible talents.

2. Freshers day celebration: The college's senior batch students arrange social freshers (AAGAAZ) to greet the new batch. Students from numerous states are exhibiting their creativity and cultural heritage.

3. Annual Sports Day (AGNITRAYA): 4 days of long sports extravaganza are observed by college. In a competitive spirit and passion, students and instructors take part in diverse competitions. The sports and cultural events organized by the Institute foster peace and tolerance among the students and build a team spirit.

4. Teachers 'Day Celebration: 5 September, to commemorate the birth of Dr. Sarvepalli Radhakrishnan, Teachers' Day is celebrated. Students display appreciation and introduce different entertainment projects to their mentors.

5. Cultural and religious festivities: students and staff observe festivals such as Ganesh chauturthi, Ma Saraswati puja, Diwali, Eid, Durga puja, Garba, and such festivities reflect faith and reverence of diverse cultures and faiths.

6. Patriotic festivals: RMC, celebrated with great patriotism, Independence Day, and Republic Day. The national anthem is played, accompanied by students and workers delivering a cultural program.

7. International Yoga Day is celebrated on June 21st.

8. 8. In order to learn the local language medium of learning and address linguistic obstacles, Hindi and English language courses are given to students.

Institute-taken measures for the good of the community:

In a semi-urban setting, RMCH is situated on the Hapur road near Gironi village. It caters to the population of the villages of Pilkhwa, Hapur, Ghaziabad and surrounding. The institution's strategic position offers it an opportunity to participate in community service and to fulfill its goal of inspiring each segment of society.

1. Job generation: RMCH has provided jobs for many people in the local community and has helped to grow society economically and socially.

2. Health check-up camps: RMCH organizes free health check-up camps and provides the poorer segment of society with the finest care at reduced expense, regardless of their caste, gender or religion.

3. Under the ESI program, RMCH also provides care.

4. Langar sewa: The institute organizes langar sewa for the poor and other segments of society from time to time without discriminating against any race, religion or socio-economic class.

File Description	Document
Any additional information	[View Document](#)
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[View Document](#)

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

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Web link of the code of conduct	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

India is a vibrant and multicultural community, with Indian national festivals such as Independence Day, Republic Day and Gandhi Jayanti, celebrated by all Indians, regardless of caste, faith or gender. With a great sense of pride, national festivals are celebrated, reminding us of our love and solidarity for the country.

RMCH firmly believes that raising consciousness among young people about the glory of our country and the sacrifices made by our great leaders to give us the legacy of a free democratic nation is of the utmost importance. National and Foreign Significance Days are observed at RMCH to teach students about the relevance of these times and to make them become more active and diligent people.The festivities are characterized by the students and staff members' national anthem, voice and cultural services.

The institute holds the following commemorative days and festivals:

1. Independence Day-held on August 15th-the festival is characterized by flag hoisting by the institution 's head, national anthem and cultural activities. A significant number of students and staff are taking part in the case.

2. Republic Day — January 26th. With tremendous patriotism and jubilation, the founding of the greatest democracy is celebrated. The event opens with the unfurling of the flag, accompanied by the national anthem and other cultural activities performed by students and employees.

3. Teachers' Day Celebration, arranged by students under the supervision of the Cultural Committee on September 5. The event is celebrated with great excitement, with students reciting poetry and presenting cultural programs to show their mentors appreciation.

4. In order to foster peace and diversity between various communities, cultural festivals such as Diwali, Durga puja, Garba, Baisakhi, Eid and other festivals are celebrated.

5. On 8 March, International Women's Day is celebrated. Students take part in numerous events such as poster designing, Rangoli and other events to represent women's issues.

6. World Health Day-April 7th-College marks world health day, students present nukkad natak, poster making contests portraying health issues to nurture the national goal of health for all. This are addressed to teachers, employees and the general public in order to increase awareness about multiple health conditions.

7. Global Day of the Heart—29th September

8. Community activities are coordinated on World AIDS Day, 1 December, to increase awareness of good practices and disease prevention.

9. International Yoga Day-June 21st

The celebration of such activities increases awareness of different health conditions and best practices for prevention and regulation. The college supports the holistic growth of its students and nurtures among its students good values and educational excellence.

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

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice -1

Excellence in education

'' We are what we repeatedly do. Excellence, therefore is not an act but a habit''- Aristotle. RMCH believes in the philosophy and strives for continuous growth of its fraternity.

