



Yearly Status Report - 2019-2020

Part A

Data of the Institution

| | |
|---|---|
| Part A | |
| Data of the Institution | |
| 1. Name of the Institution | DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY) |
| Name of the head of the Institution | Dr. Rajiv Borle |
| Designation | Vice Chancellor |
| Does the Institution function from own campus | Yes |
| Phone no/Alternate Phone no. | 07152304515 |
| Mobile no. | 9765404005 |
| Registered Email | info@dmimsu.edu.in |
| Alternate Email | vcdmimsdu@gmail.com |
| Address | Paloti Road, Sawangi(Meghe), Wardha |
| City/Town | Wardha |
| State/UT | Maharashtra |
| Pincode | 442107 |

| 2. Institutional Status | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-----------|--------------|---|--------------------|--------------------|-------|-------|------|-----------------------|----------|--|-------------|-----------|----------|----------|--------------|-------------|--------------------|--------------------|----------|----------|-------------|-------------|--------------------|--------------------|----------|-----------|-------------|-------------|--------------------|--------------------|
| University | | | Deemed | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Type of Institution | | | Co-education | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Location | | | Rural | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Financial Status | | | Self financed | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Name of the IQAC co-ordinator/Director | | | Dr. Tripti Srivastava | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Phone no/Alternate Phone no. | | | 07152304515 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Mobile no. | | | 9765404077 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Registered Email | | | dmimsduiqac@gmail.com | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Alternate Email | | | drtriptisrivastava@gmail.com | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Website Address | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Web-link of the AQAR: (Previous Academic Year) | | | https://www.dmimsu.edu.in/frontEnd/pages/page/images/pdf/Annual-Report/AOAR-Submission-report2018-19.pdf | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Whether Academic Calendar prepared during the year | | | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| if yes,whether it is uploaded in the institutional website: Weblink : | | | https://dmimsu.edu.in/frontEnd/pages/page/images/pdf/Annual-Academic-Calendar-2019-20.pdf | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Accreditation Details | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th rowspan="2">Cycle</th> <th rowspan="2">Grade</th> <th rowspan="2">CGPA</th> <th rowspan="2">Year of Accreditation</th> <th colspan="2">Validity</th> </tr> <tr> <th>Period From</th> <th>Period To</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>A</td> <td>85.40</td> <td>2007</td> <td>31-Mar-2007</td> <td>30-Mar-2012</td> </tr> <tr> <td>2</td> <td>A</td> <td>3.36</td> <td>2013</td> <td>23-Mar-2013</td> <td>22-Mar-2018</td> </tr> <tr> <td>3</td> <td>A+</td> <td>3.53</td> <td>2017</td> <td>30-Oct-2017</td> <td>29-Oct-2024</td> </tr> </tbody> </table> | | | | | | Cycle | Grade | CGPA | Year of Accreditation | Validity | | Period From | Period To | 1 | A | 85.40 | 2007 | 31-Mar-2007 | 30-Mar-2012 | 2 | A | 3.36 | 2013 | 23-Mar-2013 | 22-Mar-2018 | 3 | A+ | 3.53 | 2017 | 30-Oct-2017 | 29-Oct-2024 |
| Cycle | Grade | CGPA | Year of Accreditation | Validity | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | Period From | Period To | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | A | 85.40 | 2007 | 31-Mar-2007 | 30-Mar-2012 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | A | 3.36 | 2013 | 23-Mar-2013 | 22-Mar-2018 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | A+ | 3.53 | 2017 | 30-Oct-2017 | 29-Oct-2024 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Date of Establishment of IQAC | | | 28-Jun-2007 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 |
| No Data Entered/Not Applicable!!! | | |
| View File | | |

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

| Institution/Department/Faculty | Scheme | Funding Agency | Year of award with duration | Amount |
|--|--------|----------------|-----------------------------|--------|
| No Data Entered/Not Applicable!!! | | | | |
| View File | | | | |

| | |
|--|---------------------------|
| 9. Whether composition of IQAC as per latest NAAC guidelines: | Yes |
| Upload latest notification of formation of IQAC | View File |
| 10. Number of IQAC meetings held during the year : | 5 |
| 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? | Yes |
| If yes, mention the amount | 2085471 |
| Year | 2019 |

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

1) NIRF Ranking : Overall197, University61, Medical29, Dental14 and ARIA rankings: 'B' band 2) QS IGAUGES ELearning Readiness 2020 3) NABL Accreditation for Central Research Lab and NABH Accreditation for Institutional Ethics committee 4) Under Graduate Research Publication Policy and Outcome base Education for all courses of University 5) Academic Administrative Audit (AAA), Green Audit Gender Audit, Participation in FICCI Higher Education Excellence rankings

No Files Uploaded !!!

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 |
|--|----------------------|
| No Data Entered/Not Applicable!!! | |
| View File | |

14. Whether AQAR was placed before statutory body ?

Yes

| Name of Statutory Body | Meeting Date |
|--|--------------------|
| Academic Council, Datta Meghe Institute of Medical Sciences (Deemed to be University) | 19-Jan-2021 |

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

Yes

Date of Visit

05-Sep-2020

16. Whether institutional data submitted to AISHE:

Yes

Year of Submission

2020

Date of Submission

25-Feb-2020

17. Does the Institution have Management Information System ?

Yes

If yes, give a brief descripton and a list of modules currently operational (maximum 500 words)

The university has a well laid Management Information System (MIS) for all its major departments/units MIS system exists pertaining to administration, academic matters, financial matters, construction maintenance, hospital and store. The periodic report on status of functioning of the other cells/units like Academic appraisal program, attendance cell, research cell, examination cell, is submitted to the authorities at specified periodicity and reviewed by IQAC on quarterly basis. A well established practice to control and monitor the smooth functioning of the various Departments/Sections/Cells Unites of the DMIMS (DU) is observed so that

their accountability is fixed and this increases productivity. Monthly Internal Quality Assurance review meeting is organised to review and monitor 52 various Departments/Sections/Cells Units like Attendance Cell, Research Development Cell, Number of Centre of Excellences, Number of Autonomous Cells, Vehicle Section, Store Section, Faculty Development Programme, Student Welfare Cell, Preparation of various assessments/inspections from Apical Council of the University, The status of indicators as per PDP of the University is reviewed monthly in this meetings, gaps identified and aligned action is taken. Minutes of various Statutory NonStatutory Committees Meetings like, HQAC, Colleges Council Meeting of Constituent Colleges, Joint College Council, Academic Council, Board of Management (BoM), Finance Committee Meeting etc are also reviewed during the monthly meeting. MIS helps in taking timely decisions in the working of the university.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Design and Development

