



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution		UNIVERSITY COLLEGE OF MEDICAL SCIENCES
• Name of the Head of the institution		ANIL KUMAR JAIN
• Designation		Principal
• Does the institution function from its own campus?		No
• Phone No. of the Principal		01122582016
• Alternate phone No.		01122582016
• Mobile No. (Principal)		9625900963
• Registered e-mail ID (Principal)		principal@ucms.ac.in

• Alternate Email ID	dramitesh@gmail.com
• Address	UCMS, Dilshad Garden
• City/Town	Delhi
• State/UT	Delhi
• Pin Code	110095
2.Institutional status	
• Affiliated / Constitution Colleges	Constituent
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Centrally Funded
• Name of the Affiliating University	University of Delhi
• Name of the IQAC Co-ordinator/Director	AMITESH AGGARWAL
• Phone No.	01122586262
• Alternate phone No.(IQAC)	
• Mobile No:	9811060025

• IQAC e-mail ID	dramitesh@gmail.com																									
• Alternate e-mail address (IQAC)																										
3. Website address (Web link of the AQAR (Previous Academic Year))	https://ucms.ac.in/NAAC_2018-2019.html																									
4. Was the Academic Calendar prepared for that year?	Yes																									
• if yes, whether it is uploaded in the Institutional website Web link:																										
5. Accreditation Details																										
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>B++</td> <td>2.80</td> <td>2016</td> <td>16/09/2016</td> <td>15/09/2021</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	B++	2.80	2016	16/09/2016	15/09/2021														
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Cycle 1	B++	2.80	2016	16/09/2016	15/09/2021																					
6. Date of Establishment of IQAC	05/05/2015																									
7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.																										
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Role of Yoga and Fenugreek in prevention of type-2 diabetes mellitus	Nil	RSSDI	Nil	803870
Registry of People with diabetes in India with young age at onset.	Nil	ICMR	Nil	1513004
Study of genes associated with postprandial lipemia and their expression in adipose tissue in patients with Type 2 diabetes mellitus.	Nil	ICMR	Nil	260400
The ICMR Diabetes Cohort Study	Nil	ICMR	Nil	1239356
MDRU	Nil	Ministry of Health & Family Welfare	Nil	2000000
Establishment of VRDL under ICMR-DHR	Nil	DHR-ICMR, VRDL	Nil	18290000
Clinical Recruitment site for "Strengthening laboratory surveillance for pneumococcal meningitis in India to understand the impact of pneumococcal conjugate(PCV) rollout"	Nil	ICMR	Nil	40000
Investigation of mechanisms of emerging drug resistance in Trichophyton sp. The major causative agents of the fungal skin infections	Nil	DBT	Nil	700000
Dysregulated pro-inflammatory host immune response among drug resistant and susceptible dermatophytosis patients	Nil	ICMR	Nil	3600000
Research Project	Nil	ICMR	Nil	500000
Research Project	Nil	AERB	Nil	1700000
PG thesis	Nil	ICMR	Nil	30000
Delhi Research implementation and innovation (DRIIV) project funded by PSA Government of India for "Air Pollution Theme"	Nil	Indian Institute of Technology Delhi	Nil	324196

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9. No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
Promotions of the Faculty	
Recruitment of new Faculties	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	
Plan of Action	Achievements/Outcomes
Promotions of the Faculty	Promotions of the Faculty
Recruitment of new Faculties	Recruitment of new Faculties
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
Nil	Nil

14.Does the Institution have Management Information System?

No

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

Extended Profile

2.Student

2.1

Total number of students during the year:

340

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

2.2

Number of outgoing / final year students during the year:

150

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

2.3

Number of first year students admitted during the year

340

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

4.Institution

4.1	11877
Total expenditure, excluding salary, during the year (INR in Lakhs):	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

5. Teacher

5.1	192
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

5.2	309
Number of sanctioned posts for the year:	

File Description	Documents
Institutional Data in Prescribed Format	No File Uploaded

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

The curriculum at UCMS is planned by a curriculum committee based on the new competency based medical education (CBME) 2018 guidelines. The new challenge faced in COVID-19 pandemic was that the traditional methods of teaching could no longer be employed to impart medical education. UCMS recognized the need to switch to online mode of education but the next challenge was how to implement CBME in online mode. E-learning has been rarely used in medical education due to the clinical nature of the curriculum. The curriculum committee identified the barriers for starting

online medical education at UCMS. The internet connectivity of the college was upgraded with the facility of wifi and a formal mechanism of communication with students and other faculty members was introduced in the form of MS team's software. A balanced approach to deliver the CBME curriculum was adopted, where the lectures were exclusively delivered in online mode and the practical sessions were conducted by either online or traditional mode as permitted by the Government COVID-19 guidelines. Thus, despite all the barriers to online medical education and challenges for the implementation of the CBME curriculum, a solution could be found by the collaboration of the institution, faculty members, and students.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://ucms.ac.in/NAAC_2018-2019.html
Any other relevant information.	Nil

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

10

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

1.2 - Academic Flexibility

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

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

0

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	No File Uploaded

Minutes of relevant Academic Council/BoS meetings	No File Uploaded
Institutional data in prescribed format (Data Template)	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Details of the students enrolled in subject-related	No File Uploaded
Certificate/Diploma/Add-on courses	No File Uploaded
Any other relevant information	No File Uploaded

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

At UCMS medical education is delivered with due emphasis on moral values and professional ethics. The college is a pioneer in the field of medical humanities and is committed to make doctors who are not only knowledgeable but empathetic towards their patients. The institute takes pride in being the first medical college of the country to have an "Enabling Unit" for persons with disabilities. UCMS has always believed that scientific advancement needs to be sustainable with the environment and has taken initiatives like adopting LED lighting, solar water heating, water harvesting etc. It encourages plantation activities and there are many medicinal plants at the campus that have been labelled to create awareness. At UCMS ethics has always been an important component of both undergraduate and postgraduate curriculum. The college also has a mentor-mentee programme which provides a unique opportunity to introduce professional ethics to new entrants and fosters friendly relations between students and faculty members. There is also an Institutional Ethics Committee, which addresses all the ethical issues related to medical research. The College provides health care services at the attached tertiary

care centre (GTB Hospital); two primary health centres; one rural health centre and a village Tikri Khurd, Narela.

File Description	Documents
List of courses with their descriptions	MBBS, MD, MS, MDS, DM(ENDO), BSc RADIOGRAPHY, MSc RADIOGRAPHY
Any other relevant information	Nil

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

0

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	No File Uploaded
List of-value added courses (Data template)	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
List of students enrolled in value-added courses (Data template)	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

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

Any other relevant information	View File
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1.4 - Feedback System

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

A. All 4 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://docs.google.com/forms/d/e/1FAIpQLScBRCE_YlQfW7yKZWaYO76K8UYa1Yj0CrI9rBTclZPI9heEWg/viewform?usp=pp_url
Data template	View File
Any other relevant information	View File

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

File Description	Documents
URL for stakeholder feedback report	Nil
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

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

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

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	No File Uploaded
Any other relevant information	No File Uploaded
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	No File Uploaded

2.2 - Catering to Student Diversity

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

A. All of the Above

File Description	Documents
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Any other relevant information	No File Uploaded

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

Number of Students	Number of Full Time Teachers
Nil	Nil

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

Any other relevant information	No File Uploaded
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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)

College is a fertile ground for students to express and nurture their talents and innate abilities. We have 2 societies working in association with MEU, namely Organum Donum and Illuminous. Organum Donum is a society formed by a group of students who are motivated and committed towards spreading the awareness of organ donation. (Link: Organum Donum). Illuminous is a society which conducts medical quiz which are both inter as well as intracollege. They impart medical education through peer learning in an informal way but yet is exceedingly competitive. (Link: Illuminous). Apart from these, college has a literary society, cultural society, music society, poetry club- parwaaz, (Link: Societies in college). Students are also involved in the student section of MEU Connect -MEU bulletin of MEU. (Link: MEU Connect). Recently, a felicitation ceremony was conducted to acknowledge the contribution of all these students in growth of institution by working beyond the classroom on 4th October 2021. (Link: Felicitation programme)

File Description	Documents
Appropriate documentary evidence	<ul style="list-style-type: none"> • <u>Appropriate documentary evidence- (Link: Organum Donum https://medicaleducationucms.weebly.com/organum-donum-society-organ-donation.html)</u>, (link: Illuminous https://medicaleducationucms.weebly.com/illuminous---medical-quiz-society.html , (Link: Societies in college https://ucms.ac.in/sactivities.htm; https://medicaleducationucms.weebly.com/students-section.html) , (Link: MeU Connect https://medicaleducationucms.weebly.com/meu-connect---newsletter.html) . (Link: https://medicaleducationucms.weebly.com/students-section.html)
Any other relevant information	Nil

2.3 - Teaching- Learning Process

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

CBME has been implemented in the college in the right spirit. It includes experiential learning, integrated /interdisciplinary learning, and self directed learning as a part of curriculum (link: MBBS Phase 1 & MBBS Phase 2). SDL and other sessions are being taken up by the faculty. Many of our faculty has been trained for CBME (Document: Faculty Training in CBME; Link: CBME-implementation). Illuminous society conducts quiz for students and hence involves students in learning in a participatory manner. (Link: Illuminous). UCMS has been a pioneer in Medical humanities in India and has been involved in several activities related to it. Currently, the humanities are being taught in Foundation course as well as AETCOM module of new curriculum in CBME. (Link: Foundation course, MBBS Phase 1 & MBBS Phase 2). Moreover, MEU CONNET (Link: MEU-CONNECT NEWS LETTER) runs a section on medical humanities and a student section to give voice to the expressions and the opinions of the students (Link: MEU Connect). Our students are well oriented and sensitized for the importance of Projects in learning in medicine. This can be judged by the number of projects submitted by MBBS students in ethics committee this year. (Document: Ethics Committee submission).