Objectives of the practice:

1. To create an environment for holistic development of students.
2. Empower students to excel in their areas of expertise.
3. Skill development through training.
4. Provide conducive environment for research and professional growth of faculty and students.

The context

1. RMCH believes in empowering all sections of society through education.
2. An educated and empowered workforce is important for institutions success and to build a strong nation
3. Skill development is essential for increasing efficiency of the professionals and in achieving institution targets
4. Research is integral part ofeducation and is necessary for improving teaching and learning proces

The Practice

1. The students coming to RMC Hapur belong to different cultures, religion and socio-economic status and have varied academic accomplishments. The teaching policy of institute is to empower all students irrespective of their diverse backgrounds and academic performance.
2. Students are taught in dynamic settings, which are important for their intellectual growth. The self-directed, student centric approach inculcates culture of critical thinking through open communication and discussion. Case-based and problem- solving approach, helps to enhance knowledge and decision-making skills among students.
3. Online video lectures and e-contents were shared with students on RMCH portal Academia for the convenience of the students. They accessed the contents using the Login ID & passwords given to them. The portal was also used by faculty and students forupdates and other information. The portal is now under the process of upgradation.
4. RMCH believes in continuous assessment for evaluation of the performance of students. Some of the assessment tools adopted by our educators to evaluate and document the learning progress and academic readiness are: active participation of students during the lectures, tutorials, small group teachings, timely submission of assignments, participation in quiz competitions, performance in stage viva, practical exams, monthly test, mid-term, term, preuniversity exams etc.
5. Students are empowered through educational and extra-curricular activities including sports and

cultural activities. They are encouraged to participate in, academic and extra-curricular events, both within and outside the RMCH campus.

6. Sports and gym facility in the campus, encourage students to stay fit and physically active.
7. Institute offers language classes in Hindi and English to students facing problems in understanding either of the language and also computer classes to acquaint them with basic computer skills
8. The institute encourages faculty to seek out research opportunities and include students in their research, ensuring an environment that extend beyond classrooms. The institute has various lab facilities including a central research lab for pursuing research work by the faculty and students.

Evidence of success:

1. Meritorious students:

RMCHapur is under CCS University Meerut.The college has shown outstanding academic achievements in the university exams in past few years. Miss Sweeti of 2017 batch,topped the university in first professional exam,scoring 79 % marks, whereasGunrajof 2016 batch with 77% marks secured top position in university in second professional examination in the year 2018.Diyaasha Das of 2017 batch secured second position with 79% of marks in second professional exam in the year 2019.

1. High Pass Percentage of students in the university exams: RMCH has outshined all other colleges affiliated to CCS university in terms of pass percentage of students in various professional exams. In the year 2018, … and …% of students respectively cleared thefirst and second prof main examination. In 2019 pass percentage of students in first and second professional exam was…and ….% whereas third prof part -1 showed 100% result. More than 77% of students of 2017 batch scored above 60% in first prof exam
2. Selection of students to postgraduate programs: A large number of students have been selected to various postgraduate programs in Government and private colleges.
3. Selection of students to foreign universities/ International assignments
4. Achievements in co-curricular activities: RMCH students have participated in various intercollege sports and cultural events and has emerged as winners in many sports and cultural events among the various colleges taking part in these events.
5. Research publication: 150 plus publications in peer-reviewed journals.

Problems encountered and resources required

1. More infrastructure for development of skill labs in various department

1. All stakeholders to make more efforts for the best output in academics and research
2. Research labs to have more facilities and faculties to devote more time for research and publication
3. More efforts to sensitize students and staff for interdisciplinary and collaborative research work. More efforts for taking projects funded by outside agencies

Best Practice -2

Fostering/ Nurturing environmental consciousness

•

1. To inculcate responsibility and sensitivity towards environment.
2. To develop a green and eco-friendly campus and ensure ecological stability.
3. To promote cost-effective, energy conservation methods.
4. Use renewable energy resources and reduce carbon foot prints.

The context:

1. Instill sense of commitment and responsibility to protect environment in the young generation.
2. Environment protectionis a global concern,therefore to protect the nature, RMCH has taken initiatives to nurture environmental consciousness and maintain ecofriendly environment in the campus(through clean and green campus campaign)
3. Green initiatives to use renewable resources like solar energy and contribute towards preserving the scarce resources along with economic advantages.
4. Reduced operational costand improve energy reliability by using energy efficient equipment.