1.1.1 – Programmes for which syllabus revision was carried out during the Academic year

| Name of Programme | Programme Code | Programme Specialization | Date of Revision |
|------------------------------------|----------------|--------------------------|------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

1.1.2 – Programmes/ courses focussed on employability/ entrepreneurship/ skill development during the Academic year

| Programme with Code | Programme Specialization | Date of Introduction | Course with Code | Date of Introduction |
|------------------------------------|--------------------------|----------------------|------------------|----------------------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the Academic year

| Programme/Course | Programme Specialization | Dates of Introduction |
|------------------------------------|--------------------------|-----------------------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the University level during the Academic year.

| Name of programmes adopting CBCS | Programme Specialization | Date of implementation of CBCS/Elective Course System |
|----------------------------------|--|---|
| BSc | Clinical Nutrition and Dietetics | 29/05/2019 |
| BSc | Anaesthesia Technology | 29/05/2019 |
| BSc | Cardiac Technology | 29/05/2019 |
| BSc | Cardiovascular Technology | 29/05/2019 |
| BSc | Neuro electro Physiology | 29/05/2019 |
| BSc | Health Information management | 29/05/2019 |
| BSc | Accident and Trauma Care Technology | 29/05/2019 |
| BSc | Intensive Care Technology | 08/04/2020 |
| BSc | Physician Assistant | 08/04/2020 |
| BSc | Biomedical Sciences | 08/04/2020 |
| BSc | Epidemiology | 08/04/2020 |
| BA | Instruction language Marathi | 08/04/2020 |
| BA | (Instruction language Marathi)ODL | 08/04/2020 |
| BCom | B.Com (ODL) | 08/04/2020 |
| BBA | BBA(ODL) | 08/04/2020 |
| BSc | Information Technology ODL | 08/04/2020 |
| BCA | BCA (ODL) | 08/04/2020 |
| MSc | Medical Laboratory Technology | 29/05/2019 |
| MSc | Clinical Embryology | 29/05/2019 |
| MSc | Clinical Research | 29/05/2019 |
| MSc | Library and Information Sciences | 29/05/2019 |
| PG Diploma | Medical Education (full timer and ODL) | 29/05/2019 |
| PG Diploma | Dental Education (full timer and ODL) | 29/05/2019 |
| PG Diploma | Ayurveda Education (full timer and ODL) | 29/05/2019 |
| PG Diploma | Nursing Education (full timer and ODL) | 29/05/2019 |
| PG Diploma | Physiotherapy Education (full timer and ODL) | 29/05/2019 |
| MPH | MPH Online | 08/04/2020 |

| | | |
|-------------------|--|-------------------|
| MBA | MBA (ODL) | 08/04/2020 |
| PG Diploma | Human Resource Management | 08/04/2020 |
| PG Diploma | Logistics & Supply Chain Management (ODL) | 08/04/2020 |
| PG Diploma | Information Technology (ODL) | 08/04/2020 |
| PG Diploma | Journalism & Mass Communication (ODL) | 08/04/2020 |
| PG Diploma | Digital Marketing & Strategic. (ODL) | 08/04/2020 |
| PG Diploma | Advertising & Brand Management (ODL) | 08/04/2020 |
| PG Diploma | Retail & management (ODL) | 08/04/2020 |
| PG Diploma | Finance & Accounts (ODL) | 08/04/2020 |
| MHA | MHA(ODL) | 08/04/2020 |
| MPH | MPH (ODL) | 08/04/2020 |

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 |
|---|----------------------|-----------------------------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

1.3.2 – Field Projects / Internships under taken during the year

| Project/Programme Title | Programme Specialization | No. of students enrolled for Field Projects / Internships |
|---|--------------------------|---|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

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 |
|--|
| <p>"Stakeholders" are the most genuine assets of colleges and universities irrespective of their status. They include students, faculty, staff, alumni, parents, Patients, Community, employers, visitors. The University follows a 360o Feedback Cycle for all its process improvement measures ensuring feedback from all the stakeholders. There is a proper mechanism in place for defining</p> |

the scope of the feedback , its real time analysis and improvement and control machinery to act upon actionable points arising out of such feedbacks in a timely manner. This is facilitated also by an online virtual platform. The various types of feedbacks obtained are: 1 Student feedback on academic aspects – Curriculum, Teaching learning, Assessments, Examinations, Attainment of learning objectives, student app, Learning Management system, Exit feedback etc 2 Infrastructures like hostels, library, lecture theatres etc 3 NRI / Foreign Nationals/ Parents/ Employers 4 Clinical Services, Community services 5 Academic Peers The same is analysed by Department of Medical Education, IQAC and Director Outreach Activities respectively. The feedback analysis is shared with relevant stakeholders and communicated through Circulars, Website display, Hostel Admin Office, Notice boards, Intranet etc. The feedback communicated through proper channel (individual college council, joint college council meetings) as mentioned is then taken under consideration for proposition, vetting, discussion, ratification/ adoption across the hierarchical cycle of institutional governing bodies Standing Committee of Deans, Academic Council and Board of Management.

