



Yearly Status Report - 2019-2020

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 own campus	Yes
Phone no/Alternate Phone no.	01122582016
Mobile no.	9625900963
Registered Email	principal@ucms.ac.in
Alternate Email	dramitesh@gmail.com
Address	UCMS, Dilshad Garden
City/Town	Delhi
State/UT	Delhi
Pincode	110095

2. Institutional Status

Affiliated / Constituent	Constituent
Type of Institution	Co-education
Location	Urban
Financial Status	central
Name of the IQAC co-ordinator/Director	AMITESH AGGARWAL
Phone no/Alternate Phone no.	01122586262
Mobile no.	9811060025
Registered Email	dramitesh@gmail.com
Alternate Email	principal@ucms.ac.in

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	https://ucms.ac.in/NAAC_2018-2019.html
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4. Whether Academic Calendar prepared during the year	Yes
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if yes, whether it is uploaded in the institutional website:
Weblink :

https://ucms.ac.in/NAAC_2018-2019.html

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B++	2.80	2016	16-Sep-2016	15-Sep-2021

6. Date of Establishment of IQAC

05-May-2015

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture

Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Implementation of the new MCI Competency based medical education (CBME)	01-Jun-2019 365	700
Medical Education Unit of the College has been attuned to organize Workshops, Symposia, Invited Talks and Seminars on a regular basis	01-Jun-2019 365	700
Feedback from all stakeholders collected, analysed and used for improvements	01-Jun-2019 365	700
Participation in AISHE	01-Mar-2019 365	700
Participation in NIRF	01-Jan-2020 365	700
Timely submission of Annual Quality Assurance Report (AQAR) to NAAC	01-Dec-2019 365	700

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
UCMS	RSSDI	RSSDI	2006 365	298567
UCMS	ICMR	ICMR	2006 365	947229
UCMS	ICMR	ICMR	2012 1095	4600000
UCMS	DBT	DBT	2013 730	1185000
UCMS	DBT	DBT	2015 365	2357000
UCMS	Ministry of Health & Family Welfare	Ministry of Health & Family Welfare	2016 365	3063720
UCMS	ICMR	ICMR	2016 365	1417904
UCMS	ICMR	ICMR	2017 730	1059888

UCMS	ICMR	ICMR	2017 1825	4199276
UCMS	ICMR	ICMR	2017 730	3681368

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9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

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10. Number of IQAC meetings held during the year :

4

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

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

Participation in NIRF AISHE Institutionalization of the feedback system from the students of the college in their curriculum on regular basis in all departments Medical Education Unit of the College has been attuned to organize Workshops, Symposia, Invited Talks and Seminars on a regular basis The college has started the process of Faculty recruitment pending promotions Augmentation of the College activities on eplatform has been started

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Conducting at least two Gender Sensitization Programs annually	Implemented
All the departments are required to submit SWOT analysis every six months to the office of the Principal, UCMS	Process initiated
Having IQAC workshops in the College at least two per year	Implemented
College must take student feedback	Implemented
Curriculum Committee of the College be reformed	Process initiated
To look for a complete MIS Solution for the College	Process initiated

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14. Whether AQAR was placed before statutory body ?

No

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2019

Date of Submission

01-Mar-2019

17. Does the Institution have Management Information System ?

No

CRITERION I - CURRICULAR ASPECTS**1.1 - Curriculum Planning and Implementation****1.1.1 - Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words**

At UCMS, the curricular oversight is the domain under Institutional Quality Assurance program. The Curricular Governance at our institution is a process established to design, deliver, evaluate and improve curriculum. For this purpose Curriculum committee - an institutional body has been constituted based on the norms prescribed by the National Medical Commission (NMC) which comprised of faculty and oversees the new competency based medical education program as a whole and has responsibility for the overall design, integration, coordination, delivery and improvement of the curriculum. The big challenge this year was the implementation of the new NMCCompetency based medical education (CBME). It envisages students to be more learner-centric, patient-centric, genders sensitive, outcome -oriented and acquire the skills necessary for life-long learning to enable proper care of the patient. The Medical Education Unit (MEU) and Curriculum Committee were entrusted to prepare road map for the new curriculum which began with constitution of Phase 1 and Foundation Course Curricular Sub Committees. To maintain transparency and easy availability the time table of the whole Phase 1 and Foundation Course was uploaded on the college website before the beginning of new Academic Year.Emphasis was made on alignment and integration of subjects both horizontally and vertically while respecting the strengths and necessity of subject-based instruction and assessment. For the purpose Alignment and Integration Team were created. Formative and internal assessments have been streamlined to achieve the objectives of the curriculum. Preparations started for implementation of Foundation Course, wherein the students were to be made aware of the legacy of UCMS, importance of medical profession, different health care systems, national health policies, prevention of ragging, gender non-discrimination, prevention of caste based & disability discrimination, environmental sustainability, clinical skills, computer skills, language, professional development and ethics etc. The incorporation of Disability Competencies into the new MCI curriculum was actively taken up by the Health Humanities Group of UCMS. Experts in various fields were contacted for innovative approaches from health humanities (storytelling, visual arts, poetry, narratives, Theatre of the Oppressed) to make the students understand disability as a human rights issue, and to hone the ABCDE attributes (Attitude, Behaviour, Communication, Diversity, Ethics and empathy) of future doctors. (1) Students' overall feedback of foundation course was 'engaging', 'relevant' and 'informative.' UCMS encourages students to develop the hidden curriculum formally by encouraging extracurricular activities. Various student-led groups make their presence felt to encourage near-peer mentoring. To name a few Manchayan (Street theater), Parwaaz (Poetry), Celeste (Fashion), LitSoc (Literary), Illuminous (Medical Quiz), Safe Place for Affective Counselling & Empathy-SPACE (mental health). Faculty development is a key determinant of successful curricular implementation. For Capacity building of faculty Curriculum implementation support program (CISP) workshops were organized by MEU for implementation of new curriculum. 2020 brought additional challenges in the form of COVID-19 pandemic. The institution quickly adopted online mode of teaching learning activity in the lockdown. However, the competency-based curriculum allotted more hours to practical teaching than lectures. This challenge in preclinical subjects was tackled innovatively by a Demonstrate-Engage-Assess framework for online Practical teaching of Preclinical subjects (DEAPP)

1.1.2 - Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employability/entrepreneurship	Skill Development
None	None	Nil	0	Not applicable	Not applicable

1.2 - Academic Flexibility**1.2.1 - New programmes/courses introduced during the academic year**

Programme/Course	Programme Specialization	Dates of Introduction
Nil	Not applicable	Nil

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1.2.2 - Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
Nil	Not applicable	Nil

1.2.3 - Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	Nil	Nil

1.3 - Curriculum Enrichment

1.3.1 - Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
This is a purely professional college where value based education is accorded the highest priority according to the strict norms of Medical Council of India. Involvement in community work is encouraged.	Nil	Nil

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1.3.2 - Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
Integrated (UG)	INTERNSHIP	162

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1.4 - Feedback System

1.4.1 - Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 - How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained

Students give feedback on curriculum and teaching-learning methods regularly. All suggestions and outcomes are seriously discussed during the meetings of various committees like Governing body of the College, College Academic Committee, also at various administrative, coordination and welfare committee meetings. In addition there are Courses committees and research committees for every department at Delhi University where amendments in the curriculum or pattern of examination is discussed. Accordingly, classes/structured teaching is modified. The college is constantly striving for excellence in all fields and all valid suggestions and outcomes of analysis are taken very seriously. Issues that can be addressed locally are immediately acted upon and those requiring administrative decisions at higher levels are forwarded to higher authorities. The university is apprised of outcomes and suggestions during periodic meetings of the Dean other administrative authorities with the university officials. In addition, many of the heads of the departments are members of various university committees like Courses and Curriculum Committees, as well as Research Boards, and these issues are also discussed during these meetings. The college also has representatives in the university academic bodies and Board of Studies. The university takes academic and administrative inputs from the college on a regular basis. Based on feedback the college has embarked on a plan to create a learning environment through IT resources. Thus, E-learning modules and internet facilities have been developed to ensure effective development of the curriculum.