File Description	Documents
Learning environment facilities with geo tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	No File Uploaded
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	No File Uploaded

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

UCMS, being a teaching medical institute, encourages intensive use of ICT enabled tools including online resources for effective teaching and learning process. All teachers in the college are using ICT tools and resources available on its campuses; They used LCD Projectors, Video Conferencing, Apple Tabs, A-view, Google quiz, various online teaching platforms and e-learning technology. There are 4 ICT enabled lecture theatres in college in addition to one seminar room in each department equipped with laptops, LCD Projectors and hi speed Wifi internet facilities. The laboratories, Seminar Halls, conference Room are well equipped with ICT facilities. The Medical Education Unit of UCMS in collaboration with the DBMI (Department of Biostatistics and Informatics) conduct online sessions for the faculty from time to time to train and update the faculty in E-learning. In the era of COVID pandemic when virtual teaching became mandatory; MEU conducted teaching modules for the faculty to learn 'Go-To meeting' initially and MS TEAMS eventually (Link : teaching module for MS teams). DBMI also ensures wifi connectivity of the institute to aid in teaching learning process. This has enabled live transmission of online lectures as well as conduct of small group discussions on a regular basis. The e-resources commonly used are Pubmed, Medline, Free medical journals, medical booksfree.com, Medscape, Clinical care options, Clinical skills online, Cochrane evidence, National Cancer Institute (NCI), Google scholar and ERMED.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://medicaleducationucms.weebly.com/online-teaching---faculty-resources.html).
List of teachers using ICT-enabled tools (including LMS)	all lectures taken on online platform as per Curriculum taken by teachers allotted for class.
Webpage describing the "LMS/ Academic Management System"	https://medicaleducationucms.weebly.com/online-teaching---faculty-resources.html
Any other relevant information	Nil

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
Nil	Nil

File Description	Documents
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Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	No File Uploaded

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

The college provides a comfortable atmosphere for students to identify and develop their creativity and skills. Following are notable achievements in this regard-

- Organum Donum is a society formed by a group of students who are motivated and committed towards spreading the awareness of organ donation. (Link Organum Donum).
- Illuminous is a society which conducts medical quiz which are both inter as well as intracollege. They impart medical education through peer learning in an informal way but yet is exceedingly competitive. (Link: Illuminous).
- Meu Connet (MEU news letter) runs a student's section and section on medical humanities which gives voice to the expressions and the opinions of the students. (Link-MEU Connect)

File Description	Documents
Appropriate documentary evidence	https://medicaleducationucms.weebly.com/organum-donum-society-organ-donation.html), (Link: Illuminous https://medicaleducationucms.weebly.com/illuminous---medical-quiz-society.html) & (Link MEU- https://medicaleducationucms.weebly.com/meu-connect---newsletter.html)
Any other relevant information	Nil

2.4 - Teacher Profile and Quality

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

179

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File

Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
Any other relevant information	No File Uploaded

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

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

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	No File Uploaded
Any other relevant information	No File Uploaded

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

2056

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	No File Uploaded

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

179

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	No File Uploaded
Year -wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	No File Uploaded
Web-link to the contents delivered by the faculty hosted in the HEI's website	No File Uploaded
Any other relevant information	No File Uploaded

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

7

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	No File Uploaded
Any other relevant information	No File Uploaded

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

All the courses run by the institute have a transparent internal assessment system. MBBS- the internal assessment of each student is maintained by the class in charges of respective departments. The internal assessment is based on the all the end chapter exams, stage viva, performance in tutorials and end semester theory and practical exams. Marks are displayed after each assessment on department notice board.

MD/MS- all the post graduate students maintain a logbook which is evaluated on monthly basis. Students maintain a monthly record of skills acquired, seminars, journal clubs taken and attended during the time period. In the 2nd year, thesis progression is also evaluated every 6 months in most of the departments and course correction/feedback given to the student for timely intervention if the need be. At the end of final year students sent up examination is taken.

BSc (MT) Radiography- University annual examinations are held in July-Aug every year. Internal assessment is held in form sent up examination and grading of performance on day-to-day basis by the reporting officer.

MSc (MIT) Radiography - University examinations are held at the end of each semester. Sent-up examinations in is taken as Internal assessment and feedback given to students thereafter.

File Description	Documents
Academic calendar	http://www.fmssc.ac.in/undergraduate.htm ; https://medicaleducationucms.weebly.com/cbme-implementation.html
Dates of conduct of internal assessment examinations	http://www.fmssc.ac.in/undergraduate.htm)
Any other relevant information	Nil

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

The grievances related to internal assessment are dealt with urgency and solved by class in-charges of each department. For any further queries respective coordinators in each professional- Dr Dinesh Puri for 1st professional, Dr Sonal Sharma for 2nd and Dr Sanjay Gupta for 3rd address the issue when not resolved. Meetings of each professional subjects are held by their respective coordinators and department head on a regular basis - at least once in 6months, earlier if the need be. There is also a student's grievance committee headed by Dr MS Bhatia which also addresses the issues when grievance is brought to its knowledge. The list of committee members is attached as annexure (document: 2_5_2 Grievances)

File Description	Documents
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Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	No File Uploaded
Any other relevant information	No File Uploaded

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

- This academic year was the year of virtual teaching and assessment. Therefore, the faculty and residents were trained for virtual teaching. All were given MS teams account to enable smooth functioning. There were teething problems, so the institute shifted from Go -to meeting to MS teams. CBME was implemented in Phase 1 and 2. (LINK: CBME implementation). For the students were primarily assessed by OSCE/OSPE as it was most amiable to virtual mode.

File Description	Documents
Information on examination reforms	LINK: https://medicaleducationucms.weebly.com/cbme-implementation.html
Any other relevant information	Nil

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

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File

Re-test and Answer sheets	No File Uploaded
Any other relevant information	No File Uploaded

2.6 - Student Performance and Learning Outcomes

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

The Institution follows learning outcomes and graduate attributes mentioned in the COMPETENCY BASED UNDERGRADUATE CURRICULUM (<https://www.nmc.org.in/information-desk/for-colleges/ug-curriculum/>) which are integrated into the teaching and assessment process that is clearly publicized through its website (<https://medicaleducationucms.weebly.com/cbmeimplementation.html>). Clear information about the learning outcomes and evaluation of different programmes have been mentioned in the curriculum. It also provides information about the scheme of instruction and evaluation. The following method is used to assess course outcomes. 1. Continuous internal assessment including theory and practical 2. University theory and practical examination

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://www.nmc.org.in/information-desk/for-colleges/ug-curriculum/ https://medicaleducationucms.weebly.com/cbmeimplementation.html
Methods of the assessment of learning outcomes and graduate attributes	https://medicaleducationucms.weebly.com/cbmeimplementation.html
Upload Course Outcomes for all courses (exemplars from Glossary)	Nil
Any other relevant information	https://ucms.ac.in/c_meducation.htm

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

File Description	Documents
------------------	-----------

List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	No File Uploaded
Trend analysis for the last year in graphical form	No File Uploaded
Data template	View File
Any other relevant information	No File Uploaded

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

The institution evaluated the achievement of program and course outcomes via class tests, semester exams, OSPE, presentations, practical examinations, and vivas. Also, teachers' feedback is used to gauge the attainment of programme outcomes. Evaluation of log books is also done to assess practical skills. The following method is used to assess course outcomes. 1. Continuous internal assessment including theory and practical 2. University theory and practical examination

File Description	Documents
Programme-specific learning outcomes	https://www.fmsc.ac.in/undergraduate.htm#1 ; https://www.fmsc.ac.in/postgraduate.htm
Any other relevant information	Nil

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

This was a year of pandemic where parent-teachers meetings were not held. However, implementation of AETCOM module provides a platform for feedback to the students which were optimally utilized. Guidelines for slow learners have been made this year which will be implemented from next academic year. This will form a structured mechanism by which remedial measures can be taken well in time.