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 |
|------------------------------------|--------------------------|---------------------------|--------------------------------|-------------------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

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 | 916 | 417 | 397 | 128 | 525 |

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 |
|----------------------------|---|-----------------------------------|----------------------------------|----------------------------|---------------------------------|
| 525 | 525 | 525 | 78 | 72 | 525 |
| No file uploaded. | | | | | |
| No file uploaded. | | | | | |

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

The Institute has a standardized Preceptorship program to mentor students. The Mentor: Mentee ratio is 1:10. Students are sensitized about the preceptorship program during their induction programme in every professional year. The program encompasses all facets of mentoring viz. Facilitating, Coaching, Research guidance, Networking and Counselling. The interaction between mentor and mentee is formally scheduled every month for every professional year and informally on solicitation. The formal meeting is structured and the issues or

grievances of students are reviewed in monthly and quarterly college council meetings. Students maintain a Preceptor ship diary wherein they record their discussions with the mentor and various issues that are mutually agreed upon along with their academic performance. During the review various relevant issues, as highlighted by the preceptor like Academic ambience, Syllabus progression and attendance are discussed and sorted through appropriate forums. Student's feedback is obtained regarding their satisfaction about various resolved issues in subsequent formal preceptorship meeting and statutory meetings. Mentee's engagements to Educational environment, Academics, Attendance, Interpersonal relationships, Professional development etc. are some of the aspects of indulgence of Institutional preceptorship program. E mentoring : Due to limitation of onsite student teacher interactions during Pandemic lockdown, E mentoring was availed for suitable hand holding, psychological counselling and support to the learner especially for technology based learning, for all academic programs of the University. This practice of the University fetched 100 in the mentoring parameter of QS I Gauge E LEAD certification. Research mentoring is unique to the University and institute. It specifically focuses on encouraging the student's research, developing research aptitude and mentoring them throughout. Students are one – on – one mentored for ICMR short term projects, scientific presentations and publications. A research guidance clinic works under this rubric to provide scientific guidance in all areas of research. The student researcher is mentored by the preceptor as a guide in developing competencies in research skills, inception and conduction of actual research and providing a platform for presenting and publishing the scientific data. E mentoring for doctoral scholars -There is always need of generation of quality centrality into the research work of the registered scholar for the doctoral degree and a huge challenge to be mitigate carefully by the examining and conferring degree of the highest academic distinctions to the deserving scholars. Another factor in the doctoral degree program is timely selection of research arena and clearance from IEC and DRC. To overcome above and enhance the quality of research work an initiative in the form of implementation of e-mentorship program has been taken by PhD Cell. In the present Covid-19scenario the program was implemented on line-mode and nomenclature was given –E-Mentorship for Doctoral research work.

| Number of students enrolled in the institution | Number of fulltime teachers | Mentor : Mentee Ratio |
|--|-----------------------------|-----------------------|
| 4300 | 525 | 1:8 |

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 |
|-----------------------------|-------------------------|------------------|--|--------------------------|
| 523 | 525 | Nill | 115 | 470 |

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 |
|------------------------------------|---|-------------|--|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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 |
|------------------------------------|----------------|----------------|---|--|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

2.5.2 – Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

| Number of complaints or grievances about evaluation | Total number of students appeared in the examination | Percentage |
|---|--|------------|
| 5 | 5385 | 0 |

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://www.dmimsu.edu.in/outcome-based-education-framework-jnmc-1>

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 |
|------------------------------------|----------------|--------------------------|---|---|-----------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

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)

<https://www.dmimsu.edu.in/student-satisfaction-survey>

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Promotion of Research and Facilities

3.1.1 – Teachers awarded National/International fellowship for advanced studies/ research during the year

| Type | Name of the teacher awarded the fellowship | Name of the award | Date of award | Awarding agency |
|------------------------------------|--|-------------------|---------------|-----------------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

3.1.2 – Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other fellows in the Institution enrolled during the year

| Name of Research fellowship | Duration of the fellowship | Funding Agency |
|------------------------------------|----------------------------|----------------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

3.2 – Resource Mobilization for Research

3.2.1 – 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 |
|------------------------------------|----------|----------------------------|------------------------|---------------------------------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

3.3 – Innovation Ecosystem

3.3.1 – 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 |
|---------------------------|-------------------|------|
|---------------------------|-------------------|------|

No Data Entered/Not Applicable !!!

[View File](#)

3.3.2 – 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 |
|---|-----------------|-----------------|---------------|----------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

3.3.3 – 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 |
|---|------|--------------|----------------------|--------------------|----------------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

3.4 – Research Publications and Awards

3.4.1 – Ph. Ds awarded during the year

| Name of the Department | Number of PhD's Awarded |
|------------------------------|-------------------------|
| Health Professions Education | 4 |
| Pathology | 2 |
| Periodontics | 1 |
| Oral Medicine Radiology | 2 |
| OBGY Nursing | 1 |
| Physiology | 1 |
| Kayachikitsa | 1 |
| Dermatology | 1 |
| MD/MS/MDS | 124 |

3.4.2 – Research Publications in the Journals notified on UGC website during the year

| Type | Department | Number of Publication | Average Impact Factor (if any) |
|---|------------|-----------------------|--------------------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

| Department | Number of Publication |
|---|-----------------------|
| No Data Entered/Not Applicable !!! | |
| View File | |

3.4.4 – Patents published/awarded/applied during the year

| Patent Details | Patent status | Patent Number | Date of Award |
|---|---------------|---------------|---------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

3.4.5 – 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 | Name of | Title of journal | Year of | Citation Index | Institutional | Number of |
|--------------|---------|------------------|---------|----------------|---------------|-----------|
|--------------|---------|------------------|---------|----------------|---------------|-----------|

| Paper | Author | | publication | | affiliation as mentioned in the publication | citations excluding self citation |
|---|--------|--|-------------|--|---|-----------------------------------|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

3.4.6 – 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 |
|---|----------------|------------------|---------------------|---------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

3.4.7 – Faculty participation in Seminars/Conferences and Symposia during the year

| Number of Faculty | International | National | State | Local |
|------------------------------------|---------------|------------|------------|------------|
| Attended/Seminars/Workshops | 219 | 363 | 160 | 204 |
| Presented papers | 54 | 119 | 22 | 17 |
| Resource persons | 21 | 72 | 14 | 100 |
| No file uploaded. | | | | |

3.5 – Consultancy

3.5.1 – Revenue generated from Consultancy during the year

| Name of the Consultan(s) department | Name of consultancy project | Consulting/Sponsoring Agency | Revenue generated (amount in rupees) |
|---|-----------------------------|------------------------------|--------------------------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

3.5.2 – Revenue generated from Corporate Training by the institution during the year

| Name of the Consultan(s) department | Title of the programme | Agency seeking / training | Revenue generated (amount in rupees) | Number of trainees |
|---|------------------------|---------------------------|--------------------------------------|--------------------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

3.6 – Extension Activities

3.6.1 – 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 |
|---|--|--|--|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

3.6.2 – 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 |
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

3.6.3 – 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 |
|---|---|----------------------|--|--|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

3.7 – Collaborations

3.7.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

| Nature of activity | Participant | Source of financial support | Duration |
|---|-------------|-----------------------------|----------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