CRITERION II - TEACHING- LEARNING AND EVALUATION

2.1 - Student Enrolment and Profile

2.1.1 - Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
MBBS	MBBS	170	Nil	169
MD	MD/MS	186	Nil	141
MDS	MDS	2	Nil	2
MSc	MSc	6	Nil	5
BSc	BSc	17	Nil	17

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2.2 - Catering to Student Diversity

2.2.1 - Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	186	148	Nil	Nil	147

2.3 - Teaching - Learning Process

2.3.1 - Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Number of smart classrooms	E-resources and techniques used
87	87	100	4	4	100

[View File of ICT Tools and resources](#)

[View File of E-resources and techniques used](#)

2.3.2 - Students mentoring system available in the institution? Give details. (maximum 500 words)

Near Peer mentoring system is functional in the institution under the aegis of Medical Education Unit, UCMS. It is a voluntary program where the junior students (mentees) are given the opportunity to interact with their mentors (senior students) who counsel and guide them for their examinations and for their career advancement. This is not limited to academics only but also in their other areas of life as well. In the academic year 2019-20, 131 students were inducted and were paired with the senior students and faculty (mentors). This program is a dynamic process with the junior students slowly metamorphosing into senior students when they become mentors to their juniors. Every department conducts seminars time to time wherein students are given the opportunity to teach their fellow students (peers) under the supervision of faculty members. Students are offered the opportunity to participate in various extra-curricular activities for which a faculty coordinator is appointed to mentor the students in their areas of interest such as poetry, drama, music, dance etc. Small group teaching/discussion in each department is an integral part of the curriculum to enable the students to interact with peers and faculty.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
334	87	1 : 4

2.4 - Teacher Profile and Quality

2.4.1 - Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
192	87	105	Nil	5

2.4.2 - Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2020	Dr. AK Saxena	Professor	World Congress on Pain Award Winner - IASP (International Association for Study of Pain) Award for "Excellence in Pain Research and Management in Developing Countries"

2019	Dr.Renu Chauhan	Professor	Was awarded "Bharat Chikitsa Ratan award" on Doctor's day.30 Jun 2019 Received National president's Appreciation award on World Heart day.
2019	Dr.Renu Chauhan	Professor	Received National president's Appreciation award on World Heart day.
2019	Dr.Renu Chauhan	Professor	Appointed as Head of Anatomy FMS, Delhi University.
2020	Dr.Renu Chauhan	Professor	External member in the faculty Board of Studies (Anatomy) SMSR, Sharda University .
2019	Dr. C Grover	Professor	"Young Cutaneous Surgeon Award"-2019 by the Association of Cutaneous Surgeons (I) for contribution to the field of cutaneous Surgery, at New Delhi.
2019	Dr. C Grover	Professor	World Congress of Dermatology 'Travel Scholarship' 2019 to attend 24th World Congress of Dermatology, 10-15th June, 2019 as Invited Chairperson at Milan, Italy.
2019	Dr.A. Singal	Professor	World Congress of Dermatology 'Faculty Scholarship' 2019 to attend 24th World Congress of Dermatology, 10-15th June, 2019 as Invited Chairperson at Milan, Italy.
2019	Dr. A Agarwal	Professor	Member expert, Joint Assessment Committee for MBBS course at Dr RML Hospital, New Delhi.

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2.5 - Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
MSc	Nill	Final	31/07/2019	01/08/2019
BSc	Nill	Final	31/07/2019	01/08/2019
MBBS	Nill	9th	31/10/2019	02/12/2019
MBBS	Nill	7th	31/10/2019	02/12/2019
MBBS	Nill	5th	31/10/2019	02/12/2019
MBBS	Nill	2nd	31/07/2019	01/08/2019
MD	Nill	Final	30/04/2019	01/05/2019
MS	Nill	Final	30/04/2019	01/05/2019

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2.5.2 - Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

CIE was done in form of regular term tests, ward leaving , stage viva and tutorials. Students were given feedback for improvement of their performance after term tests and sent -up examinations. For students who had to appear for supplementary examination extra classes as well as counseling sessions were also held.

2.5.3 - Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The academic calendar provided by the Delhi University for undergraduate and post graduate courses for the session 2018-19 was followed by the college. The coordinators for clinical, para clinical and preclinical subjects held regular meetings throughout the session to prepare the lecture and practical schedule in coordination with the other departments. This academic calendar was strictly followed in letter and spirit. The co curricular activities and student festivals were given due importance while designing the academic schedule.

2.6 - Student Performance and Learning Outcomes

2.6.1 - Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

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

2.6.2 - Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
Nill	MBBS	Annual	172	108	62.8
Nill	MBBS	supplementary	65	57	87.7
Nill	MD	Dermatology	3	3	100
Nill	MID	Anesthesia	20	20	100
Nill	MD	Community Medicine	4	4	100
Nill	MD	Forensic medicine	1	1	100
Nill	MID	Microbiology	2	2	100
Nill	MD	General Medicine	14	14	100
Nill	MD	Pediatrics	15	15	100
Nill	MD	Pathology	11	11	100

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2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

[Feedback is taken from students in various forms. Formal questionnaire for student feedback for the Foundation course 1st year was taken on Google forms by MEU. The sample is uploaded in the link.](#)

CRITERION III - RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
Major Projects	730	DBT	233000	Nill
Major Projects	1095	AYUSH	4700160	Nill
Major Projects	1095	ICMR	2231560	Nill
Major Projects	1460	DBT	2357000	Nill
Major Projects	1825	ICMR	21700000	Nill
Major Projects	1095	ICMR	11000000	Nill
Major Projects	2920	RSSDI	5047000	Nill
Major Projects	2555	ICMR	9047000	Nill
Major Projects	1095	DBT	2000000	Nill
Major Projects	730	DHR-MHFW	2019977	Nill

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3.2 - Innovation Ecosystem

3.2.1 - Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Pre conference workshop on Hemolytic anemia. Organized as part of 60th Annual Conference of Indian Society of Hematology and Blood Transfusion.	Pathology	07/11/2019
American Association of Physicists in Medicine sponsored International Scientific Exchange Program cum workshop on Diagnostic Physics in collaboration with Association of Medical Physicists of India and International Organization for Medical Physics	Radiology	16/12/2019