File Description	Documents
Proceedings of parent -teachers meetings held during the year	Nil
Follow up reports on the action taken and outcome analysis.	Nil
Any other relevant information	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

https://docs.google.com/forms/d/e/1FAIpQLSc537M4C_2417SMK71id394d2bdnLVS8AffzqicHJ-aNu07sg/viewform?usp=pp_url

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

1

File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	No File Uploaded
List of full time teacher during the year.	No File Uploaded
Copies of Guide-ship letters or authorization of research guide provide by the university	No File Uploaded
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

9

File Description	Documents
Fellowship award letter / grant letter from the funding agency	No File Uploaded
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
Nil	Nil

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	No File Uploaded
Link for funding agencies websites	Nil
Any other relevant information	No File Uploaded

3.2 - Innovation Ecosystem

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

Nil

File Description	Documents
Details of the facilities and innovations made	Nil
Any other relevant information	Nil

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

during the year

24

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

3.3 - Research Publications and Awards

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

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

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

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

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	No File Uploaded
List of teachers recognized as guides during the year	No File Uploaded
Information as per Data template	View File
Letter of PG guide recognition from competent authority	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

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

65

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	No File Uploaded
Information as per Data template	View File

Any other relevant information	No File Uploaded
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3.4 - Extension Activities

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

25

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	No File Uploaded
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	No File Uploaded
Any other relevant information	No File Uploaded

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

1000

File Description	Documents
Reports of the events organized	No File Uploaded
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	No File Uploaded
Geotagged photographs of extension activities	No File Uploaded

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

the Institutions from Government /other recognised bodies during the year within 100 - 200 words

Dr. Shuchi Bhatt, HOD, Dept. of Radiology received certificate of appreciation on International women's day. Dr. Gopesh Mehrotra and Dr. Manish Narang received Doctor's excellence award by DMA. UCMS and GTBH was a dedicated COVID hospital during the pandemic and several faculty members and resident doctors were felicitated by the Delhi Govt as "corona Warriors"

File Description	Documents
List of awards for extension activities in the year	<u>Dr. Shuchi Bhatt, HOD, Dept. of Radiology received certificate of appreciation on International women's day. Dr. Gopesh Mehrotra and Dr. Manish Narang received Doctor's excellence award by DMA. UCMS and GTBH was a dedicated COVID hospital during the pandemic and several faculty members and resident doctors were felicitated by the Delhi Govt as</u>
e-copies of the award letters	Nil
Any other relevant information	Nil

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

The facility organized several camps with RWA of Dilshad Garden for blood donation awareness. Department of Microbiology also conducted awareness activities on biomedical waste segregation. Additionally during COVID the residents and faculty members raised awareness on social distancing and COVID appropriate measures

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	<u>The facility organized several camps with RWA of Dilshad Garden for blood donation awareness. Department of Microbiology also conducted awareness activities on biomedical waste segregation. Additionally during COVID the residents and faculty members raised awareness on social distancing and COVID appropriate measures</u>
Any other relevant information	Nil

3.5 - Collaboration

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

15

File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	No File Uploaded
Certified copies of collaboration documents and exchange visits	No File Uploaded
Any other relevant information	No File Uploaded

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

5

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The UCMS campus is spread across 88 acres of land comprising of College Block, Library & conference block, spacious Out Patient Departments, Indoor Wards, Central Laboratory Services & O.T. Block and many other ancillary facilities. The Guru TegBahadur Hospital (G.T.B.H.) with bedded strength of over 1526, is the associated teaching Hospital. Separate hostels for undergraduate Boys and Girls and resident doctors are available in the campus.

GTB Hospital is the largest hospital in trans-Yamuna area. A 500-bedded new Maternity-cum-Child Health Block was started in 2011. The eight-storey ward house operation theatres, general wards and private wards especially for gynaecology and pediatrics departments and maternity and child health care. This was the first earthquake resistant multistoried building built using base isolation technology in Delhi. A new Diabetes, Endocrine and Metabolic Block became operational in 2013 which offers diagnostic services and has a fully equipped endocrine and metabolic laboratory as well as imaging and other specialised facilities. It also has a 30 bedded in-patient facility, with 26 specialty beds and four intensive care beds.

The college has 4 large lecture theaters, 27 laboratories and 21 seminar halls. All the lecture theaters and seminar hall are wifi enabled with projector facility. Laboratories are equipped with modern equipment, providing opportunities for both research and teaching. The online teaching activities continued during covid pandemic through online meeting platforms like GoToWebinar and Microsoft teams. Several out-reach programs for community teaching are also conducted throughout the year and from this year it is being broadcasted live on online media to further increase the reach in community.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc.,	<p><u>The UCMS campus is spread across 88 acres of land comprising of College Block, Library & conference block, spacious Out Patient Departments, Indoor Wards, Central Laboratory Services & O.T. Block and many other ancillary facilities. The Guru TegBahadur Hospital (G.T.B.H.) with bedded strength of over 1526, is the associated teaching Hospital. Separate hostels for undergraduate Boys and Girls and resident doctors are available in the campus. GTB Hospital is the largest hospital in trans-Yamuna area. A 500-bedded new Maternity-cum-Child Health Block was started in 2011. The eight-storey ward house operation theatres, general wards and private wards especially for gynaecology and</u></p>

mentioned above	<p><u>pediatrics departments and maternity and child health care. This was the first earthquake resistant multistoried building built using base isolation technology in Delhi. A new Diabetes, Endocrine and Metabolic Block became operational in 2013 which offers diagnostic services and has a fully equipped endocrine and metabolic laboratory as well as imaging and other specialised facilities. It also has a 30 bedded in-patient facility, with 26 specialty beds and four intensive care beds. The college has 4 large lecture theaters, 27 laboratories and 21 seminar halls. All the lecture theaters and seminar hall are wifi enabled with projector facility. Laboratories are equipped with modern equipment, providing opportunities for both research and teaching. The online teaching activities continued during covid pandemic through online meeting platforms like GoToWebinar and Microsoft teams. Several out-reach programs for community teaching are also conducted throughout the year and from this year it is being broadcasted live on online media to further increase the reach in community.</u></p>
Geo tagged photographs	Nil
Any other relevant information	Nil

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

The heritage of the sporting activities is being maintained since many years. The college has 4 large grounds (in front of college, Central field, in front of New Boys' Hostel {NBH}, Beside Mortuary), basketball court in Central field, Badminton court in Old Boys Hostel as well as New Boys' Hostel. The college has been participating and organizing various sports events (intra-college as well as inter-college). Some of the recent UCMS alumni's talent has been trapped even at the level of health ministry (cricket teams) and higher-level NGOs like CRY Foundation. Students and faculty are regular part of various teams like cricket, volleyball, football, basketball, table tennis, athletics, carom and chess.

"ARENA" is the name for UCMS annual sports festival. It is held for five days in which both intra- and inter-college championships are held and clash of titans of various professional colleges takes place. UCMS is the only college that organizes hard-ball (leather ball) cricket

tournament, which is cherished by all the participants. The first day of the ARENA is organized for the teaching faculty, in which various fun events are held.

File Description	Documents
List of available sports and cultural facilities	<p><u>The heritage of the sporting activities is being maintained since many years. The college has 4 large grounds (in front of college, Central field, in front of New Boys' Hostel {NBH}, Beside Mortuary), basketball court in Central field, Badminton court in Old Boys Hostel as well as New Boys' Hostel. The college has been participating and organizing various sports events (intra-college as well as inter-college). Some of the recent UCMS alumni's talent has been trapped even at the level of health ministry (cricket teams) and higher-level NGOs like CRY Foundation. Students and faculty are regular part of various teams like cricket, volleyball, football, basketball, table tennis, athletics, carom and chess. "ARENA" is the name for UCMS annual sports festival. It is held for five days in which both intra- and inter-college championships are held and clash of titans of various professional colleges takes place. UCMS is the only college that organizes hard-ball (leather ball) cricket tournament, which is cherished by all the participants. The first day of the ARENA is organized for the teaching faculty, in which various fun events are held.</u></p>
Geo tagged photographs	Nil
Any other relevant information	Nil

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

The college building is well maintained and air-conditioned. There are 5 hostels, one each for 1st year students, seniors, girls, junior residents and PG/senior residents. Canteens are present all over the campus. There is a separate doctors' canteen for students, doctors and staff. Prices are very nominal with huge large variety. Each hostel has their separate mess.

The campus of UCMS is one of the greenest college campuses in Delhi with great variety of flora and fauna. Peacocks are regular visitors, and the nursery inside the campus is a home for some

rare species of plants.