Evidence of success:

1. Solar panels: Installation of ….KW solar panels in the campus. More than 10,000 units of electricity is generated annually using solar panels. Installing solar panels has helped in reducing fuel consumption and reducing carbon emission.
2. Energy conservation: a. Use of LED bulbs and tubes in the hospital, college and hostels.   b. Use of energy efficient equipment and electronic devices.   c. Centralized heating system using solar energy for hot water in hostel and hospital.   d. Centralized air conditioning in hostel using solar energy
3. Plantation and landscaping: More than 50% of the campus is green and is provided with lawns, different types of trees, herbs and shrubs. Plantation drives are organized on the occasion of world environment day to make the campus greener. Students are encouraged to take part in such activity.

File Description	Document
Any additional information	[View Document](#)
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant 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 500 words

Response:

The institute serves the population of Hapur, Pilkhuwa, Noida, Ghaziabad and nearby villages. In recent months Rama College & hospital Hapur has achieved successful execution of more than 70 campuses in areas nearby Hapur. RMCH is committed to quality and excellence in all its activities, whether teaching, research, training or extended services. The college is successfully running its undergraduate program of MBBS since past few years.

The success of teaching methodology adopted by the institute reflects in the excellence in performance by students in university examinations. Students have secured top ranks in university exams in last few year. The overall pass percentage of students in every academic year is about 90% and above, this shows the continuous efforts made by teachers and students. Many students have qualified for postgraduate programs and are pursuing postgraduation from government and private institutions.

The institute emphasize on life-long learning and encourages faculty and students to take up research activities. For developing research skills among undergraduate and postgraduate students, all departments have well equipped research laboratories. The institute also has a central research lab for students and faculty to facilitate more research programs. In addition, the faculty of the institute creates an interactive learning environment through involvement of students in seminars, tutorials, clinical meetings, workshops and hands-on training for better skill development.

There is a central skill lab for simulated teaching and prepare students to deal with real life situations. RMCH focuses on blended teaching methodology, giving importance to both academics and extra-curricular activities. Students are encouraged to participate in literary, cultural and sports activities for holistic development and for building confidence and sense of team work among themselves. Many students have taken part in intercollegiate sports, literary and cultural events and had earned laurels for themselves and for the college.

The institute also takes pride in inculcating sense of social responsibility, promoting environmental consciousness and nature care among its students and employees. Electricity generation through solar panels, use of solar water heaters, solar powered air conditioning units in college, hospital and hostel, waste-water recycling facility, promoting paperless environment etc. are some of the activities adopted by the institute for promoting eco-friendly behavior. College makes all efforts to make it a green and clean campus through plantation drives, energy saving devices, limited vehicle entries, proper waste disposal procedures and more. Rama institute focuses on its vision and mission and aim to deliver academic excellence and community development and make significant contribution to the society locally, nationally and internationally.

File Description	Document
Link for appropriate web page in the institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

8.Medical Part

8.1 Medical Indicator

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

Response: 78.27

8.1.1.1 Institutional mean NEET percentile score

Response: 78.27

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	[View Document](#)
Upload for list of students enrolled for the MBBS programme for the preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Understudies of the Institution are presented to nature of care and patient security methodology including contamination counteraction and control rehearses as polished by the showing clinic in educational and useful sessions during their clinical postings.Emergency clinic gained contamination is a wellbeing peril. It is essential to limit the danger of spread of disease to patients, understudies and staff in medical clinic. A contamination control strategy has been received by RMCH&RC. The Hospital Infection Control Policies have been planned and are being rehearsed and observed by the Hospital Infection Control Committee (HICC). All the understudies in the clinical postings are told regarding sickness evasion and control measure. Hospital is NABL perceived.

File Description	Document
Any additional information	[View Document](#)
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.3 Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.)

Response: 0.53

8.1.3.1 Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate

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

File Description	Document
Uploads for List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc during the last 5 years	[View Document](#)
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response:

Competency based instruction has been characterized as a outcome-based way to deal with the plan, execution, appraisal and assessment of clinical training program utilizing a getting sorted out system of skills. Competency is definitely not an all or none phenomenon. Or maybe it is gradual. The part of

educators is to assist the student with securing and develop the skills. Competency based educational plan moves from time bound training and views at competency as the end point.