3.7.2 – 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 |
|---|----------------------|---|---------------|-------------|-------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

3.7.3 – 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 |
|---|--------------------|--------------------|---|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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 |
|--|--|
| 3610 | 3492.27 |

4.1.2 – Details of augmentation in infrastructure facilities during the year

| Facilities | Existing or Newly Added |
|---|-------------------------|
| No Data Entered/Not Applicable !!! | |
| 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 partially) | Version | Year of automation |
|---------------------------|---|------------|--------------------|
| In House (libnet) | Partially | 8.5 | 2003 |
| WebSoftlib | Fully | 6.0 | 2019 |

4.2.2 – Library Services

| Library Service Type | Existing | Newly Added | Total |
|---|----------|-------------|-------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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 !!! | | | |
| View File | | | |

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 | 1125 | 5 | 2 | 5 | 5 | 0 | 0 | 1200 | 0 |
| Added | 296 | 0 | 1 | 0 | 0 | 0 | 0 | 200 | 0 |
| Total | 1421 | 5 | 3 | 5 | 5 | 0 | 0 | 1400 | 0 |

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

| |
|------------------------|
| 1400 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 |
|--|---|
| Media Room | https://drive.google.com/drive/folders/1JvRM98xcKVgILqREwXNM6r7n3F6tsngk?usp=sharing |
| Media Room | https://drive.google.com/drive/folders/1nuPuIA_nb92XMwloj7yOKdEJbNo53AlG?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/16y8Bqm6z2AYktaxsdXpbiGv_N0UnavB8?usp=sharing |
| Recording Room | |

| | |
|----------------|---|
| | https://drive.google.com/drive/folders/1Z33R32_hkwHMdxPBbA3GZnOBORSzjPla?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1nn0tDtI5jSGQ4AI0EyNESA_4kfXqaIav?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1jRiCX01BF64ahPjloJEm_FtlAohf3yp0?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1rNSl2Ib1H0bK52gDbIBu9xjMO0YmKsjD?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1tIFxABVmiEBT0Ia7ACw_vowdAYMtUGuC?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1lPSoES7folIqfb-jNy0cvo4wOcxpMhnl?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1Y41XVVvnq0qSjzzqPA0RwLSOYzHgBTxb?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1YIh-JVbBHKeI7zEuMsn7UZ4Kryra59em?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1EX1HE-oIg0X-Vt5gR9C_0uz_sKvmlcO6?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1fWGf05Wohtj6jrwiOcfhvTmtLAfyB50l?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1kAK5gVOWlgl7Dz5wPg8BIJjcnt1jG6s_?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1SlYX_zHDKL3DA7SJ1YYegkgBL9L6Dtp-?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/101AN9vtmwIOkPg5Vu-UCxx4PmAX7LCmO?usp=sharing |
| Recording Room | |

| | |
|---------------------------------|---|
| | https://drive.google.com/drive/folders/18-BgO488nOgbfeHODYXEG0RlVMn2yaAD?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1KnLn8vaBZ5Nl9CkFyCJxNMOyHK_-_RDH?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1rk_Fsj_8dJL9N143MDaSmOaCebxOOGq5?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1NF2TMGkFcbX7UPWzvr2R3nqKKOTVlR_q?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1OAs13Pa1PnwTeALSWBlT63kb-JyS-3WL?usp=sharing |
| Recording Room | https://drive.google.com/drive/folders/1aNPopXI4a46jWKxYCV5ikf65n4H7RZnx?usp=sharing |
| Digital Library with IT Support | https://drive.google.com/drive/folders/1c8e3YNaDrubZz71COBeE0TxONeFmTtZH?usp=sharing |
| Digital Library with IT Support | https://drive.google.com/open?id=1DS94wvAOzdsvt_OJ6BzjXlpCRah5UCbr |
| Digital Library with IT Support | https://drive.google.com/open?id=153Ob2SS8syNcE6oEeg2IDmck-24OzTz5 |
| Digital Library with IT Support | https://drive.google.com/drive/folders/1ykDAoBpgpzgpgSG363jfsnTMCLUiipoKS?usp=sharing |
| Digital Library with IT Support | https://drive.google.com/open?id=15jCyNmyvVb2FOuvqmbEkcdKkVpBzauGO |
| Digital Library with IT Support | https://drive.google.com/open?id=1UB69a65l8Z1rDDuNXoPIwCcMJzMWg5Ie |
| Digital Library with IT Support | https://drive.google.com/open?id=1TaaX2DCaOJJL_yxj6NgP8AJ4yjoZF8R6 |
| Digital Library with IT Support | https://drive.google.com/open?id=1t8Nm6OQ8-kduzTi5NNR__7zs1UMWhdkd |
| Digital Library with IT Support | https://drive.google.com/open?id=1j0IjdU-DMLGKSIM0eUvEwIcDSehzkWiF |

| | |
|---------------------------------|---|
| Digital Library with IT Support | https://drive.google.com/open?id=18LC07xFYNfkfBlH77ItvPrFKMxN4kyub |
| Digital Library with IT Support | https://drive.google.com/open?id=1NP3sHcbxUzbXgnYOk4ptXWBtc3XqM1l- |
| Digital Library with IT Support | https://drive.google.com/open?id=1QmEhe0LaOmskfuGjNdOhhKVOftT5Elytb |
| Digital Library with IT Support | https://www.youtube.com/channel/UCPl3AiPl7PnHq1UlcdBk5MA |
| Zoom Recording | https://drive.google.com/file/d/1x5zJDTtgyfutGs5nvCUx-7tbOw0WamAP/view?usp=sharing |
| Go to Webinar Recording | https://drive.google.com/file/d/1vNQhVwmJm-FxXq__dwsfc03IHaKE7isy/view?usp=sharing |
| Google meet recording | https://drive.google.com/file/d/1s4IU3qkwEG2LuGXI476_fAvggFoY9_do/view?usp=sharing |
| Webinars | https://drive.google.com/file/d/1YOKebYN5Uw89DiK7Vk_fsWWMKJlqoTWm/view?usp=sharing |
| Webinars | https://drive.google.com/file/d/1mDulxW705TpOCAtjmaXjywZglU5YOR2l/view?usp=sharing |
| Webinars | https://drive.google.com/file/d/1Mp4_DzT-tlqEM0ekmlkRmlkDai5jRzNC/view?usp=sharing |