Bank, ATM, post-office and general grocery store is available inside the campus only.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	Nil
Any other relevant information	<u>The college building is well maintained and air-conditioned. There are 5 hostels, one each for 1st year students, seniors, girls, junior residents and PG/senior residents. Canteens are present all over the campus. There is a separate doctors' canteen for students, doctors and staff. Prices are very nominal with huge large variety. Each hostel has their separate mess. The campus of UCMS is one of the greenest college campuses in Delhi with great variety of flora and fauna. Peacocks are regular visitors, and the nursery inside the campus is a home for some rare species of plants. Bank, ATM, post-office and general grocery store is available inside the campus only.</u>

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

5400000

File Description	Documents
Audited utilization statements (highlight relevant items)	No File Uploaded
Details of budget allocation, excluding salary during the year (Data template)	No File Uploaded
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

For clinical postings, students go to the associated, GTB hospital, which the 2nd largest tertiary care hospital of Delhi government with more than 1000 beds. The patient load is huge

and there is no dearth of clinical exposure. All clinical departments have their own seminar and demonstration rooms with projection facilities. Hospital uses a residency program to educate qualified physicians who have completed MBBS. These residents practice medicine under direct or indirect supervision of a senior medical faculty in that specialty. The purpose of these residency programs is to create an environment where new doctors can learn to practice medicine in a safe setting, which is supervised by physicians that provide both oversight and education.

Number of specialty services:

-
- Surgery
- Anesthesia
- Obstetrics and Gynaecology
- Orthopaedics
- Ophthalmology
- Oto-rhino-laryngology
- Dermatology & STD
-
- Psychiatry ↗ Chest & TB
- Dentistry

Number of super-specialty services:

- Endocrinology
- Nephrology
- Neurology
- HIV nodal centre
- Neurosurgery
- Burns and plastic surgery

Number of operation theatres: OT are 20 (Emergency-5, Gynae-2, Surgery-5, Ortho-2, Neurosurgery-2, Eye-2, ENT-2)

Number of Diagnostic Service Departments: 6 (Biochemistry, Physiology, Microbiology, Pathology, Hematology, Radiology)

Clinical Laboratories:

1. **Central Clinical Lab: Including Biochemistry Microbiology Serology Hematology Histopathology Cytopathology**
2. **Emergency Lab: 24 hours emergency lab is functional**

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	Nil
The list of facilities available for patient care, teaching-learning and research	Nil
Any other relevant information	Nil

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year**4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year**

File Description	Documents
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	Nil
Any other relevant information	No File Uploaded

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

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	No File Uploaded

Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	No File Uploaded
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	No File Uploaded

4.3 - Library as a Learning Resource

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

NA

File Description	Documents
Geo tagged photographs of library facilities	Nil
Any other relevant information	Nil

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

The UCMS Library is serving to various types of users such as Faculty Members, Senior Residents, Post-graduate Students, Under-graduate students, GTBH Doctors and Staff. There are currently 21 computer systems available in the Library for users. On these systems, users can access to e-resources available under ERMED consortium, DELNET databases, online journals and ebooks. Library users can also access a range of software applications including MS-Word, Excel, and PowerPoint on all the library computer systems. The library is also fully Wi-Fi enabled for users to access library resources on their smart phones, ipads and laptops. The library is also providing the E-mail facility to receive Inter Library Loan (ILL) requests from the patrons and to send them latest updates pertaining to library on regular basis. A printer cum photocopier is used in the library building for the printouts & photocopies as per the copyright policy.

Existing**Newly added****Total****Textbooks**

20388

196

20584

e-Books

225

40

265

Journals

110

(51 foreign

59 Indian)

1

111

e-Journals

235

+ 21 e-journals free with print subscription

Nil

235

Back volume of journals

25,088

Nil

25,088

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://ucms.ac.in/c_library.htm
Geotagged photographs of library ambiance	Nil
Any other relevant information	Nil

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

File Description	Documents
------------------	-----------

Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	No File Uploaded
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

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

5699956

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	No File Uploaded
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	No File Uploaded

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

The college library is providing continuous services to the users. The reading rooms of library (IIInd floor) is remained opened 24x7 for library users. During the year 2021 (Jan-Dec), around 12605 users visited the reading rooms. The first floor of the library is kept opened from 08:00 am to 08:00 pm from Monday to Friday and 08:00 am to 04:00 pm on Saturday. Around 2343 users visited the first floor of the library for various purposes such as consultation, reference, circulation etc. Total 591 books were issued/returned by library users.

Average no. of footfall per day = No. of user using library in a year/No. of days

Average no. of footfall per day = $12605+2343/365 = 14948/365$

Average no. of footfall per day = 41 (Per day)

Apart from above several users approached library staff for services such article retrieval,

plagiarism check, no dues etc.

File Description	Documents
Details of library usage by teachers and students	Nil
Details of library usage by teachers and students	Nil
Any other relevant information	Nil

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

File Description	Documents
Links to documents of e-contents used	No File Uploaded
Data template	No File Uploaded
Any other relevant information	View File

4.4 - IT Infrastructure

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

Nil

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	No File Uploaded
Geo-tagged photos of the facilities	No File Uploaded
Any other relevant information	No File Uploaded

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

College: The College has its own IT Department (DBMI), whose policies are governed by an internal Computer Committee. This facility is a central facility, which caters almost all the needs of computerization and its maintenance.

Hospital: The Hospitals IT policy is determined by the IT policy of the Health Department of GNCT of Delhi. Initial Software development was through CDAC, however, presently software, network and applications development are through NIC. The hospital network and computerization has followed the policy and procedures of GNCT of Delhi with respect to e-governance initiatives. This allows orders and inventory supervision of essential drugs and consumables through the Central Procurement Authority (CPA) of the Directorate of Health Services (DHS) of GNCT of Delhi. Further, the accounts and salaries are centrally monitored and processed through accounting software of GNCT of Delhi. Other real time patient data monitored by the Govt. in the state as well as in the centre are uploaded continually through MRD and concerned departments of the hospital.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	Nil
Any other relevant information	Nil

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

D. 50 MBPS - 250MBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	No File Uploaded
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant information	No File Uploaded

4.5 - Maintenance of Campus Infrastructure

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

38500000

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	No File Uploaded
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	No File Uploaded
Any other relevant information	No File Uploaded

4.5.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

All the maintenance of buildings, class room and laboratories is responsibility of PWD Services. All major budgetary allocations are as per projected requirements under University College of Medical Sciences & GTB Hospital. The college has mechanisms to monitor expenditure of budget allotted for various activities. All the agencies have to submit the progress reports for various expenditures which are verified. All expenditures are planned and approved at different levels.

Annual Maintenance Contract (AMC) for Intercom Exchange exists. College Workshop, maintained all the IT equipment bought out of IT funds. The PWD Services are fully dedicated to the task of repair and maintenance of buildings, furniture, electrical fittings, air conditioners and generators. The college/hospital has a full time department, which monitors and supervises the maintenance programme. There is an electro medical repair cell for immediate and emergency repairs. The College & Hospital workshop and services are available for the repair and maintenance of various electro-medical equipment. All major and sophisticated medical equipment are directly maintained by manufactures and suppliers through CMCs/AMCs.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	Nil
Log book or other records regarding maintenance works	Nil
Any other relevant information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

7

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	No File Uploaded
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development

B. Any 5 or more of the Above

File Description	Documents
Link to Institutional website	https://ucms.ac.in/index-files/Final%20Foundation%20Course%20MBBS%202020%20batch.pdf
Details of capability enhancement and development schemes(Data Template)	View File
Any other relevant information	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

Nil

File Description	Documents
------------------	-----------

List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	No File Uploaded
Institutional website. Web-link to particular program/scheme mentioned in the metric	Nil
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	No File Uploaded
list of students attending each of these schemes signed by competent authority	No File Uploaded
Any other relevant information	No File Uploaded

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

No

File Description	Documents
For international student cell	Nil
Any other relevant information	Nil

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

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	Nil
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

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

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

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	No File Uploaded
Copies of the qualifying letters of the candidate	No File Uploaded
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Annual reports of Placement Cell	No File Uploaded
Self-attested list of students placed /self-employed	No File Uploaded
Details of student placement / self-employment during the year (Data template)	No File Uploaded
Any other relevant information	No File Uploaded

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

20

File Description	Documents
------------------	-----------

Supporting data for students/alumni as per data template	No File Uploaded
Details of student progression to higher education (Data template)	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

25

File Description	Documents
Duly certified e-copies of award letters and certificates	No File Uploaded
Any other relevant information	View File

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

Students are representative in various academic and administrative committees of the institution. More so students have their own independent union with a faculty deputed as a Students' advisor. The Curriculum Committee, the Antiragging Committee, the Internal Complaints Committee has student representatives on board where their inputs and initiatives are welcomed and included. The Medical Education Unit has formed a Students' Section which leads in organizing Medical Quiz for medical students and places students' perspectives in matters related to medical education. The students are also on the editorial board of the UCMS Medical Education Unit's Newsletter named MEU Connect.