Objective methods to measure and certify attainment of specific clinical competencies by mbbs students/interns:

1. Internal Assessment methods
2. AETCOM Module
3. Clinical postings
4. Practical demonstration
5. Field visits
6. House to House survey
7. Health education regarding various aspects of Public health related topics in the community by the students and interns.
8. World health day's celebration in the health centres by the interns and students.
9. Health camps
10. End-posting exams.
11. Clinical case demonstration

The Internal evaluation of more extensive strengths ought to likewise incorporate imprints from all the allied specialties e.g. General Medicine ought to incorporate characteristics of Psychiatry, Dermatology, Venereology and Leprosy and Respiratory Medicine including tuberculosis, while General Surgery ought to incorporate Orthopaedics, Dentistry, Anaesthesiology and Radio-diagnosis, so understudies don't ignore these postings.

The extent of the imprints for each allied specialty will be proportionate to the hour of guidance distributed to each. It very well might be noticed that although very small contribution is being made by allied subjects, yet it fills in as spark to the understudies to not miss these postings. At the point when subjects are instructed in more than one stage, the assessment should be done in each stage and should contribute relatively to last internal assessment.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Link for Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years	[View Document](#)

8.1.5 Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Response:

Our institute has collaboration with Dr. Shroff's Charity Eye Hospital, New Delhi for eye Donation (Corneal transplant). The ideal time for retrieval of cornea is 90 minutes (except for exceptional cases where it can be higher like traffic jam, team attending another call. Members of eye Bank retrieval team will be highly trained from eye bank for doing the corneal recoveries from the area. In emergency cases if the Eye Bank team get delayed than the trained and register ophthalmologists under Medical Council of India from our institute RMCH&RC can harvest the corneas upon mutual consent provide all the legal formalities as per the HOTA guidelines are being met. Our institute have been inspected and certificate of registration is granted for performing the corneal tissue retrieval of the following corneal tissue under transplantation of human organ act, 1994:

In our institute certain education is given to students regarding the various issues like:

1. Social issues; many social issues need to be considered when promoting corneal transplant in the community. social issue that may affect medical outcomes.
2. Ethical issue :

Corneal transplant has been hailed as one of the greatest achievements of modern surgery. The factor to be considered was the question of consent and incentive. However, consent has to be given willingly, and not taken under duress or after harassment.

Organ donation in India is regulated by the Transplantation of human organs and tissues act, 1994. The law allows both deceased and living donors to donate their organs

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

8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

Immunization is quite possibly the best and viable health interventions. This wellbeing intercession has decreased dreariness and mortality across the world in a safe and practical way. Immunization is a significant venture for all nations. From infants children to senior residents, incapacitating, sickness, inability and passing from immunization preventable illnesses.

Leading vaccination centre every day. Extraordinary staff has been designated for vaccination facility.

Vaccination is directed in an exceptional room under all aseptic precautions before vaccination infant's anthropometry and clinical assessment noted.

Conceivable symptoms of vaccination are disclosed to guardians/family members and consent for vaccination is taken. Explain procedure and significance of vaccination to guardians.

For academic purpose, understudies are isolated into batches in clinical postings. In the event that the infant is conveyed in our emergency clinic ,encourage given to the guardians to bring child clinic for first vaccination [BCG and OPV "O" dose].After first vaccination ,we issue vaccination card on which insights regarding the vaccines are given and provisional dates of follow-up are composed and disclosed about following visit to vaccination centre.

For infants who have gotten vaccines at other clinic already and came here for additional vaccination we issue the vaccination card on which insights regarding further immunizations and provisional dates written. Keeping a record of infants vaccinated in our vaccination centre.

Keeping up cold chain we have cold boxes, Deep freezer, ice lined refrigerator, vaccine carriers. Before immunization expiry dates of all vaccines are checked and we have VVM for the equivalent. After immunization, we again clarify conceivable symptoms of the vaccines and ask guardians for follow up to OPD promptly if any undesired results happen. We prescribe necessary medications after giving vaccines like BCG, Pentavalent .After vaccination, we notice the child for 1 hr possible side effects. . We keep emergence kit ready for management of adverse reaction.