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 |
|--|--|--|--|
| 14554 | 13897.71 | 1195 | 1179.82 |

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 task of maintaining the infrastructure has been assigned to the team of maintenance division. The maintenance activities are divided in two heads, 1. Preventive maintenance 2. Repairs For each block, one junior engineer/supervisor is appointed. He takes the round of the facility as per the preventive maintenance calendar and notes down the findings requiring

servicing, rectification or repairs. The periodicity of maintenance of the RO systems, compressors, cleaning of overhead water tanks, servicing of motor pumps, air conditioners, central coolers, painting etc is planned in advance and preventive maintenance work is under taken by the maintenance department either in-house or through hired agency. Budgetary allocation is made for maintenance and repairs and the funds from the allotted budget are made available for such activities. An online complaint register is in place and the users submit their complaints online. Daily review is done and depending on priority the work, repair is undertaken in time bound manner. The status of the complaints and the action taken thereof are periodically reviewed. Services through the MIS system is in place to ensure that actions are taken in time bound manner. Services The contractual services are hired for the maintenance of gardens, sweeping and security services. Equipments maintained through well organized Biomedical Engineering Unit The equipments are maintained in top working condition at all times through a structured mechanism. The maintenance activities are again divided in preventive and corrective maintenance. Due care is taken during installation of the equipments by providing all necessary supportive gadgets (like stabilizers, UPS, dehumidifiers) as per the recommendation of the manufacturer, to ensure their longevity and prevent breakdowns. The users are imparted training at the inception to ensure proper handling and to prevent breakdowns due to rough use. The preventive maintenance including calibration of equipments is done periodically as per the planned calendar. Invariably, the institution enters in CMC/ AMC with the manufacturer / supplier for all major equipments. The visits of the agency for preventive maintenance are critically monitored and the timely breakdown repairs are ensured. Data of down time in house and out house repairing time index is periodically monitored through M.I.S.

<https://dmimsu.edu.in/>

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 | Nill | Nill | Nill |
| Financial Support from Other Sources | | | |
| a) National | Nill | Nill | Nill |
| b) International | Nill | Nill | Nill |
| View File | | | |

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 implemetation | Number of students enrolled | Agencies involved |
|---|-----------------------|-----------------------------|-------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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 | Number of benefited students by | Number of students who have passed in | Number of students placed |
|------|--------------------|----------------------------------|---------------------------------|---------------------------------------|---------------------------|
|------|--------------------|----------------------------------|---------------------------------|---------------------------------------|---------------------------|

| | | | | | |
|-------------------|---|-------------------------|------------------------------|----------------|-----|
| | | competitive examination | career counseling activities | the comp. exam | |
| 2020 | Placement and Higher Studies various Activities | 733 | 733 | 73 | 656 |
| No file uploaded. | | | | | |

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

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

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)

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

5.3 – Student Participation and Activities

| Year | Name of the award/medal | National/ Internaional | Number of awards for Sports | Number of awards for Cultural | Student ID number | Name of the student |
|------|-------------------------|------------------------|-----------------------------|-------------------------------|-------------------|---------------------|
| | | | | | | |

No Data Entered/Not Applicable !!!

[View File](#)

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

DMIMS University takes pride in keeping the academics at the helm with a student-centric approach for teaching-learning. The colleges under the stewardship of the University have empowered students by providing them significant roles in the governance of academic as well as administrative responsibilities. The University aims to promote students in an array of academic as well as an administrative avenue, empowering the students with the major academic responsibilities. The academic responsibilities for students are forked as Curricular (which consists of onsite/online teaching and learning academic activities through interactive platforms in form of didactic lectures, Practical, Reviewing and contributing as part of Student Team Notebook), Co-curricular activities (consisting of Research Development Cell which promotes avenues of research, provides guidance and peer mentoring and gives platforms for presenting research at a college, state, national and international level, Cocurricular activities also include student welfare cell clubs like Quiz Club Debate Club Literary club), Extra-curricular activities (include student welfare clubs like Theatre Arts Club, Music Club, Dance Club the club members host and organize the concerned genre related activities and competitions, Sports Club hosting annual sports meets, state and interstate sports competitions along with a grand mega event DMIMSU marathon), student-teacher combined cultural event like Gurukul, NSS activities (promoting budding medical doctors' interaction with society, social reforms and important awareness days). Amongst the various administrative responsibilities, the students form a major part of the college council joint college council meets, examination committee, alumni feedbacks, and event holding responsibilities. They hold important responsibilities towards managing hostel and catering services (food court) for the students, peer mentoring as well as playing a major role in being a part of the foundation course for the First Year MBBS students. The students form part of the grievance redressal cell, Library Advisory Committee, Alumni council body, Students with inclination to work for gender causes are selected as gender Champions as part of the Women's Forum. The students on both academic and administrative fronts have pre-formed bodies and organograms with the apical head being the Student President followed by Vice President, Secretary, and so on based on their academic performances as well as popular votes. The students elect representatives and members to steer the committee, the team heads govern and organize various activities throughout the year. An academic calendar is prepared by the students a year before, which is inclusive of the administrative needs and tasks and upcoming annual events. For the year 2019-2020, Quizzes (quiz – RESONATE, Ophthalmology quiz – MIRAGE, Surgery quiz – INCIZE, Pediatrics quiz- CUBS), Co-curricular activities like Breast feeding Awareness Week Activity, LRM beautification competition, Cultural activities like annual social gatherings (Ganesh Festival Celebration, Freshers Party(AARAMBH), Alumni gatherings (95' batch reunion 'UMANG' and 2003 batch reunion 'NOSTALGIA'), theatre (DEADFALL), musical night(DHWANI), Art competition (CHROMA) and MIRROR, an event where both teachers and students share their life-changing events were organized.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

Yes

Yes, The institutions of the University has individual alumni bodies of Jawaharlal Nehru Medical College, Sharad Pawar Dental College, Mahatma Gandhi