File Description	Documents
Reports on the student council activities	https://drive.google.com/file/d/1Yn8gPImnf-5ymTBL2E_8mQ-JQVduRy-0/view
Any other relevant information	Nil

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

5

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

5.4 - Alumni Engagement

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

UCMS Alumni was formed with an aim to foster greater cohesion, cooperation and good will among all the students who have been a part of UCMS. UCMS has produced 43 batches and has nearly 5000 members. It share great memories of growing up together and gaining steadfastly in professional maturity. Registered with Registrar of Societies. Registration number S/69212/2010

File Description	Documents
Registration of Alumni association	https://drive.google.com/file/d/1d_Ub3rG-8IgvMJmu3zup-AD2Z1P38Hbx/view
Details of Alumni Association activities	https://docs.google.com/document/d/1NqGUiy6xmX1Er0lpq25POi98b3heZHs1fIm5i1r2uRo/edit
Frequency of meetings of Alumni Association with minutes	Once every 3 months
Quantum of financial contribution	https://docs.google.com/document/d/1NqGUiy6xmX1Er0lpq25POi98b3heZHs1fIm5i1r2uRo/edit
Audited statement of accounts of the Alumni Association	Nil

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

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

University College of Medical Sciences has completed 50 years in 2021 since its inception in 1971, and we celebrated this milestone with College Convocation in Golden Jubilee year on 25th September 2021. When one recalls the history of UCMS, it brings admiration, pride and joy considering the achievements and laurels brought to its name by its students and faculty against all odds. The research work and contribution to health sector of the state/ country is stupendous, and appreciated by one and all. As Principal of this great institute, it is appropriate to analyse targets, achievements, and deficiencies which can be addressed to make UCMS as the best medical school of the nation.

It is imperative that institutions have a timeline to progress and mechanism to audit it from time to time. So that if the institutional growth is found suboptimal, the remedial actions can be initiated . The objective are listed below:

1. OPTIMUM COMPETENCY BASED EDUCATION FOR ALL: UCMS should set the example and ensure the above in all its students with innovative teaching learning methods. We should make learning stress free, practical and easy to grasp to attain desirable competencies. Medical students are to be trained to be a student always (forever student) in life.
2. UCMS-GTBH should strive to deliver best patient care. The faculty, residents and students should aim to provide the state of art treatment and services to all patients. To deliver optimum standard of care the hospitals have to ensure adequate infrastructure so that the faculties are professionally satisfied with quality of imparted patient care. The hospitals should have plenty of well-equipped operation theatres, backup ICU, day care facilities, laboratories, specialized laboratories, special clinics, superspeciality care. The investigation and reports should be available on virtual platform. The hospital patient

information should be computerized so that patient data can be analysed for future expansion/projection and research

3. **SUPERSPECIALITY COURSES:** DM Endocrinology course has been started in 2020. The DM/MCh courses in various super-specialty disciplines will ensure better patient care and further enhance the medical education and research. UCMS-GTBH caters to 8000-10000 patients per day, over 50000 injuries per year, approximately 22000-25000 obstetrics cases, over 500 patients per OPD in endocrinology. The Govt. of India envisaged this and sanctioned superspeciality services under Prime Minister Swasthya Suraksha Yojna in 2016. It should be implemented so that sick patients of cardiology, nephrology, gastroenterology, neurology and other super-specialties are treated under one roof
4. **DEVELOPING RESEARCH TEMPER:** Development of research temper is the key to find out evidence-based solutions to the clinical problems unique to India. The knowledge about research methods and evaluation has already been incorporated in current curriculum
5. **FACULTY DEVELOPMENT:** The quality of teachers is important to ensure the effective training. The current eligibility to become a teacher is just a postgraduate degree and teaching experience of a certain number of years. The quality of teaching capabilities (certification of teacher) or recertification is already initiated and should be enhanced as faculty development
6. **ADMINISTRATIVE REFORMS:** The administration of college should be reformed to make everyone accountable for decisions and maintaining timelines. The quality of education, research and patient care can be enhanced with the support of vibrant and agile administration

File Description	Documents
Vision and Mission documents approved by the College bodies	Nil
Achievements which led to Institutional excellence	Nil
Any other relevant information	Nil

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

UCMS is a institute with the theme of 'EXPERT': Excellance in patient care, education, research and traning of undergraduate and post graduate. The College is known for its quality research as evident from the national ranking 7th based on the number of scientific publications in various Pub-Med Indexed journals. To impart smooth education and training and achieve goals of best patient care to common we have organized a decentralized e govenance system of problem solving

and decision making.

The institution involves all the stake holders i.e principal, all the faculty, administrative staff, teaching staff, non teaching staff and students in planning and decision making. The problems and requirements (long term and short) are analysed by the respective departments and feedback are provided to the institute. The strategy are devised at institutional level after thorough discussion. The committee with fair representation are formed to ensure implementation of these strategies. Efforts are made to increase job responsibilities of the employee so that they can make self managed teams. Inputs from staff and student are also taken for due consideration. All the planning strategies and implementation efforts are duly recorded.

File Description	Documents
Relevant information /documents	Nil
Any other relevant information	Nil

6.2 - Strategy Development and Deployment

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

It is imperative for institution to develop strategic plans with a set time line for progression and with a mechanism of audit from time to time. The set strategic plans helps in effective deployment of goals in the future for optimum growth of institute

The objective for institutional growth (2021-22)

1. Optimum competency based education for post graduate and undergraduate: setting of skill laboratories,
2. Deliver state of art tertiary care: setting of well equipped operation theatre, back up ICU, day care laboratory, specialized laboratories, special clinic, superspecialty care. Setting of virtual platform for laboratory investigations and report.
3. Starting superspecialty courses: starting new fellowship and DM courses
4. Developing research temper: Augementing IT facility and biostatistics and research cell. In order to encourage the research at undergraduate level, the College is planning to institute new awards.
5. Faculty development: Promotion and recruitment of new faculty
6. Upgrading college infrastructure:

CASE STUDY WHERE STRATEGIC PLAN HAVE BEEN EFFECTIVELY DEPLOYED

PLAN

ACTIVITY DEPLOYED

1.

Competency based medical education (CBME)

- Time to time reaching session on CBME
- Starting online teaching and assessment session for undergraduate students during COVID-19 pandemic
- Development of Disability Competencies and inclusion in CBME

2.

Patient care

Starting online training modules and sessions for health care workers during COVID-19 pandemic (initiative taken by Medical education unit)

An 8 hour module on every aspect of Covid-9 was prepared and sessions were conducted to train doctors a paramedical staff. The module are provided on the link

<https://medicaleducationucms.weebly.com/covid-19-healthcare-provider-training.html>.

3.

Superspeciality courses

The Government of India had sanctioned superspecialty course services in 2016. DM endocrinology has been started in 2020

4.

Research

Publications have been the key achievements in UCMS. These are constantly increasing in number. The H-index as measured on Pubmed is 57.

A. Alumnus of the College, Dr. Gagan Chadha, who is currently in USA has contributed corpus amount for instituting five awards. These includes (1) Col. T.S Chadha Grant for Undergraduate Research; (2) Mrs. Jogesh Chadha Grant for Undergraduate Research and (3) Dr. Gagan S. Chadha Academic Scholarship, three in number. Each of these awards/scholarships carries a grant or scholarship of Rs.10,000 during the year.

5.

Faculty development

UCMS was able to conduct

- Massive recruitment drive from November 2020 to March, 2021 and appointed as many as 61 Assistant Professors to complete the shortage of teachers.
- Faculty promotions: During this time long pending promotions of UCMS teachers were also conducted and 49 teachers have been promoted.

6.

Upgradation of infrastructure

Upgradation of library

- Institutional membership of NML-ERMED consortium
- Single gateway to access 235 + ERMED e-journals: <http://www.ermmed.in/journals.aspx>
- These e-journals can be accessed on institutional IPs as well as remotely by library users.
- Institutional membership of developing library network (DELNET) <<http://delnet.in/>>

File Description	Documents
Organisational structure	https://ucms.ac.in

	/NAAC_2018-2019.html
Strategic Plan document(s)	Nil
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	Nil
Any other relevant information	Nil

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

C. Any 2 or 3 of the Above

File Description	Documents
Data template	No File Uploaded
Institutional budget statements allocated for the heads of E_governance implementation	No File Uploaded
e-Governance architecture document	No File Uploaded
Screen shots of user interfaces	View File
Policy documents	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

TEACHING STAFF

1

RESEARCH

Multi-disciplinary Research Unit (MRU) has molecular laboratory to conduct research on proteomics, genomics, cell culture (Annexure 1)

2

TEACHING AND TRAINING

Medical education unit (MEU) that conducts various faculty development programmes, mentorship programmes and workshops(annexure 2)

3

FINANCE

Teachers welfare funds, Group insurance scheme, Medical re-embersement.