File Description	Document
Any additional information	View Document

8.1.7 The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.

Response:

Medical degrees are longer than most degrees and are challenging. A powerful inspiration and interest in medication is crucial determinant in anticipating if a candidate will actually want to finish a practitioner training and support a long vocation in this mentally requesting calling with weighty remaining with heavy workloads. Assortments of qualities are continued in our foundations like professionalism, interpersonal and communication skills, clinical information, practice-based learning and improvement, quiet consideration and frameworks based practice.

Here is an example of Medical attributes of departments:

COMMUNITY MEDICINE

Interns will obtain abilities to manage an individual and the local area in the specific situation or essential

medical care. This is to be accomplished by involved involvement with the district hospital and primary health centre. The details to training are as under:

Community Health Centre/District Hospital/Attachment to General Practitioner. During this time of temporary position an understudy should obtain .Clinical skill for analysis of regular infirmities, utilization of bed side examination and essential consideration procedures. Gain data of "Fundamental Drugs" and their utilization. Recognize medical emergencies, resuscitate and institute initial treatment and refer to suitable institution.

Gain full ability in immunization against infectious disease; Participate in projects in avoidance and control of locally prevalent endemic / epidemic diseases including wholesome problems; Learn abilities direct in family arranging techniques. Learn the management of National planning Programmes.

Be capable of conducting a survey and employ its findings as a measure towards arriving at a community diagnosis.

Conduct programmes on health education.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)
Links for Medical graduate attributes as described in the website of the College	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

8.1.8 Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Prgrammes in emerging trends in Medical Educational Technology.

Response:

Education is one of the fundamental requirements for human turn of events and it is important for public turn of events and a prosperous society. There is a requirement for all around prepared personnel who will help improve projects to deliver quality graduates. Arrangement of personnel advancement identified with instructing and appraisal methodologies is generally seen to be the fundamental fixing in the endeavours to change the instructive climate in academics .Perceiving the requirement for setting up the workforce engaged with Medicine, Dental, Pharmacy, Nursing and other interdisciplinary encouraging teaching units has been framed for every claim to fame to prepare the instructing resources.

Aims and Objectives of personnel advancement program in our organization are as per the following:

Sensitize teachers about new ideas in educating and evaluation techniques Develop information and clinical abilities needed for playing out the job of able and viable teacher, administrator, researcher and mentor Assist clinicians to get competency in correspondence and conduct abilities Update information utilizing current data and research methodology tools.

the Faculty Development Program(FDP) ought to be based upon the standards of experimental learning and plan to achieve that even the faculty members become a self-coordinated learner. Each FDP meeting ought to have an ideal combination of hypothesis and practical sessions and there has to be a scope for more of a hands-on training.

Further, in any of the coordinated FDPs, the members must be from different disciplines, and the meeting should go about as a stage for them to communicate on various issues develops a network of faculty scholars.

Additionally, to upgrade the viability of the meeting, the resource person or different members should offer input to every feedback, so they can improve in their territories of shortcoming. What's more, these FDP meetings should utilize a wide scope of instructive strategies to address the issues of various members. Further, endeavours ought to be made by the resource person to support more communication among the members and point toward accomplishing faculty ownership.

Simultaneously, the facilitator should endeavour to create regard and trust with the faculty members. Over the last few years, faculty development has become a very popular term in higher education in general and medical education in particular.

File Description	Document
Any additional information	[View Document](#)
Link for Year-wise list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	[View Document](#)
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)

8.1.9 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

1.NABH Accreditation of the teaching hospital

2.NABL Accreditation of the laboratories

3.ISO Certification of the departments / divisions

4.Other Recognized Accreditation / Certifications

Response: D. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Links for e-copies of Certificate/s of Accreditations	View Document

8.1.10 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

Response: 0

8.1.10.1 Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years

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

8.1.10.2 Number of first year Students addmitted in last five years

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

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	[View Document](#)
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.11 Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

not applicable

File Description	Document
Any additional information	[View Document](#)
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	[View Document](#)
Link for Additional Information	[View Document](#)
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	[View Document](#)

Other Upload Files	
1	[View Document](#)

5. CONCLUSION

Additional Information :

The education is a cycle which shapes and forms the character and personality by giving information, insight and abilities. It is spine of each general public and country. It is the venturing stone for a country to move into the domain of progression.