Intercollege medical Quiz by Illuminous - Students section of Medical Education Unit, UCMS	Medical Education Unit	16/02/2020
Seminar - Organ donation - myths and misconceptions and Grief counseling - Organum Donum - Students section of Medical Education Unit, UCMS	Medical Education Unit	05/02/2020
Infant and Young Child Feeding Counselling Lactation Management Specialist	Community Medicine	22/04/2019
Infant and Young Child Feeding Counselling Lactation Management Specialist	Community Medicine	16/12/2019
Symposium in department of community medicine on IYCF for ICDS Functionaries covering Topics like IYCF, IMS Act, Feeding during Emergency BF Theme in collaboration with FNB, MOWCD, GOI.	Community Medicine	06/08/2019
State level workshop for ICDS staff on 'Rashtriya Poshan Maah 2019' organized by CFNEU, Food and Nutrition Board and Department of Community Medicine, UCMS	Community Medicine	23/09/2019
International conference on Oral Cancer and Reconstruction and Workshop on Translational Research in Head and Neck Cancer, UChicago Center, New Delhi	ENT	13/12/2019
Curriculum Implementation Support Workshop - I	Medical Education Unit	29/07/2019
Revised Basic Course workshop	Medical Education Unit	17/07/2019
AETCOM workshop	Medical Education Unit	20/07/2019
Thesis Protocol Writing workshop	Medical Education Unit	17/08/2019
Thesis Writing Workshop	Medical Education Unit	18/02/2020
CME - Self Directed learning	Medical Education Unit	06/06/2019
CME - Integration in Competency based medical education	Medical Education Unit	07/06/2019
CME - Competency based medical education	Medical Education Unit	10/06/2019
Workshop - Creating google forms for feedback and assessment in medical education	Medical Education Unit	02/08/2019
Seminar on Biomedical Waste management	Microbiology	01/05/2019
HIV training programme under NACO	Microbiology	02/01/2019
HIV training programme under NACO	Microbiology	01/02/2019
Course on Clinical Examination for Postgraduates (COCEP	Pediatrics	14/02/2020
Workshop on "Benign Hematology", UCMS, Delhi, organised under aegis of PCNI, Indian Academy of Pediatrics (North Zone)	Pediatrics	27/09/2019
International Yoga day in collaboration with Yoga Laboratory, Department of Physiology under AYUSH	Physiology	21/06/2019
IADVL Dermatosurgery Hands-on Workshop on Basic Suturing Skills organized by IADVL-SIG Dermatosurgery, IADVL-Delhi State Branch, and Department of Dermatology and STD, UCMS and GTB Hospital, at UCMS, Delhi.	Dermatology	29/02/2020

PG Anaesthesia Refresher Course	Anesthesia	21/12/2019
Workshop on Biomedical Statistics, Research Wing of the Indian Academy of Geriatrics and the Association of Gerontology (India) and supported by Stata Inc, USA and Johns Hopkins Bloomberg School of Public Health, USA held at India International Centre	Medicine	13/01/2020
Masterclass in Gynecologic Oncology, India International Centre, Delhi. Comprised Faculty from leading cancer centres from India and abroad. Fellows and Mch students in Gyn Oncology from all over India and other delegates (over 200).	Obstetrics Gynaecology	11/08/2019
Conducted the North Zone AGOI YGOG session to select best research papers for the Annual AGOI Conference at CMC, Vellore, India International Centre, Delhi.	Obstetrics Gynaecology	11/08/2019
World population day CME Skill station training held for nurses and doctors	Obstetrics Gynaecology	26/07/2020
CME "Master class in gynaecological oncology" at India International Centre	Obstetrics Gynaecology	11/08/2019
Precongress AOGD live workshop on Endoscopy, UCMS and GTB Hospital	Obstetrics Gynaecology	27/09/2019
Workshop on endosuturing in mobile skill lab of JJ, at GTBH	Obstetrics Gynaecology	14/10/2020
Update on surgical wound management by Multidisciplinary Committee AOGD	Obstetrics Gynaecology	07/09/2019
World population day CME	Obstetrics Gynaecology	17/07/2020
Pre conference CME - 60th Annual conference of Indian Society of Hematology and Blood Transfusion.	Pathology	06/11/2019

3.2.2 - Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Awarded 'LHMC Oration' of Indian Society for Atherosclerosis Research.	Dr. Agarwal A	Nil	Nil	Nil
Faculty Scholarship for British Hair and Nail Society (BHNS) Meeting, held in Cheltenham, UK	Dr. Singal A	Nil	Nil	Nil
World Congress of Dermatology 'Faculty Scholarship' 2019 to attend 24th World Congress of Dermatology, 10-15th June, 2019 as Invited Chairperson at Milan, Italy.	Dr. Singal A	Nil	Nil	Nil
World Congress of Dermatology 'Travel Scholarship' 2019 to attend 24th World Congress of Dermatology, 10-15th June, 2019 as Invited Chairperson at Milan, Italy.	Dr. Grover C	Nil	Nil	Nil
"Young Cutaneous Surgeon Award"-2019 by the Association of Cutaneous Surgeons (I) for contribution to the field of cutaneous Surgery, at New Delhi.	Dr. Grover C	Nil	Nil	Nil
External member in the faculty Board of Studies (Anatomy) SMSR, Sharda University .	Dr. Chauhan R	Nil	Nil	Nil
Appointed as Head of Anatomy FMS, Delhi University.	Dr. Chauhan R	Nil	Nil	Nil
Received National president's Appreciation award on World Heart day.	Dr. Chauhan R	Nil	Nil	Nil
Was awarded "Bharat Chikitsa Ratan award" on Doctor's day.	Dr. Chauhan R	Nil	Nil	Nil
2020 World Congress on Pain Award Winner - IASP (International Association for Study of Pain) Award for "Excellence in Pain Research Management in Developing Countries".	Dr. Saxena AK	Nil	Nil	Nil

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3.2.3 - No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
NA	NA	NA	NA	NA	Nil

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3.3 - Research Publications and Awards

3.3.1 - Incentive to the teachers who receive recognition/awards

State	National	International
13	37	7

3.3.2 - Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
Biochemistry	2
Medicine	2

3.3.3 - Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
National	Anaesthesia	10	1
International	Anaesthesia	11	1.5
National	Anatomy	1	1
International	Anatomy	1	1
National	Community Medicine	15	1
International	Community Medicine	8	1.5
National	Dermatology	19	1
International	Dermatology	25	2
National	Microbiology	16	1
International	Microbiology	20	1.5

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3.3.4 - Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
Anatomy	1
Dermatology	13
Obstetrics Gynaecology	22
Pediatrics	43
Community Medicine	7
Otorhinolaryngology	2
Microbiology	6
Medicine	5
Anesthesiology	3
Orthopedics	1