NON TEACHING

1

TRAINING

<https://ucms.ac.in/courses.htm>

1. B.S.c (Medical technology) radiography and MSc (medical imaging technology) radiography course.
2. lab attendant course (6 week)
3. MLT course

2

FINANCE

1. Delhi university laboratory association welfare fund
2. Delhi university Karamchari union
3. Medical re-embersement
4. Dress allowance

3

ACCOMODATION

Staff residential category A, B, C, D quarters

Annexure 1

Multi-disciplinary Research Unit

With the aim to bridge the gap between basic research and the clinical / health research in the medical colleges for the improvement of the overall health status of the Indian population, Multi-disciplinary Research Unit (MRU) was established by Department of Health Research (DHR) in 2013 at UCMS and GTB Hospital.

Details are given on link: https://ucms.ac.in/c_l_laboratories.htm

- Several molecular facilities like Genome / Nucleic Acid Analysis, Cell Culture Study, Protein Study, Cell Sorting and Cell Analysis and Deep Storage have established at MRU-UCMS.
- Several high-end equipments like Flow cytometer cum sorter, High-performance liquid chromatography (HPLC), Flash Chromatography, Fluorescent Microscope (Upright and Inverted), Real-Time PCR, Biosafety cabinet, Nanodrop, Gradient PCR, Refrigerated Centrifuge, Swing-out Centrifuge, Sonicator, Ultra Water Purification Unit, ELISA Washer, Multi-mode Reader, Horizontal and Vertical Electrophoresis, Cell Counter, CO2 incubator, Deep Freezers and numerous small bench top equipments have been installed at MRU-UCMS till now.
- Three MRU projects were sanctioned and completed during period 2014 - 2018.
- Seven MRU projects were sanctioned during period 2019 - 2021.
- In last 2 years, five MRU projects have been completed.
- Ten new MRU projects are approved by MRU for financial year 2021 - 2022.
- MRU has conducted the one day workshop on "Applications of Real-Time PCR technique in clinical research" for PG students / young faculties of UCMS & GTB Hospital in 2021.
- e-journal will be started for scientific information

MRU projects sanctioned

2014-18

3

2019-21

7

2021-22

10

Annexure 2

MEDICAL EDUCATION UNIT

The mandate to this MEU, excerpted from the recommendations of the MCI (1996), National Medical Commission Gazette (2019), and NAAC guidelines, defines ten tasks:

1. Faculty Development
2. Research in Medical Education
3. Development of a Resource Center
4. Continuing Medical Education
5. Policy Development
6. Developing Systems of Assessment
7. Developing Communication Links
8. Developing and implementing Instructional Design
9. Implementing Competency based medical education
10. Implementing online medical education

OVERVIEW

The Medical Education Unit of UCMS and GTBH aims for holistic development of the student by constantly innovating, researching, on various aspects of medical education and capacity building of the faculty. It's key achievements over the last decade has been: Details are provided on the link

<https://medicaleducationucms.weebly.com/our-team.html>

1. Faculty development programs within the institute and other institutes across India
2. Thesis writing and Thesis Protocol writing workshops for postgraduate students since more than 10 years

3. Research Methodology Workshops across India for DNB and for Medical college faculty
4. Medical Humanities Group
 1. Theatre of the Oppressed workshops in medical education
 2. Research and Humanities in Medical Education - Asia's first journal on Medical Humanities
5. Development of Disability competencies and its inclusion in Competency based curriculum
6. Students' Section -
 1. Organum Donum - Raising awareness about organ donation
 2. Illuminous - Medical Quiz
7. COVID-19 pandemic
 1. Rapid Transition to Online teaching
 2. Training of Healthcare workers
8. Publications
 1. Books
 2. Chapters, Newsletters
 3. Research articles

Faculty development programs

- Teaching methods
- Assessment methods
- Principles of Adult learning
- Competency based medical education sessions
- Use of Medical Technology
- Revised basic course workshops

Thesis writing and thesis protocol writing workshops

- Conceptualized and implemented in MEU, UCMS and GTBH more than a decade back
- Every year, since then, we conduct these workshops for our postgraduates
- The program became popular and MEU faculty is invited by other medical institutions to conduct such workshops including National Board of Examinations
- Conducted more than 30 workshops in various colleges and hospitals in last 10 years
- Adapted by other institutes too, in their PG orientation program

Research Methodology Workshops

- Participatory approach of research methodology workshop
- Adapted by Indian Academy of Pediatrics
- Conducted workshop for faculty of various colleges and hospitals
- For NBE faculty across India

Medical Humanities Group

- Pioneered the work - Theatre of the oppressed in Medical Education
- Invited in various health education conferences and by medical colleges to conduct these workshops
- Published the first journal in Asia on Medical Humanities (www.rhime.in)
- Currently in its 8th year of publication
- Promotes articles on art, culture, narrative writing in medical education and patient care

Development of Disability Competencies and inclusion in CBME

- Involved in framing of disability competencies
- Worked with University of Chicago faculty in Disability inclusive compassionate care project
- The competencies got included in the Foundation Course of CBME curriculum for medical undergraduates

Students' section - Medical Education Unit

An initiative to promote cause-driven leadership, professionalism, teamwork, among medical students.

- Organum Donum - a student led initiative to create awareness about organ donation among the medical fraternity
- Illuminous - a student led initiative to promote quizzing to enrich medical education

Covid-19 Pandemic

The MEU facilitated the rapid transition to online medical education

- Created screenshot based guidebooks
- Conducted webinars for capacity building of the faculty

- Supported students in online education

Training of Healthcare workers for prevention of COVID and for management of Covid-19 patients

File Description	Documents
Policy document on the welfare measures	Nil
List of beneficiaries of welfare measures	Nil
Any other relevant document	Nil

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

4

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	No File Uploaded
List of teachers provided membership fee for professional bodies	No File Uploaded
Receipts to be submitted	No File Uploaded
Any other relevant information	No File Uploaded

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

37

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the	View File

year and the lists of participants who attended them (Data template)	
Reports of Academic Staff College or similar centers Verification of schedules of training programs	No File Uploaded
Copy of circular/ brochure/ report of training program self conducted program may also be considered	No File Uploaded
Any other relevant information	No File Uploaded

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

107

File Description	Documents
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	No File Uploaded
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	No File Uploaded
Any other relevant information	No File Uploaded

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

UCMS has devised an annual performance appraisal policy periodically that helps in maintaining the quality assurance system of the teaching and non teaching staff. Respective section incharge and Head of the department submit the annual performance appraisal report to the Head of the Institute at the end of the financial year (annexure). In addition self appraisal sessions are undertaken to improve the work efficiency.

Parameters for performance appraisal for teaching staff includes participation in educational activities, number of research projects undertaken, number of research publication, number of chapters in book, presentation in conferences, conference organized, award/medal received, Additional departmental responsibilities

Parameters for performance appraisal for non teaching staff includes technical efficiency and knowledge level, leave record, relationship with peer, juniors and colleague

All the appraisals and annual reports are submitted by the Institute to University of Delhi (University Court). The Self-Assessment Proforma filled by faculty are used in their promotions. The student feedbacks and examination results are also kept under the vigil of University. Frequent MCI inspections have also taken place for undergraduate and postgraduate training. All these appraisal methods have led to improvements in the Institute. There are improving numbers of research papers published by faculty and students. Also there has been an increase in number of extramural grants obtained by faculty and students. The Institute has decided to increase the number of financially supported conferences from one to two. Further, travel support has been upgraded from train fare to airfare. In case of a negative annual performance appraisal, a disciplinary action is taken against the individual. In case of suboptimal appraisal too, counseling is held at section/department level. The faculty members who did not meet the required eligibility for next promotion (minimum number of published scientific papers and CME/conferences attended) were not promoted to next level under the current DACP scheme adopted by the Institute.

File Description	Documents
Performance Appraisal System	https://ucms.ac.in/NAAC_2018-2019.html
Any other relevant information	Nil

6.4 - Financial Management and Resource Mobilization

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

UCMS is funded by University grant commission. Budget is submitted annually by the university that includes salary expenditure, recurring expenditure and non salary expenditure. The purchase policy of the institute is through the GFR policy 2017. Most of the purchase is done through GEM portal .