Ayurvedic college and Shri Radhikabai Meghe Memorial Nursing College which are registered at Charity commission. Each body comprises of President, Vice President, Secretary, Joint Secretary, Treasurer, and six to seven other members. The bodies are conducting two Executive committee meetings and one AGM annually. The election is held every year for each post and elected body has charge to plan, execute or modify the bylaws. The timely updates and policy reframing are done after the unanimous decision and opinion of the members including the patron of the committee. The body form different committee for variety of the programs conducted for the same year. These programs are earmarked in an annual calendar and uploaded on the alumni website. The newsletter is prepared and circulated to through monthly mails to all the members. This helps to update the alumni about the current development of the alumnus and the alumni organization. The proceedings are recorded and submitted to charity office annually. The members are registered at the time of the convocation. The single time registration provides lifetime membership to the alumni. This makes them eligible for holding any position in the alumni body for augmenting the engagement of the alumni in the program. The alumni graduated from Nagpur University, Maharashtra University of Health Sciences, Nashik and Datta Meghe Institute of Medical Sciences are the members of this DMIMS Alumni Association. The alumni body has deputed a representative- termed as "Navigator" from each alumni batch in all the institutions for channelizing the interaction and coordination for the alumni activities. The webinars of distinguish alumni, clinicians, researchers, academicians, or entrepreneurs are organized regularly for alumni, faculties and students by the education cell of the body on the important subjects. The alumni body also works in tandem with the suggestions given by "Champion" who mentors the alumni body for framing the guidelines of the alumni functioning. A champion is an individual who possess distinct capability of planning, execution of program and social interaction. The alumni members participate in the alumni working and activities. The records of the meetings are maintained by the individual alumni office in association with Mr. Deshpande. The account books are maintained individually by the institutional alumni body and audited annually.

5.4.2 – No. of registered Alumni:

3578

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

400000

5.4.4 – Meetings/activities organized by Alumni Association :

JNMC: The alumni activities were conducted by the individual institutions. The Silver Jubilee celebration of 1995 batch was organized on 21st -22nd December 2019 by Medical College alumni Association at Sawangi. The webinars were conducted by the alumni of the Jawaharlal Nehru Medical college in the month of May 2020 on the subjects of Managing stress and anxiety, mental wellbeing of children and adolescent by Dr. Siddharth Chowdhury and Ophthalmic practices during COVID-19 Pandemic by Dr. Sune and team. White coat ceremony, selfie with tree plantation and campus painting programs were conducted by the JNMC alumni body. SPDC: The silver Jubilee Alumni celebration of the SPDC 1995 batch was organized on 23rd-24th December 2019 at Sawangi. It was attended by 55 alumni members with their family. The online webinars were conducted by Dr. Darshan Dakshindas on Endodontic failure and its management on 22 th May 2020. Dr. Atul Shingarpure spoke on human resource management on 25th May. Dr. Sachin Sarode spoke on How to publish in high impact Journal" on 28th May 2020. The webinar was attended by the alumni, faculty and undergraduate and postgraduate students. MGAC: The annual alumni meet was organized on 18th January 2020. It was attended by the faculty, students, and alumni of the college together. The

webinars were conducted on Guidelines and protocol on Covid -19 by Dr. KimayaGandhe on 13th May 2020. SRMMCON: The annual meet was organized on 22th January 2020 at Sawangi and 112 alumni attended the event. The webinar was conducted on Research Data Analysis by Viren Girh on 30th May 2020.

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)

1. Decentralised Education Units: A well laid and dynamic Educational technologies have been the epicentre of all educational initiatives of the Universities. The Medical Education Unit of the Medical College was upgraded to Centre for Health Professions Education in.... Research and later to School of Health Professions Education Research in, with a view to train, plan, implement, monitor and improve various educational initiatives of the University. To cater to all dimensions of health professions education, five departments of SHPER were established viz. Curriculum, Teaching Learning, Assessment, Educational research and Competencies. These five departments had representation from all faculties of the University. Later, with a view to decentralise the activities of these departments and for better monitoring of various initiatives Education units were established in Dental, Ayurveda, Nursing and Physiotherapy. The vision and objectives of these educational units are in congruence with the five departments of SHPER along with faculty development. The education units ensure a uniform implementation of policies and initiatives related to Education. Every Education unit has a Convener, a Co-convener, and five members wherein each member represent activities related to Curriculum, Teaching Learning, Assessment, Educational research and Competencies. The co-convener is responsible for various Faculty development initiatives. The overall guidance and support is provided by SHPER and there activities are reviewed in all statutory meeting of the University.

Decentralization of Teaching Hospital The Hospital Leadership has been reshaped for further strengthening towards all inclusive participatory governance. Two key measures have been taken by the Board of Management:- 1. The post of Chief Executive Officer (AVBR Hospital) has been upgraded to Chief Executive Officer (Teaching Hospitals, DMIMS, DU): The DMIMS, DU has 3 teaching hospitals- AVBRH for Modern Medicine which is 1525 bedded SPDH- Dental Hospital with a capacity of 320 chairs and MGACHRC- Ayurvedic Hospital with a bed strength of 196 beds. This united leadership helps to integrate seamlessly services across the university for all patients. It has help to get accreditation process for NABH set in all the hospitals resultantly AVBRH and MGACHRC are NABH accredited and SPDH is already inspected for NABH. 2. Similarly another key upgradation to ensure participatory leadership across the hospital is creation of Hospital steering Committee for all hospitals. This HSC is led by Vice Chancellor as Chairman and CEO (hospitals) as secretary. The members includes senior representatives for the Board of Management Financial Services Clinical Services (Medical Superintendents from all Hospitals) and Facility Management Services. The HSC is the apex domain for strategic planning and monitors all implementations through hospitals (MIS) and monthly meetings.