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3.3.5 - Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
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Organochlorine pesticides induce inflammation, ROS production, and DNA damage in human epithelial ovary cells: An in vitro study	BD Bannerji	Chemosphere	2020	8339	UCMS GTB Hospital	12
Linear nail bed dyschromia: a distinctive dermoscopic feature of nail lichen planus	Chander Grover	Journal of the American Academy of Dermatology	2019	1956	UCMS GTB Hospital	7
Isolated nail lichen planus: an expert consensus on treatment of the classical form	Chander Grover	Journal of the American Academy of Dermatology	2020	1956	UCMS GTB Hospital	10
Seasonal Variation in Serum 25-hydroxy Vitamin D and its Association with Clinical Morbidity in Healthy Infants from Northern India	Dheeraj Shah	Indian Pediatrics	2019	2168	UCMS GTB Hospital	1
Clinico-mycological study of onychomycosis in a tertiary care hospital-A cross-sectional study	Shukla Das	Mycoses	2020	2870	UCMS GTB Hospital	5
High sensitivity C reactive protein: an adjunct diagnosis in ruling out Pediatric tuberculosis	Bineeta Kashyap	Indian J Chin Biochem	2020	1363	UCMS GTB Hospital	2
Genexpert positivity and evaluation of rifampicin resistance among endometrial biopsy specimens for the diagnosis of Genital Tuberculoiss.	Bineeta Kashyap	The New Indian J Obs Gyn	2019	1363	UCMS GTB Hospital	1
Phenotypic isoniazid resistance and associated mutations in pediatric tuberculosis	Bineeta Kashyap	Indian Journal of Tuberculosis	2019	1363	UCMS GTB Hospital	2
Cartridge-based nucleic acid amplification test: a novel rapid diagnostic tool to study the burden of tuberculosis from a tertiary care hospital	Bineeta Kashyap	Tropical Doctor	2019	1363	UCMS GTB Hospital	3
Clinical spectrum of pediatric tuberculosis: a microbiological correlation from a tertiary care center	Bineeta Kashyap	Journal of tropical pediatrics	2019	1363	UCMS GTB Hospital	13

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3.3.6 - h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Clinical spectrum of pediatric tuberculosis: a microbiological correlation from a tertiary care center	Bineeta Kashyap	Journal of tropical pediatrics	2019	17	12	UCMS GTB Hospital

Clinico-mycological study of onychomycosis in a tertiary care hospital—A cross-sectional study	Shulka Das	Mycoses	2020	26	5	UCMS GTB Hospital
Transcriptome analysis of beta-lactamase genes in diarrheagenic Escherichia coli	Shulka Das	Scientific reports	2019	26	8	UCMS GTB Hospital
Seasonal Variation in Serum 25-hydroxy Vitamin D and its Association with Clinical Morbidity in Healthy Infants from Northern India	Dheeraj Shah	Indian Pediatrics	2019	24	1	UCMS GTB Hospital

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3.3.7 - Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Nil	58	111	104	110

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3.4 - Extension Activities

3.4.1 - Number of extension and outreach programmes conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Radio Program on Epilepsy in Childhood	All India Radio	1	Nil
Thalassemia awareness Talk for school students as part of Thalassemia Awareness Pakhwada in Green Field School, Dilshad Garden	Health Deptt, Govt of Delhi	2	30
Awareness in urban villages of Delhi, imparting knowledge to ASHAs on PPIUCD and sensitizing public for various govt. Programs.	Rural Health Sub- Committee of AOGD	1	60
Menstrual hygiene day on 27th 28th May 2019	Rural Health Committee Endoscopy committees of AOGD	5	50
Cancer Screening and Health Camp	Maharaja AgarsenSewaSansthan and Rural health and Oncology Committees of AOGD	5	50
Free Breast Cancer Screening Health Camp using iBreast Exam	Rural Health Committee at BhandaraGhar, Kasturba Kusht Ashram, Tahirpur and GTB	6	50
Free Medical Camp for screening Vitamin D deficiency	Rural Health Committee at UCMS - GTBH	5	20
Leprosy Awareness Program	Dermatology department, GTB	5	20
Experiences and lessons from first Nipah Virus Disease outbreak in India	Department of Community medicine, UCMS	10	100
Symposium on IYCF for ICDS Functionaries	Department of Community medicine, UCMS	1	100

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3.4.2 - Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	Nil	Nil	Nil

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3.4.3 - Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency /collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
Thalassemia Awareness Pakhwada	Health Deptt, Govt of Delhi	Thalassemia awareness Talk for school students	2	30
Blood Donation Camps	RBTC-GTBH	Blood donation camps	3	200

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3.5 - Collaborations

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Adjunct Professor	Dr. Singal A (Dermatology)	KMC Manipal, India.	365
Visiting scholar	Dr. Singh S	MacLean Center for Clinical Medical Ethics, University of Chicago	2
Bucksbaum International Scholar	Dr. Singh S	Bucksbaum Institute for Clinical Excellence at the University of Chicago	30
Adjunct Faculty	Dr. Singh S	Department of Medical Education, KMC Manipal Academy of Higher Education.	365
Executive Member	Dr. Singh S	Academy of Health Professions	365
Observer/External Examiner of pre clinical Paraclinical subjects	Dr. Vaney N	University of Mauritius.	18

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3.5.2 - Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
Nil	Nil	Nil	Nil	Nil	Nil

No file uploaded.

3.5.3 - MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
Department of Pediatric Hematology-Oncology, Ganga Ram Institute for Postgraduate Medical Education research (GRIPMER), Sir Ganga Ram Hospital, Delhi	30/06/2019	Training/Exposure in Pediatric BMT	3

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CRITERION IV - INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

4.1.1 - Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
175	100

4.1.2 - Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing

[View File](#)**4.2 - Library as a Learning Resource**

4.2.1 - Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Nil	Nil	Nil	2021

4.2.2 - Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	357	1905706	172	Nil	529	1905706
e-Books	Nil	Nil	200	Nil	200	Nil
Journals	104	3863131	100	Nil	204	3863131
e-Journals	247	Nil	30	Nil	277	Nil
e-Journals	Nil	Nil	Nil	Nil	Nil	Nil

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4.2.3 - E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			

No file uploaded.

4.3 - IT Infrastructure

4.3.1 - Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/GBPS)	Others
Existing	350	1	450	35	1	10	25	100	40
Added	50	0	0	0	0	0	0	0	0
Total	400	1	450	35	1	10	25	100	40

4.3.2 - Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 - Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
No Data Entered/Not Applicable !!!	

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
350	350	0	0

4.4.2 - Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The campus is one of the best in this area with ample greenery. Different parts of the college are accessible by differently abled persons with lifts and ramps. Enabling unit, equal opportunity cell for differently abled persons have been constituted as per section 23(1) to look after the rights of persons with disabilities. Various other committees like Internal Complaints Committee (ICC) for sexual harassment of women at workplace, committee for the Prevention of Caste Based Discrimination in Higher Educational Institution (UGC), Ant ragging committee and many others are working to maintain the discipline amongst students and staff members. There is a Multi-disciplinary research Unit (MRU) in college which helps to encourage and reinforce the environment of research among young scientists/clinicians in college. College students are also involved in various sports and cultural activities under the guidance of faculty. Library of the college is also well equipped with computers and internet facilities besides having a number of books and journals of different specialties.