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	Nil
Procedures for optimal resource utilization	Nil
Any other relevant information	Nil

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

Internal audit is done by the University of Delhi (Audit branch). External audit is done annually by the office of the Controller and Auditor General, government of India.

External audit was done by the office and report was provided dated 23/03/2021. Report was provided in the form of balance sheet that included Liabilities (current / designated), assets (fixed assets/ current assets), income and expenditure (interest earned), general and grants in aid.

File Description	Documents
Documents pertaining to internal and external audits for the last year	Nil
Any other relevant information	Nil

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

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

File Description	Documents
Audited statements of accounts for the year	No File Uploaded
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	No File Uploaded
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	No File Uploaded
Information as per Data template	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

Many quality initiatives in relation to Patient Welfare, Faculty Development , Research , extension activities have been materialized in last 5 years due to streamlined IQAC mechanism

Domains

Activity

1

Patient welfare

UCMS have launched a YouTube channel and to connect with common men and we have conducted first public lecture on nutrition and health and we plan to conduct it as monthly event. This programme aims to bridge the gap in knowledge attitude and practice among masses

https://www.youtube.com/channel/UThTxi_jvjZl6df6ydK1Rfw

2

Student welfare

- Based on our last NAAC report initiative we have successfully implemented feed back analysis google form with the feedback to be taken from parents as well as undergraduate teaching
- In addition guidelines are framed to differentiate between slow learner and fast learner students. This will help in more personalized teaching as well as help in taking suitable remedial measures on time
- Draft proposal has been made to timely and periodically immunize undergraduate and post graduate students of UCMS and GTB against common vaccine preventable diseases

3

Research

To improve the research temper among young faculty more intra mural projects are being sanctioned

by medical research unit of UCMS and GTBH. The data on number of research projects are shown below

2014-18: 3

2019-2021: 7

2021-22: 10

3

Faculty

Augmentation of manpower:

1. Faculty recruitment/promotions:

UCMS was able to conduct massive recruitment drive from November 2020 to March, 2021 and appointed as many as 61 Assistant Professors to complete the shortage of teachers. These faculty members were of great help during 2nd wave of Covid 19. During this time long pending promotions of UCMS teachers were also conducted and 49 teachers have been promoted..

(ii) Non Teaching staff: The non-teaching staff also was not left behind and long pending DPC were conducted for 63 posts and 79 were promoted by MACP.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://ucms.ac.in/NAAC_2018-2019.html
Minutes of the IQAC meetings	https://ucms.ac.in/NAAC_2018-2019.html
Any other relevant information	Nil

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

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	No File Uploaded

List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	No File Uploaded
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	No File Uploaded
Information as per Data template	No File Uploaded
Any other relevant information	No File Uploaded

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

B. Any 3 of the Above

File Description	Documents
Information as per Data template	No File Uploaded
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://ucms.ac.in/NAAC_2018-2019.html
Report of the feedback from the stakeholders duly attested by the Board of Management	No File Uploaded
Report of the workshops, seminars and orientation program	No File Uploaded
Copies of the documents for accreditation	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

2

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	No File Uploaded
Copy of circular/brochure/ Report of the program	No File Uploaded
Extract of Annual report	No File Uploaded
Geo tagged photographs of the events	View File

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

The ICC displayed various posters projecting the committee members and information disseminated to all the departments in the college, hostels, nursing college and hospital premises. To publicize widely, posters in Hindi and English language have been acquired from the National Commission of Women, Delhi and displayed as well. In the year 2020 (3rd February), first year MBBS students (2020) were addressed regarding the functioning of ICC and issues related to Gender based violence during the Foundation Course in online mode. Gender sensitization of Nursing 1st year students was held in August 2020 at Nursing College from 2-4PM online. Gender related nominations were received from the following students under Gender Champion Club : Sukul Khanna, Divya Garg, Surabhi Khanna, Shrey Chopra, Sweta Singh. Divya Garg has worked on an article related to gender entitled "Women empowerment, a needed step towards a better future post Pandemic". Under Gender Champion Club, undergraduates were invited to write a summary of activities for the award certification. As per notification Act 2013, ICC, UCMS have submitted the annual records to the District Magistrate in March 2020.

File Description	Documents
Annual gender sensitization action plan	Nil
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	Nil

Any other relevant information	https://ucms.ac.in/NAAC_2018-2019.html
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7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment

D. Any 1 of the Above

File Description	Documents
Geotagged Photos	Nil
Installation receipts	No File Uploaded
Facilities for alternate sources of energy and energy conservation measures	No File Uploaded
Any other relevant information	No File Uploaded

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

- **Solid waste management:**

Cardboard boxes, newspapers and waste paper are being sent to Delhi Government approved recyclers M/s Khadi Gram Udyog which in return will give eco-friendly files/ folders for office use.

- **Liquid waste management:** The washbasins are attached to Effluent Treatment Plant where it is treated and then are used to water plants and green beds in the campus.
- **Biomedical waste management:** Biomedical waste is lifted by DPCC authorized waste lifter. Non chlorinated are being used to collect the biomedical waste. Permission has been given to M/s Advy Chemicals Pvt.Ltd to collect pleural fluid, Ascitic fluid from wards and used Blood bags which are being used by them for research purpose. Switched over to PNG from Diesel for operating boiler.
- **Waste recycling System:** Waste water is treated in Effluent Treatment plant which is used to develop greenery in the campus and the functional ETP contributed to 5% reduction in water bill by Delhi Jal Board.
- **Hazardous Chemicals** are diluted before discarding in the sink.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://ucms.ac.in/NAAC_2018-2019.html
Geotagged photographs of the facilities	Nil
Any other relevant information	Nil

7.1.5 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	Nil
Installation or maintenance reports of Water conservation facilities available in the Institution	No File Uploaded

Any other relevant information	No File Uploaded
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**7.1.6 - Green campus initiatives of the Institution include:
Restricted entry of automobiles Battery-powered vehicles
Pedestrian-friendly pathways Ban on use of plastics
Landscaping with trees and plants**

C. Any 2 or 3 of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	Nil
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	No File Uploaded
Reports to be uploaded (Data Template)	No File Uploaded

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

B. Any 4 of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	No File Uploaded
Any other relevant information	No File Uploaded
Data template	No File Uploaded
Relevant documents	View File

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

UCMS is committed to providing equal access to education and equal opportunities for students with disabilities. Students are encouraged to be open about their disability and to discuss their individual needs with the Enabling Unit. Students should disclose a disability early in the academic year to ensure that essential support can be provided on time. The Enabling Unit adheres to University of Delhi's policy regarding students and staff with disability. The Unit strives for improvement in the overall infrastructure, and in the learning and teaching process for the academic community. The University College of Medical Sciences also has an Equal Opportunity Cell that ensures affirmative action with regard to persons belonging to marginalized sections of society and persons with disability.

The institution has also appointed a Nodal Officer for the safety and security of North East students in the College premises as well as Hostels.

<https://ucms.ac.in/administration.htm>

The institution has evolved an Equal Opportunity Policy which is displayed on the college website.

<https://ucms.ac.in/administration.htm>

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://ucms.ac.in/NAAC_2018-2019.html
Any other relevant information/documents	https://ucms.ac.in/NAAC_2018-2019.html

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

D. Any 1 of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	No File Uploaded
Web link of the code of conduct	https://ucms.ac.in/NAAC_2018-2019.html
Details of the monitoring committee of the code of conduct	No File Uploaded
Details of Programs on professional ethics and awareness programs	No File Uploaded
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	No File Uploaded

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

Independence day celebration 15th Aug 2020

The institute celebrated Independence Day on 15th Aug 2020. Various cultural programs such as patriotic songs and dances were performed. It aimed to represent unity in diversity of our country, by having songs in various languages. There was a short play by the staff to highlight the sacrifices of our great freedom fighters in their struggle to attain freedom. The Principal and the Medical Director addressed the gathering and distributed gifts to the participants.

On 26/01/2021, The 72th Republic day was celebrated in UCMS and GTBH campus. It was an honour to have our hon'ble Vice Chancellor, Dr PC Joshi, as the chief guest of Republic Day function. We witnessed the joint synergistic efforts of the Principal of UCMS, Dr AK Jain and the Medical Director GTBH, Dr Rautela and their team work on stage on this day and also off stage, always has benefited the UCMS-GTBH Complex. The day was celebrated with pomp and show, zeal and spirit throughout the length and breadth of the campus. The college building was decorated with tricolors and flowers and national flag.

7.2 - Best Practices

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

1. Title of the Practice

Medical Education Unit (MEU) at UCMS, with an expanded scope

2. Objectives of the Practice

To work towards faculty development, research in medical education, development of a resource center, continuing medical education, policy development, developing systems of assessment, developing communication links, and developing and implementing instructional design. All these well set objectives are aimed at smoothening and enriching the campus learning experience of the medical student /doctor with the aim of enabling creation of well rounded doctors/professional well capable of the service of humanity.