RMCH&RC as a foundation of advanced education is resolved to give instruction which is multi-dimensional in nature. It reaches out past the classroom and labs to courses, workshops, cultural and social activities and different sports events. It puts equivalent accentuation on co-curricular and extra-curricular exercises for the inside and out advancement of the understudies and to form them into worldwide residents while holding our customary qualities.

Concluding Remarks :

With its Vision

" To be recognized worldwide as a premier university with a vision to provide education of international standards. Our vision is to build professionally superior and ethical professionals and to empower the world with a commendable work force adept at meeting the challenges of the 21st century."

Mission

"Our mission is to empower each section of society through education and produce socially committed professionals. Our mission is to provide students with a sense of understanding for values and ethics, a commitment to law and morality, and appreciation of human creativity."

The organization is resolved to give fundamental offices to making educating and learning more successful. It has a rich green grounds with all around outfitted class rooms, exceptional labs and different offices. It has a rich library with an important supply of books alongside the membership of numerous news papers magazines and journals.

Teaching is the preeminent need of the Institution however it gives various exercises like workshops, classes, project works, tasks, field studies and so forth to rouse the understudies just as the resources towards research.

Various cells and committees are working successfully to address the scholastic personal, vocation, psycho-social issues of the understudies. These cells and committees encourage understudy movement to more elevated

level of instruction and towards work by giving appropriate direction and guiding to the understudies. The Institution gives best offices inside the accessible methods and is working for improvement of the betterment of the society as its goal.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification: <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>12</td><td>47</td><td>33</td><td>34</td><td>26</td></tr></table> Answer After DVV Verification : <table><tr><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> Remark : DVV has not consider examination letter provided by HEI.
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 0 Answer after DVV Verification: 00 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 14 Answer after DVV Verification: 00 Remark : DVV has not consider unsigned report of courses provided by HEI.
1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year) 1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings Answer before DVV Verification : 81 Answer after DVV Verification: 75
3.2.2	Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years 3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and

Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
11	7	7	4	5

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	4	2	3	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	315	233	115	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
0	40	0	0	0

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

3.5.1.1. 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
21	6	6	3	8

Answer After DVV Verification :

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

Remark : DVV has not consider certificate of participation and supporting document has not provided by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0.31	0.15	0.21	0.32	0.22

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
766.31	436.28	502.98	706.75	371.87

Remark : DVV has made the changes as per provided report of budget allocated for infrastructure development by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1891909	2390276	749358	1508117	9502765

Answer After DVV Verification :

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

| 18.91 | 23.90 | 7.4 | 15.08 | 95.02 |

Remark : DVV has converted the value in lakhs.

4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years 4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs) Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
311.91	173.38	9.85	47.07	13.81

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
312.56	173.94	9.85	56.07	23.81

Remark : DVV has made the changes as per provided audited statement by HEI.

5.3.3	Average number of sports and cultural activities/competitions organised by the Institution during the last five years 5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
0	22	19	0	0

Answer After DVV Verification :

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

Remark : DVV has not consider split sports and cultural activities/competitions provided by HEI.

6.3.3	Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) 6.3.3.1. Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1299	830	311	153	334

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
23	39	7	5	12

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
20	12	3	11	18

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
35	92	5	3	3

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
76	92	5	3	3

Remark : DVV has made the changes as per provided report by HEI.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	2	2	0

Answer After DVV Verification :

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

Remark : DVV has not considered Ganesh chaturti, Teacher's day, Saraswathi puja celebrations by HEI.

7.1.6	Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any four of the above Remark : DVV has made the changes as per provided report by HEI.
8.1.10	Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years. 8.1.10.1. Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years Answer before DVV Verification:

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

Answer After DVV Verification :

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

8.1.10.2. Number of first year Students addmitted in last five years
Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
149	150	150	81	0

Answer After DVV Verification :

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

Remark : DVV has not consider provided report by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: {table1} Answer After DVV Verification: {table2}
1.3	Number of first year Students admitted year-wise in last five years. Answer before DVV Verification: {table3} Answer After DVV Verification: {table4}
2.2	Number of sanctioned posts year-wise during the last five years Answer before DVV Verification: {table5} Answer After DVV Verification: {table6}

1.2 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
1	7	31	118	147

1.2 — Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
7	30	119	147	01

1.3 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
149	150	150	81	1

1.3 — Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
149	150	150	81	0

2.2 — Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
120	92	65	45	36

2.2 — Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
139	103	61	38	29