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

CRITERION V - STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	INTRAMURAL RESEARCH GRANT	49	1199040
Financial Support from Other Sources			
a) National	PM SCHOLARSHIP FOR CENTRAL ARMED FORCES AND ASSAM RIFILES, MERIT CUM MEANS SCHOLARSHIP FOR PROFESSIONAL/TECHNICAL COURSES, POST MATRIC SCHOLARSHIP FOR SC	10	Nil
b) International	Nil	Nil	Nil

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5.1.2 - Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Foundation Course	01/08/2019	168	Medical Education UCMS Delhi

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5.1.3 - Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	Illuminous programe-medical students quiz for competitive exams	600	Nil	Nil	Nil

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5.1.4 - Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
Nil	Nil	Nil

5.2 - Student Progression

5.2.1 - Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
GTB hospital	75	50	Nil	Nil	Nil

[View File](#)

5.2.2 - Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
2019	20	MBBS	Medical College	Various medical colleges in India	MD/MS

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5.2.3 - Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE /GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
No Data Entered/Not Applicable !!!	

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5.2.4 - Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
No Data Entered/Not Applicable !!!		

No file uploaded.

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2019	Caption writing competition - IMAMSN Karnal	National	Nil	1	Nil	Aman Kumar
2019	Creative writing competition - poem - LHMC	National	Nil	1	Nil	Atulaya Chandra
2019	Creative writing competition- Microtale and plot writing contest	National	Nil	2	Nil	Tanishq Saini
2019	Hindi Writing Competition - AIIMS Bhopal	National	Nil	1	Nil	Soham Shekhar Patra
2019	English Writing Competition - AIIMS Bhopal	National	Nil	1	Nil	Tanishq Saini
2019	Cerebroquake	National	Nil	3	Nil	Aanchal Kansal, Tanishq Saini, Soham Shekhar

						Patra
2019	Blackout poetry	National	Nil	1	Nil	Tanishq Saini
2019	Microtale writing competition	National	Nil	1	Nil	Tanishq Saini
2019	Letter post roast - AMSA India	National	Nil	1	Nil	Tanishq Saini
2019	Picture writing competition	National	Nil	1	Nil	Tanishq Saini

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5.3.2 - Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

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.

5.4 - Alumni Engagement

5.4.1 - Whether the institution has registered Alumni Association?

Yes

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

5.4.2 - No. of enrolled Alumni:

5000

5.4.3 - Alumni contribution during the year (in Rupees) :

500000

5.4.4 - Meetings/activities organized by Alumni Association :

Conducted the following activities in FY 2019 - 20: Regional meetings in Lady Hardinge Medical College and Safdarjung Hospital. Extended Executive Committee meetings. UCMS Alumni Corpus Fund strengthened the finances of the alumni Functional website Regional WhatsApp groups of alumni formed for closer interaction Established contact with overseas members in UK - Europe, USA - Canada and Australia - New Zealand. Established contact with UCMS students and resident doctors. Established alumni societies for arts and literary activities. E - Bulletin Consolidation of accounts and filing of ITR.

CRITERION VI - GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - Mention two practices of decentralization and participative management during the last year (maximum 500 words)

The Institute involves all the stakeholders i.e. Principal, all the faculty, administrative staff, students and nonteaching staff in the planning and decision making. The problems and requirements (including short- and long-term plans) of the department are analyzed by the respective departments and the feedbacks provided to the Institute. The strategies are devised at Institutional level after thorough discussions. Committees with fair representations are constituted to ensure implementation of these strategies. Efforts are made to increase the job responsibility of the employees so that they can make self-managed teams. Input from staff and students are also taken for due consideration. All the planning, strategies and implementation efforts are duly recorded.

6.1.2 - Does the institution have a Management Information System (MIS)?

No

6.2 - Strategy Development and Deployment

6.2.1 - Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	We keep the curriculum updated with standards set by Medical Council of India, Dental Council of India, Ordinances of University of Delhi and International standards. New curriculum for MBBS students has been developed as per MCI guidelines.
Teaching and Learning	Teaching faculty is encouraged to participate in medical teaching workshops, academic CMEs and conferences to stay abreast with the latest. They are also encouraged to organize seminars, symposiums, conferences, CME and workshops. Regular talks and guest lectures by the experts in the respective fields are organized for teaching staff and students on a regular basis.
Examination and Evaluation	Examination and Evaluation systems are as per guidelines of Medical Council of India, Dental Council of India and Ordinances of University of Delhi. They are kept under scrutiny by following the various feedbacks received from the students and by analyzing performances of students in various assessment levels. To maintain transparency and remove any bias, the actual roll numbers are replaced by new code in University examination
Research and Development	Faculty and undergraduate and postgraduate students are encouraged to undertake intramural and extramural research projects. Various committees like Research Project Advisory Committee, Institutional Ethics Committee (IEC), Multi- Disciplinary Research Unit (MRU-DHR) are in place to facilitate the same. Intramural grants are also available for research and development. A Central Research Laboratory (CRL) is in place with modern facilities to help achieve the same.
Library, ICT and Physical Infrastructure / Instrumentation	Library services are available for all students, staff and faculty. There is access to national and international journals which keeps getting updated as per need of each department. Many journals are available online via access through institute's servers. Many new books are purchased each year. New equipment are purchased each year for teaching, research and patient care as per need of each department
Human Resource Management	The college manages its affairs, academic and administrative within its available human resources as recruited from time to time depending upon operational requirement. The college has deployed non-teaching staff in various departments and administrative section depending upon the workload as well as availability of manpower. Faculty members are deployed based on sanctioned positions in a department who are adequately supported by various supporting staff both technical and non-technical. The college has implemented Assured Career Progression Schemes (ACPS) for both teaching and non-teaching staff as per the extant rules as applicable from time to time. There are welfare schemes aimed at benefitting the staff members of the college. The college has instituted various awards such as Best Thesis Award, Best Ward Award etc. to encourage staff members and student to excel in their respective areas.
Industry Interaction / Collaboration	There is no such collaboration at this stage
Admission of Students	Selection of undergraduate and postgraduate students is through national level examinations (NEET) and admission is done through University of Delhi.

6.2.2 - Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	The Institute has a dedicated website which caters to the needs of students, faculty and all employees. There is information regarding admission and examination results for the students.
Administration	All the recruitment advertisements are available along with dates and results of selection processes. Links to various internal utilities are also available on this site for use of faculty and employees. All tender notices are also displayed on this website to make the process transparent.

Finance and Accounts	An e-portal is used for making all types of payments, viz, Salary, and reimbursements.
Student Admission and Support	All the information pertaining to new admission processes including medical examination, foundation courses and teaching schedule is available on the college website.
Examination	The examination schedule and results are available at College and Delhi University website

6.3 - Faculty Empowerment Strategies

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

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2019	Dr. Sonal Sharma	14th ISRTPCON 2019 at Lucknow from 11.10.2019 to 13.10.2019	Nil	Nil
2019	Dr. Neelam Vaney	APPI at Goa from 24.02.2020 to 26.02.2020	Nil	Nil
2019	Dr. Asha Yadav	EBNITCON-2019 at GIMS, Greater Noida 18.11.2019 to 19.11.2019	Nil	Nil
2019	Dr. Neelam Vaney	ICON-BAP 2019 at GMC, Rajasthan from 14.12.2019 to 15.12.2019	Nil	Nil
2019	Dr. Dinesh Puri	IABSCON 2020 at Pune, Maharashtra from 27.02.2020 to 29.02.2020	Nil	Nil
2019	Dr. Dinesh Puri	AMBICON 2019 at DMC Ludhiana from 13.12.2019 to 15.12.2019	Nil	Nil
2019	Dr. Mohit Mehndiratta	AMBICON 2019 at DMC Ludhiana from 13.12.2019 to 15.12.2019	Nil	Nil
2019	Dr. S.B. Sharma	APFCB at Jaipur from 17.11.2019 to 20.11.2019	Nil	Nil
2019	Dr. Renu Chauhan	9th National Conference of Society of Clinical Anatomists	Nil	Nil
2019	Dr. Sunita Kalra	NATCON 2019 at New Delhi from 17.11.2019 to 20.11.2019	Nil	Nil