3. The Context

The Medical Council of India, by the MCI Regulations on Graduate Medical Education, 1997, made it mandatory for all medical colleges to establish Medical Education Units (MEUs) or departments, in order to enable faculty members to avail modern education technology for teaching. Towards this end UCMS established its Medical Education Unit, which has been working with zeal and commitment towards the stated goals. Over a period of time, it was realized that MCI's mandate for MEU's in medical colleges was limited to improving outcomes of professional teaching and learning but did not aid the student in any way in becoming a well rounded and good human being. Keeping this in mind the MEU at UCMS has taken up challenging issues that go beyond the mandate by MCI, to strive for excellence at the institution in spheres of learning other than medical academics alone.

4. The Practice

The institution has developed a vibrant and active Medical Education Unit over the years of its existence. Several faculty members of the institution are directly involved in the daily activities of the MEU and, many more support wholeheartedly the various activities organized by the MEU as needed, from time to time. The Medical Education Unit organizes several workshops aimed at improving the teaching - learning skills at undergraduate, postgraduate and senior resident level as well as for faculty development. As one of its unique practice, training courses on educational principles have been organized for senior resident doctors, many of whom represent future faculty members, medical practitioners and researchers. One of the prime objectives of the MEU is to promote research in Medical Education. The MEU holds regular thesis protocol writing workshops for the first year MD/MD/MDS students and thesis writing workshops for the final year students. Another unique initiative under the aegis of the MEU is a multidisciplinary teaching-learning module on 'injury prevention and control' for undergraduate

students of the college, that is being regularly held annually for the benefit of each new batch. The Student Mentoring Program is also run by the MEU and provides a holistic support system to the new entrants in the medical college.

Online teaching support to the teachers and students -MEU conducted trainings for teacher to build capacity to conduct online teaching in various platforms such as Google meet, GoTo webinar & Microsoft team. Support to students was also provided to coordinate online teaching learning activity by formation of social media groups (WhatsApp) & backhand support in the use of the software. for COVID training to HCP in UCMS & GTB Hospital-MEU stepped up during the Covid pandemic to provide training (both online & hands on skill development) of health care workers.

<https://medicaleducationucms.weebly.com/covid-19-healthcare-provider-training.html>

The Students section of MEU-initiation of

1. Organum Donum - organ donation promotion
2. Illuminous- Medial quiz group

This initiative provides a platform to the students to develop leadership skills, communication skills, networking and promote the culture of peer learning. It also orients them towards the social responsibility of health care provider.

<https://medicaleducationucms.weebly.com/students-section.html>

<https://medicaleducationucms.weebly.com/illuminous---medical-quiz-society.html>

<https://medicaleducationucms.weebly.com/organum-donum-society-organ-donation.html>

Dengri C, Aggarwal Y, Moond V, Khan AM. Volunteering to organize quiz events: What motivates medical students? Educ Health (Abingdon). 2020 May-Aug;33(2):81-82. doi: 10.4103/efh.EfH_77_20. PMID: 33318461.

MEU student's felicitation award. Since 2020, MEU started student's felicitation to acknowledge and to honor their contribution to health education in the campus & in the community. It received a good response from the students and faculty alike.

Innovation and research MEU members tries to maintain its innovation & best practices by way of publication .In 2020-21 the following research were published

<https://medicaleducationucms.weebly.com/publications---list.html>

The Enabling Unit and the Equal Opportunity Cell of UCMS, function through active support and coordination by the MEU. MEU show its commitment towards this best practice of providing equal access to medical education and equal opportunities for students with disabilities.

The Medical Humanities Group formed by the MEU represents another innovative practice by the MEU UCMS. Various other activities of the MEU include 'Confluence' (lecture series), Street Theater by students of UCMS, SPIC-MACAY activities, poetry recitation, Theater of the Oppressed Workshop and Infinite ability (disability sub-group).

5. Evidence of Success

The MEU has been diligently and regularly holding all its activities towards the achievement of its stated objectives. Information about all the activities, events, workshops being held by the MEU is made available on its own website <http://www.medicaleducationucms.weebly.com>

The website is regularly updated with information about upcoming events and in several cases support material is made available for the beneficiaries after a program is over, e.g. for thesis writing workshops.

6. Problems Encountered and Resources Required

1. Lack of adequate space
2. Non availability of a full time clerical staff
3. Lack of IT infrastructure including internet connection

File Description	Documents
Best practices page in the Institutional website	https://medicaleducationucms.weebly.com
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

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

Disabilities education has been given scant attention in the medical curriculum. Medical schools should play a pivotal role in efforts to produce physicians who are knowledgeable about the needs of patients with disabilities, yet only a handful of medical schools offer formal content about disability and this rarely reaches a broad cross section of students. Globally, medical education is moving towards a competency based curriculum but disability competencies are not an explicit part of US, Indian, or Canadian competencies. To fill this gap, a collaboration between Medical Humanities Group (MHG), UCMS and the Bucksbaum Institute for Clinical Excellence at the University of Chicago aimed to develop a consensus on the disability competencies that should be acquired by health professionals during training so that they can provide quality and equitable care to patients with disabilities. The MCI's outdated curriculum treats disability as a purely medical issue instead of a human rights issue. Even the new Competency-based medical education curriculum which was unveiled in November 2018 first was too over-reliant on medical model of disability and did not involve the real stakeholders (people with disabilities) while framing competencies. India was one of the first major country who ratified the greatest human rights instrument of 21st Century, the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and accordingly amended its disability legislation incorporating human rights approach to Rights of Persons with Disabilities (RPDA) Act, 2016. The Act mandates inducting disability content into all professional courses including medical field.

A list of disability competencies were generated through mixed methods approach and shared for feedback amidst a larger sample involving key stakeholders pan-India. The suggestions were incorporated and arranged according to the five roles of an Indian Medical Graduate recommended by the Medical Council of India which overlaps with the six ACGME Core Competencies and seven roles under CanMEDS. The final 27 disability competencies which are globally relevant were released in Feb 2019. In July 2019, MCI contacted MHG UCMS and finally eight disability competencies were included in the mandatory Foundation Course in the new curriculum from August 2019 to be covered in seven hours in all 530 plus medical institutions in the country. Considering MCI has patented its CBME curriculum, MHG UCMS has been acknowledged in the MCI curriculum booklet.

File Description	Documents
Appropriate web page in the institutional website	Nil
Any other relevant information	Nil

MEDICAL PART

8.1 - Medical Indicator

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

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
Nil	Nil	Nil	Nil

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	View File
Any other relevant information	No File Uploaded

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.

Nil

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	Nil
Any other relevant information	Nil

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

Nil

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the year	View File

Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	No File Uploaded
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	No File Uploaded

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

Nil

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the year	Nil
Geotagged photographs of the objective methods used like OSCE/OSPE	Nil
Any other relevant information.	Nil

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

Nil

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	Nil
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	Nil
Any other relevant information	Nil

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

Nil

File Description	Documents
Report on the functioning of the ImmunizationClinic	Nil
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	Nil
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	Nil
Any other relevant information.	Nil

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

Nil

File Description	Documents
Medical graduate attributes as described in the website of the College.	Nil
Any other relevant information.	Nil

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

1. A Curriculum Implementation Support Programme (CISP II) webinar was conducted by MEU on 11th and 12th September 2020. The observer for the webinar was Dr Devendra Mishra, Professor of Pediatrics and Resource Faculty, MCI Regional Centre, Maulana Azad Medical College, New Delhi. It was attended by 30 faculty members of UCMS.
2. A 10-hour online workshop on "Systematic Review and Meta-analysis" was conducted under the aegis of MEU from 9th to 16th October 2020 and was attended by about 23 faculty members.
3. A MS Teams orientation session for UCMS And GTBH Faculty was held online on 8th Jan 2021 by MEU, UCMS and GTBH.
4. A certificate course in biostatistics was conducted under aegis of MEU from 27th January 2021 to 10th March 2021 wherein online sessions were conducted on weekly basis. Several faculty and residents of UCMS along with many from other institutes participated in these sessions.
5. An in-house revised Basic Course Workshop was also conducted by MEU on 23rd to 25th March 2021 and this was attended by 28 faculty members.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year- wise during the last year.	Nil
list of teachers who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the year	Nil
Any other relevant information	Nil

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

C. Any 3 of the Above

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template	No File Uploaded

8.1.10 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
Nil	Nil

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	No File Uploaded
List of first year students, teachers and hospital staff, who received such immunization during the year	No File Uploaded
Any other relevant information	No File Uploaded

Data Template

No File
Uploaded

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.

Nil

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	Nil
List of clinical faculty covered by medical indemnity insurance policy by the Institution	Nil
Any other relevant information	Nil