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

Yes

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 |
|---------------|---------|
|---------------|---------|

| | |
|--|--|
| <p>Admission of Students</p> | <p>For the Academic Session 2020-21, as per the guidelines issued by Apical Councils on admission process have been implemented. DMIMS-DU has been a part of the admission Counselling Conducted by the Medical Counselling Committee on behalf of the Director General of Health Sciences Government of India.</p> <p>Through the said process post graduation admissions are done. In regard Ph.D admission AIPHDCET-2020 all India Entrance examination was conducted in Online mode: Online proctored examination. The qualified candidates have been interviewed on digital platform and a merit list will be drawn from the candidates taking into consideration their performance in entrance examination and personal interview. Due to pandemic COVID-19 entrance examination results were delayed and hence admissions were delayed.</p> |
| <p>Industry Interaction / Collaboration</p> | <p>The regular knowledge and resources sharing with industrial collaboration helps the DMIMS (DU) to upgrade the facility, skill and competency. It is under the practice to execute the project and clinical in alliance with industry. The association helps the student, faculty and researcher for practical knowledge augmentation and ecosystem development. The industrial collaboration along with cells like Biomedical Engineering and Technology (incubation) Centre(BETiC) Innovation Cell, The NewGen Innovation and Entrepreneurship Development Centre (NewGen IEDC), DST SILICE Sinno Lab (Social Innovation Lab) benefits to create bionetwork for innovation at DMIMS (DU).</p> |
| <p>Human Resource Management</p> | <p>Induction program for the faculty after joining. Annual research methodology workshop. Basic (compulsory for all) advanced teaching methodology workshop. Once the faculty is oriented to the working culture at DMIMS DU the performance of the faculty is assessed through Self-Appraisal, ACR, and Feedback from the students, patients and the academic peers. The measurable performance out puts such as number of publications, awards and recognitions, research funding received, timely compliance of assigned task. Academic research appraisal presentations by</p> |

each department etc. All these parameters are taken into account to assess the efficiency, initiative, and creativity of the faculty members.

Initiatives towards performance enhancement: Such Initiatives are availed by the University for the Necessary Augmentation, in an institutionalized way in the form of Competency Enhancement Clinics Rewards and Appreciations Research Guidance Clinics Various professional development activities through CMEs / Workshops/ Conferences Encouraging Deputations of the faculty for skill inculcation and skill enhancements.

Library, ICT and Physical Infrastructure / Instrumentation

On line packages of CLINICAL KEY, WOLTER/WOLFORM PACKAGE, EBSCO, CINHL, PROQUEST. our own Digital library e-books database was made available to all studnets i) Library seating arrangements has been changed with physical social distancing norms as per Covid -19 guidelines. ii) Hand sanitizers placed at entry, exits and at books exchange places . iii) Protective devices provided such as masks and hand gloves to library staff. iv) Mask is made compulsory for readers and borrowers of library. v) Book issue period been extended from 15 to 20 days to avoid crowding in library. vi) Promotional activities for on line reading of Journals and books.

Research and Development

The RD during the tangled situation of COVID pandemic tried to not only maintain the consistency in activities but also enhanced these activities through efficient planning and execution. The research activities were enhanced like Capacity Building: Training to the human resource to work according to the COVID protocol, COVID Testing Lab: ICMR approved and NABL accredited COVID testing lab facility, COVID Review Article Competition more than 86 articles published in Scopus index journal. COVID Research Projects: Collaborations for projects including drug delivery system and mouth masks, Organised Webinar on Grant Opportunities in COVID, also focused on IPR Innovations and Extramural Grants Grants in Aid

Examination and Evaluation

1. Fully Automated examination including question paper setting , moderation and valuation, thus

eliminating bias and subjectivity in assessments. 2. Upgraded Electronic question bank mapped with Course outcomes for all subjects. The University has procured Outcome based education software to map outcomes and analyze attainment of course outcomes 3. All assessments were conducted in online Proctored mode for theory, case scenarios, clinical videos, photographs and e OSVV for practical, thus enduring academic progress of all learners during COVID – 19 pandemic. Standardized SOP in place for online proctored theory and practical examination. 4. Continuous in-class formative assessments with developmental feedback are embedded in all courses of the University.

Teaching and Learning

- Focus on student centric blended TL approaches with consolidation of three models and eight SOPs of blended learning
- TEL methods by active student teacher engagement through LMS.
- Flipped classrooms strategies
- Generation of considerable digital learning resources viz. E notebooks, e text books, Skill videos, Simulation lab videos and modules, clinical snippets and recorded lectures.
- OSCE/OSPE handbook for all subject across all courses
- Constant Student e mentoring and counseling
- Ensuring curricular delivery and academic progression through Online lectures , e – tutorials and e clinics as modes of Teaching learning during COVID – 19 Pandemic

Curriculum Development

1. Every departmental has curriculum committee (DCC)
2. Curriculum is revised every three years with feedback from all stakeholders and relevant revisions are done on basis of feedback.
3. Graduat attributes, Program Outcomes, 'Program Specific Outcomes' and 'Course Outcomes' prepared for every educational program.
4. Competency Based Medical Curriculum introduced for UG Medical Education..
5. Early clinical Exposure, Integration, Foundation course, AETCOM, Self Directed Learning and Electives are introduced within undergraduate Curriculum.
6. Competency based curriculum is designed for PG programs.
7. Emphasis on Skill training by up gradation of Simulation lab
- 8.

Specialty fellowship in "Curriculum Design" is introduced

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

| E-governance area | Details |
|---------------------------------|---|
| Planning and Development | <ul style="list-style-type: none"> • Online Feedback Mechanisms from various stakeholders for curriculum revision, Teaching Learning (Onsite Virtual), Examinations, Learning Management System Student app etc. • Need Analysis Software • Hospital Management System |
| Administration | <p>Initiatives towards paperless governance- all circular/ correspondence sent by emails, display in digital form, installation of digital kiosks, installation of digital notice bards, agenda papers in soft form, conduct of meetings using digital technology, Master software for establishment section Payroll section, use of WordPro software for student fees collection, student clearance system through online media, liberal use of software for store, BME section, HIMS software for hospital operations, Tele conferencing for meetings, orientation and training of stake holders to use digital technology using digital skill lab, Research data management software, Turn it in software for plagiarism check. Orientation of staff for use of online facility for downloading the passbook of EPF, Claim settlements and transfer of accounts. Online registrations of apprentices and generation of online contracts for apprentices under Apprentice Act. Online Gender audit, online student feedback, online patient feedback, online examinations for all students. Online PACS report, Online GOB, Online prescriptions, online investigation reports, Online injury report.</p> |
| Finance and Accounts | <ul style="list-style-type: none"> • Tally ERP accounting software • TDS return filing software- KDK Software • Master software for establishment pay roll (complete HR solution) • Complete fee solution software • Payment gate way for online transaction and point of sell (POS) swapping machines • Payments by RTGS /NEFT for all vendors • Corporate salary payment accounts in the nationalized bank (PNB) and (HDFC) • All statutory payment like TDS, Govt Fees, PF, PT etc through the internet |