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6.3.2 - Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2019	PG Anaesthesia Refresher Course	Nil	21/12/2019	25/12/2019	Nil	Nil
2020	Experiences and lessons from first Nipah Virus Disease outbreak in India - public health talk by Dr AK Harit, Dte. General of Health Services, Nirman Bhawan, New Delhi (Retd.)	Nil	08/01/2020	08/01/2020	Nil	Nil
2019	Gupta Anita as National International Trainer of IYCF /MAA: • Organised two training workshops on "Infant and Young Child Feeding Counselling	Nil	22/04/2019	28/04/2019	Nil	Nil

	Lactation Management Specialist (The '4 in 1' course)",					
2019	Gupta Anita as National International Trainer of IYCF /MAA: • Organised two training workshops on "Infant and Young Child Feeding Counselling Lactation Management Specialist (The '4 in 1' course)",	Nil	16/12/2019	22/12/2019	Nil	Nil
2019	Gupta Anita organized one day Symposium in department of community medicine on IYCF for ICDS Functionaries covering Topics like IYCF, IMS Act, Feeding during Emergency BF Theme in collaboration with FNB, MOWCD, GOI.	Nil	06/08/2019	06/08/2019	Nil	Nil
2020	IADVL Dermatosurgery Hands-on Workshop on Basic Suturing Skills organized by IADVL-SIG Dermatosurgery, IADVL-Delhi State Branch, and Department of Dermatology and STD, UCMS and GTB Hospital on the 29th of February, 2020 at UCMS, Delhi.	Nil	29/02/2020	29/02/2020	Nil	Nil
2020	Workshop on Biomedical Statistics, Research Wing of the Indian Academy of Geriatrics and the Association of Gerontology (India) and supported by Stata Inc, USA and Johns Hopkins Bloomberg School of Public Health, USA held at India International Centre	Nil	13/01/2020	14/01/2020	Nil	Nil
2019	Dr. Das S Seminar on Biomedical Waste management held in May 2019 by Deptt. Microbiology (speaker : Dr Neeraj Jain)	Nil	01/05/2019	01/05/2019	Nil	Nil
2019	Masterclass in Gynecologic Oncology, India International Centre, Delhi. Comprised Faculty from leading cancer centres from India and abroad. Fellows and Mch students in Gyn Oncology from all over India and other delegates (over 200).	Nil	11/08/2019	11/08/2019	Nil	Nil
2019	Conducted the North Zone AGOI YGOG session to select best research papers for the Annual AGOI Conference at CMC, Vellore, India International Centre, Delhi.	Nil	11/08/2019	11/08/2019	Nil	Nil

6.3.3 - No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Faculty at ICACON 2019 - 11th National and 1st International Conference of Indian College of Anaesthesia (ICA) held at Le Meridien, Delhi.	Nil	Nil	Nil	Nil
Faculty for preconference workshop (ICACON2019) on Airway management at MAMC LNH.	Nil	Nil	Nil	Nil
Faculty and chairperson at International CME and workshop on the occasion of World Anaesthesia Day for Ultrasound guided nerve blocks in children held at Super Speciality Paediatric Hospital and Post graduate Teaching Institute (SSPHGTI) NOIDA.	Nil	Nil	Nil	Nil
pro-con session on TEG is best before CNB in thrombocytopenic parturient and chairperson at 67th Annual National Conference of ISA held at Bengaluru.	Nil	Nil	Nil	Nil
"Perioperative concerns in hypothyroidism" in PG Anaesthesia Refresher Course at UCMS GTBH.	Nil	Nil	Nil	Nil
"Anaesthetic concerns for thyroid surgery" at Annual Conference of ISA Uttarakand Chapter.	Nil	Nil	Nil	Nil
Workshop on Research Methodology held at AIIMS, Delhi.	Nil	Nil	Nil	Nil
International Conference of Indian College of Anaesthesiology (ICACON 2019) in Delhi.	Nil	Nil	Nil	Nil
Chaired session in PG Anaesthesia Refresher Course held at UCMS GTBH.	Nil	Nil	Nil	Nil
Faculty for the "2nd MAMC Anaesthesia Update 2019" held at MAMC, New Delhi. Conducted a case discussion on "Kyphoscoliosis".	Nil	Nil	Nil	Nil

6.3.4 - Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
Nil	Nil	Nil	Nil

6.3.5 - Welfare schemes for

Teaching	Non-teaching	Students
Farewell committee is in place which looks after the needs and arranges farewell function for retiring colleagues. Teachers' welfare fund and Group Insurance scheme are also available to help the teachers and staff	Delhi University and College Karamchhari Union (DUCKU), The thrift and Credit society is doing quite well by the sustained efforts and due to the regular thrift savings of the members, and has made significant contribution in improving the socio-economic conditions of its members. Group Insurance scheme are also available to help the staff	Various scholarships are available, Anti-ragging committee, Gender sensitization programs. Equal opportunity cell, SC/ST cell are also in place.

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly (with in 100 words each)

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

6.4.2 - Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nil	Nil	Nil

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6.4.3 - Total corpus fund generated

0

6.5 - Internal Quality Assurance System

6.5.1 - Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	MCI	Yes	Hospital and College Committees
Administrative	Yes	Comptroller and Auditor General of India	Yes	Internal check s balances

6.5.2 - Activities and support from the Parent - Teacher Association (at least three)

Nil

6.5.3 - Development programmes for support staff (at least three)

1. In-house MLT training for laboratory staff
2. Library- Staff is trained for ERMED consortium organised by NML
3. Computer training- Skill upgradation by various workshops organised by University of Delhi

6.5.4 - Post Accreditation initiative(s) (mention at least three)

- Institutionalization of the feedback system from the students of the college in their curriculum on regular basis in all departments.
- Augmentation of the College activities on e-platform has been under process which also includes revamping and summation of the total academic output of the faculty members of the college in terms of publications, awards/honors, undertaking various others scientific pursuits, as the case may be.
- Medical Education Unit of the College has been attuned to organize Workshops, Symposia, Invited Talks and Seminars on a regular basis within a short periodicity and encourage the academia and students to participate in such endeavor from time to time.
- An honest endeavor is being undertaken to develop an attached hospital with the College within the ambit of the College administration, which will perhaps do away with the present dispensation of dual governance of the College and the Hospital.

6.5.5 - Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	Yes
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 - Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Thesis Protocol writing workshop for PG students 2019 Admission Batch	17/08/2019	17/08/2019	17/08/2019	100
2019	CISP 1	29/07/2019	29/07/2019	31/07/2019	28
2019	Revised Basic Curriculum workshop and AETCOM workshop	17/07/2019	17/07/2019	20/07/2019	25
2020	Thesis Writing Workshop for PG Students of Batch 2018	18/02/2020	18/02/2020	19/02/2020	100
2020	Launched MEU-Connect (Newsletter of MEU, UCMS)	03/02/2020	03/02/2020	04/02/2020	100

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CRITERION VII - INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Gender Sensitization Programme for Jr. Nurses and Technical Staff	01/06/2019	31/05/2020	60	80

7.1.2 - Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

The institution is conscious of its green responsibilities and endeavours at every step to be as environmentally friendly as is feasible in its functional constraints as will be outlined from the responses below. However apart from self awareness and internal efforts at being green it has not undergone an external or third party audit at its campus thus far. The green initiatives ...

☐ Energy conservation - The institution has started converting all its electrical lighting, from compact Fluorescent lamp based to LED based lighting systems, in an ongoing effort to reduce its energy utilization footprint, in a phased manner. At present we are making our way through this initiative, several buildings have been fitted with LED lighting.

☐ Use of renewable energy - The institution has rooftop located solar water heating system for energy conservation and use of renewable sources of energy. These are installed in heavier demand areas such as the wards and OT Block. The use of solar water heating system is also being extended to other blocks of the institution, however, as there is limited roof space available in the multistoried blocks, further scope of solar power for water heating has become limited.

☐ The institution is conscious and mindful of its environmental responsibilities, and, the need for setting an example, as well as highlighting steps taken, for students to follow.

7.1.3 - Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Physical facilities	Yes	23
Provision for lift	Yes	23
Ramp/Rails	Yes	23
Braille Software/facilities	No	Nil
Rest Rooms	Yes	23
Scribes for examination	No	Nil
Special skill development for differently abled students	No	Nil
Any other similar facility	No	Nil

7.1.4 - Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2019	Nil	Nil	06/08/2019	Nil	Symposium in department of community medicine on IYCF for ICDS Functionaries	Topics like IYCF, IMS Act, Feeding during Emergency BF Theme in collaboration with FNB, MOWCD, GOI.	35
2019	Nil	Nil	01/08/2019	Nil	World breastfeeding week celebrations	Baby show, Rally with nukkad natak, painting competition, film show quiz, health talk	100
2020	Nil	Nil	Nil	Nil	Health talks for local community members at the	Health topics such as vector borne diseases,	50

				Rural Health Training Centre, Tikri Khurd, Narela and Urban Health Centre at Gazipur, Delhi	breastfeeding, smoking, anaemia, rabies, diabetes, immunisation, hand washing etc.
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[View File](#)

7.1.5 - Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Mentoring programme	Nill	<p>Mentoring is a relationship between a more experienced person (mentor) and a less experienced one (mentee). New entrants to the professional course at the University College of Medical Sciences (UCMS) have a unique opportunity to be mentored by senior medical students and a board of faculty mentors. The Student Mentoring Program at UCMS was designed by a group of dedicated faculty and students to facilitate informal out-of-classroom conversations between faculty, senior students and new entrants. The broad aim is to enhance the University experience for all. The short term goal is to introduce an immediate support network for incoming students.</p> <p>Thus, new entrants will get familiar with life at college, academically and culturally, so that they can better achieve their full academic potential. The long term goal is to cultivate a mentoring culture at UCMS and GTB Hospital that will engage all strata of students and every faculty member.</p>
Medical Humanities	Nill	<p>Medical Humanities has been defined as an integrated, interdisciplinary philosophical approach to recording and interpreting human experience of illness, disability and medical intervention. The Medical Education Unit formed the 'Medical Humanities Group' (MHG) on 1st April 2009. Being one of the first medical institutes in India to start such a program, we are still evolving. The reason for its genesis was the belief that medical students in India are focused from an early age on science subjects dissociation from the humanities stream results in an unbalanced world-view. The various activities under the Medical Humanities Group include Confluence (lecture series), Street Theater by students of UCMS, SPIC-MACAY activities, poetry recitation, Theater of the Oppressed Workshop, Infinite ability (disability sub-group), Gang-Green (Environmental Group), and Comicos (Graphic Medicine Club). Students may choose to become part of any sub-group, or may volunteer for starting one (like History of Medicine, Ethics, Narrative Medicine etc). To involve the real stakeholders, we used a mixed methods approach i.e. grounded approach as well as framework approach in arriving at the disability competencies for an Indian Medical Graduate. Six Focus Group Discussions (FGD) were held over a span of three days in India. The three groups involved in the FGD were: Doctors with disabilities, Disability Rights Activists, and Health Professions Educators. The qualitative data generated in the six FGDs was analysed and the list of disability competencies were shared for feedback amidst a larger sample involving above three 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. On the petition of Dr Satendra Singh, founder, MHG UCMS, two statutory bodies wrote to MoHFW and MCI to include these competencies in the curriculum. MCI BoG on 10 May 2019, sent our disability competencies to all the Dean/Principals of all the Medical Colleges/ Institutions in India and the Registrars of all the Universities and Deemed Universities in India along with letter to strictly follow provisions of RPDA 2016 incorporating disability rights in the curriculum [MCI-(34)1/2019-Med(Gen)/110749 dated 10.05.2019. In July 2019, MCI contacted MHG UCMS and finally eight</p>

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.

Medical Education Unit (MEU) with an expanded scope

Nil

The Medical Education Unit is located on the second floor of the Library building in the college premises. It is open from 9.00 am to 4.00 pm, Monday to Friday, and from 9.00 am to 1.00 pm on Saturday. The mandate to the MEU defines eight tasks: 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. A brief description of the activities of the MEU, UCMS in the year is attached (Annexure-7.1).
 Medical Education Unit Activities in brief: Research in Medical Education One of the prime objectives of the MEU is to promote research in Medical Education. The main goals are to: Conduct policy oriented research in medical education Translate research into practical improvements in medical education and Train medical education researchers. Faculty Development Workshop 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. The faculty development workshop has been held for the faculty of UCMS, with the objectives to allow participants to be better able to: have a greater understanding of how students learn, and utilize different learning technologies when appropriate have a range of strategies from which to plan, implement and evaluate their own teaching to engage students in the learning process demonstrate competence and skill in understanding and using a range of assessment methods commonly used in Medical Education give feedback in an appropriate manner and employ goal-seeking behavior and team-work in medical education, and as life skills. Senior Resident Training on Educational Principles (STEP) Three day orientation workshop was designed by the MEU. The objective of STEP was to provide the residents a repertoire of pedagogical practices from which to plan, implement and evaluate their own teaching to engage students in the learning process and to demonstrate competence and skill in understanding and using a range of assessment methods, to give feedback in an appropriate manner and to employ goal-seeking behavior and team-work in medical education. Thesis writing workshop Protocol writing workshop Writing a Thesis is a teaching-learning method. It teaches you research methodology and biomedical communication. The thesis is an essential part of the MD/MS/MDS program. 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.

7.1.6 - Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Professional development and ethics (as part of Foundation course for MBBS students under new competency based curriculum)	01/08/2019	30/08/2019	169
Attitude, Ethics and Communication (AETCOM) sessions through Phase 1 of new competency based curriculum)	02/09/2019	16/07/2020	169
'Visualising Pain' workshop with Dr Deborah Padfield (University College of London), Chronic Pain India Health Humanities Group UCMS	05/05/2019	10/05/2019	30
Academy of Health professions Education webinar by Dr Satendra Singh on 'Disability Competencies'	17/08/2019	Nil	200
Disability as a Human Rights Issue: Disability competency module at UCMS by Health Humanities Group	22/08/2019	31/08/2019	169
'Disability Competencies' by Dr Satendra Singh at Hamdard Institute of Medical Sciences	26/08/2019	Nil	100

Progressing with Partnerships: Shared Decision-Making Among Vulnerable Groups' Conference by Health Humanities Group UCMS, Bucksbaum Institute for Clinical Excellence Manipal at University of Chicago Centre in Delhi	16/09/2019	17/09/2019	100
Theatre of the Oppressed workshop at HIMSR, Delhi By Health Humanities Group UCMS	09/10/2019	10/10/2019	30
'Code of Ethics for Medics on Intersex Rights' by Dr Satendra Singh at the First National Conference on Intersex Human Rights	22/12/2019	Nil	50
Dr Satendra Singh took sessions on Bodily Integrity and Human Dignity at Postgraduate Diploma in Bioethics and Medical Ethics conducted by Centre for Ethics at Yenepoya University	09/01/2020	Nil	30

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7.1.7 - Initiatives taken by the institution to make the campus eco-friendly (at least five)

Water harvesting - all the building drainage and rain-water run off systems of the campus have been designed and constructed by the PWD in a manner so as to enable ground water recharging. ☐ Solar panels - Due to limited roof area available in the multistoried blocks. There is now limited scope for viable/significant deployment of solar panels. However, this matter is still being explored through PWD and if technically feasible/ viable, it is planned in the near future. ☐ Efforts for attainment of carbon neutrality - the institution is using many techniques to reduce energy utilization (as mentioned earlier) and to use renewable energy sources. It has also invested considerable time, manpower and money in horticultural activities and efforts for greening of campus, as well as, planting of trees, towards attaining carbon neutrality. However, a detailed audit of the campus in this regard, has not been taken. ☐ Plantation (of botanical or medicinal significance) - The institution's horticulture activities are coordinated along with hospital's horticulture department which maintains the campus greenery and manages a Nursery near Gate No.8 of the campus. The institution expends time and manpower in maintaining greenery in the campus, towards carbon neutrality. In addition, the institution has green plants / trees of medicinal / botanical significance, planted near the college building, with the help of experts available for such activities. These plants are grown and replenished when depleted. These plants have been labeled for the benefit of students and general public, to raise awareness. ☐ Bio-hazardous waste management - Bio-hazardous waste of institution is managed according to Central Pollution Board guidelines making use of non-chlorinated colour coded plastic bags of appropriate thickness and puncture proof containers for sharps which are pre treated before handing over to authorized Common Biomedical waste treatment facility for final disposal. The institute has its own Microwaves at multiple points to help make Blue category Biomedical waste non-hazardous before final disposal. ☐ E-waste management - E-waste generated in the hospital is segregated in the institution and disposed off through accredited and approved e-waste disposal agencies, and following appropriate procedure, according to the state and national guidelines. ☐ Effluent treatment and recycling plants - the institution has its own water effluent treatment plant for managing the waste water and sewage generated from its buildings and the recycled water is used for campus horticulture activities. ☐ Compost pit - is being maintained by Horticulture department where horticulture waste is being discarded. E-waste generated in the hospital is segregated in the institution and disposed off through accredited and approved e-waste disposal agencies, and following appropriate procedure, according to the state and national g

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices

Medical Education Unit (MEU) at UCMS, with an expanded scope (a) Objective 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. (b) 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. (c) 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. 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). (d) 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. The MEU has had the pleasure of launching its flagship journal Research and Humanities in Medical Education (RHIME) which represents an effort towards ensuring development in the field of medical education and medical humanities not just in the institution but beyond it too. Title of the Second Practice - Multidisciplinary Research Unit (MRU) a) Goal: i) To promote and facilitate research amongst Faculty and students of all departments. ii) To make state of the art research instruments and facilities available for all those who are interested in quality research. These two goals are largely derived from the institutional goal of encouraging and promoting the practice of top quality medical research amongst the students and faculty. The MEU and DBMI also contribute to this effort by orienting and helping plan relevant top quality biomedical research. b) Context: Most of the faculty members and students who had been oriented and trained in research with the help of efforts of MEU, were hesitant to plan and execute laboratory based research work of international standards, due to lack of essential high end instruments. It is always difficult to procure such costly instruments by individual researchers through funded projects. Therefore, with the help of a grant from the Ministry of Health and Family Welfare, a Multidisciplinary Research Unit (MRU) was established, to procure and maintain quality instruments, which will foreseeably enable the researchers of the institute to widen their horizon of research activity and realize their potential as researchers while also contributing significantly to the progress of medical science. c) Practice Multidisciplinary Research Unit (MRU) A centralized Multidisciplinary Research Unit (MRU) was established with funding from Ministry of Health And Family welfare under the scheme of "Development of Infrastructure for Promotion of Health Research" as per letter no V.25011/570(i)/2010- HR. The total grant received was Rs. 6.25 Crores. Three spaces were identified in the college block and three Central Research Laboratories (CRLs) were established under the Scheme: CRL I has the following instruments: HPLC, Gene Sequencer, Real time PCR, Gradient PCR. Flash Chromatography Gel Documentation system, Water purification system, Nanodrop. CRL II has the following instruments: Fluorescence Activated Cell Sorter, -80°C deep freezer, -40°C deep freezer, -20°C deep freezer, Thermostatic orbital shaker, Multimode reader, Elisa washer. CRL III has the following instruments: Biosafety cabinet, Inverted Microscope, Microcentrifuge, CO2 incubator,

Autoclave, Automated cell counter. Technical Staff has been appointed on contractual basis to help with the experimental work of the researcher using this facility. They include two Research Scientists, two Lab Technicians and one Lab Assistant. d) Evidence of Success Increasing numbers of the faculty members have successfully procured extramural research grants from various funding agencies and are making optimum use of the instruments. There has been a steady and considerable increase in research grants and publications over the past few years. MRU Staff Dr Shukla Das, Director Professor, Department of Microbiology, Co-ordinator Nodal Officer Dr Mohammad Ahmad Ansari, Research Scientist-II Dr Manushi Siddarth, Post-doc (UGC) Ms. Kanchan Rawat, Lab Technician Mr. Sourav K Yogesh, Lab Technician Mr Digvijay Singh, Lab Assistant cum DEO CRL Staff Mr Diwesh Chawla, Sr Technical Assistant Mr Deepak Kumar, Lab Attendant

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

7.3 - Institutional Distinctiveness

7.3.1 - Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Disability-inclusive Compassionate Care: Core Competencies on Disability for Health 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.

Provide the weblink of the institution

<http://www.ucms.ac.in>

8.Future Plans of Actions for Next Academic Year

To look for a complete MIS Solution for the College as a step towards creating a paperless office and facilitate online use of resources by the faculty and the students. Tele-medicine facility presently available in the College to be expanded/linked to other institutions Mass immunization (Hepatitis 'B') for all UG, PG, faculty members and the College staff members along their spouse Revive the NSS