| | |
|-------------------------------|---|
| | banking. |
| Student Admission and Support | <p>We have set up an Admission Cell headed by Joint Registrar. The admission cell is coordinating all the admission activities. Admission counselor and faculty members' team supported and address the queries of the aspirant students regarding course details, employment opportunities, eligibility etc before applying and during confirmation of admission. Due to pandemic COVID-19 at DMIMS-DU we encourage all students to fill up admission forms online and submit the documents online mode. Fee also received through online banking RTGS/NEFT and GOOGLE PAY. All relevant admission related notification, application forms, admission counseling schedule have been put on the DMIMS-DU website. Similarly students were informed via email and phone calls to complete the admission process.</p> <p>Admission related information was widely published on digital media, print media, and social media as well. In view of financial issues of the parents and students regarding fee payment, fee installment facility have been made available. We have ERP Software in which students all the records have been entered and stored in digital format. Further DMIMS-DU has been registered with NAD and Digilocker a government of India digital initiative. Our pass out students' degree and mark sheet are uploaded and updated. Student support: At DMIMS we have provided Digital Kiosks, Digital notice boards, student Apps for dissemination of information, obtaining feed backs, grievances, Digital applications, digital single window clearance, digital certification, Smart class rooms, use of e - digital learning resource material, 3 D theater, Anatomage table for virtual dissections and training in anatomy, Virtual skill lab for training in higher competencies, Recording of attendance through biometric machines and software and display of the same in real time manner, display of results of formative summative examination through app and on website, Digital library, e library resources like books, journals, videos. Membership of NADL and Shodhganaga. ODL courses digital</p> |

monitoring of hostel attendance, messages to parents. G-Suite is being used for online classes. Online proctored examination support is made available by outsource agency.

Examination

1. Proctored theory and practical examination for all courses during COVID – 19 Pandemic 2. Proctored entrance examination for Doctoral courses 3. Videos recording of all practical examination conducted in online mode during COVID – 19 Pandemic. 4. Digital surveillance of conduct of examination and electronic jammers for exam hall 5. Electronic question bank with model answers and System generated Question paper 6. Specialized software for mapping assessment with course outcomes and analyzing attainment of competencies.

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 |
|------------------------------------|-----------------|--|--|-------------------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

6.3.2 – Number of professional development / administrative training programmes organized by the University 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) |
|------------------------------------|--|---|-----------|---------|---|---|
| No Data Entered/Not Applicable !!! | | | | | | |
| View File | | | | | | |

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 |
|---|---------------------------------|-----------|---------|----------|
| No Data Entered/Not Applicable !!! | | | | |
| View File | | | | |

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

| Teaching | Non-teaching |
|----------|--------------|
|----------|--------------|

| | | | |
|-----------|-----------|-----------|-----------|
| Permanent | Full Time | Permanent | Full Time |
| Nill | 115 | Nill | 1 |

6.3.5 – Welfare schemes for

| Teaching | Non-teaching | Students |
|---|---|---|
| <p>Free Health Services, Fee concession Policy for the wards, Research Incentives, Deputation to Conferences, Subsidized Residential facilities, Transport facilities, Organizing Professional and personality development Trainings, Loan facilities with lower interest rates, Rewards for meritorious performance, Staff Welfare Fund. Financial assistance is provided for paper presentation at various conferences organized at State, National and International level as per the university guidelines.</p> | <p>Free Health Services, Fee concession Policy for the wards, Organizing Professional and personality development Trainings, Loan facilities with lower interest rates, Rewards for meritorious performance, Staff Welfare Fund</p> | <p>The institute provides financial aid to the students in the form of free-ships and fee concessions as per policy guidelines of the university. It also offers hostel concessions, free medical aid to the students and guidance for securing educational loan. In addition, it offers help and assistance in getting government scholarships available to the minority students. Financial assistance is provided to UG PG students for the research work pertaining to dissertation and incentives are also given for paper presentation at various conferences organized at State, National and International level as per the university guidelines. Group Insurance Scheme is available to all students. Canteens in the campus provide them food at the subsidized rates. Support services are available to the students like: Preceptor ship programme, Student Guidance Clinic, Students Welfare Cell. 'Earn While You Learn' type of facility is available in allied courses, Fellowship courses, M.Sc. Nursing programme. Scholarships available for students to financially support meritorious students from Economically Weaker Section (EWS).</p> |

6.4 – Financial Management and Resource Mobilization

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

The accounts of the institution are audited annually by statutory auditors who are appointed by the board of man agent. M/s B J Bajaj and Company Chartered Accountants are the statutory auditors of the institution. Similarly the Board of Management has appointed M/s.V.K.Surana and Company CharteredAccountants as their internal auditors. The accounts of the university are audited regularly in time as per the provisions of Bombay Public Trust Act. The external audit procedures are as per the accounting and auditing standards prescribed by the Institute of Chartered Accountants of India. The Internal Auditors have drawn well defined audit procedures to cover all the major activities of the university in a financial year. The audit procedures ensure well defined internal control mechanisms over the financial affairs of the university.

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 |
|--|-------------------------------|---------|
| No Data Entered/Not Applicable !!! | | |
| View File | | |

6.4.3 – Total corpus fund generated

69156091

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 | <ul style="list-style-type: none">• Dr. K Mohanan, Vice Chancellor, Kerala University of Health Sciences, Thrissure, Kerala – Chairman• Dr. Rakesh Mudgal, Vice Chancellor, Dr D Y Patil University Kolhapur-Member• Dr T Poovishnudevi, Dean Academics, Krishna College of Physiotherapy, Karad-Member• Dr. K. Shankarrao, Former | Yes | AAA Cell |

| | | | | |
|----------------|-----|--|-----|----------|
| | | Director, National Institute of Ayurveda, Jaipur - Member • Dr. Yogesh Bhardwaj, Prof. Head, Govt. Dental College, Shimla(HP) - Member | | |
| Administrative | Yes | • Dr. K Mohanan, Vice Chancellor, Kerala University of Health Sciences, Thrissure, Kerala - Chairman • Dr. Rakesh Mudgal, Vice Chancellor, Dr D Y Patil University Kolhapur-Member • Dr T Poovishnudevi, Dean Academics, Krishna College of Physiotherapy, Karad-Member • Dr. K. Shankarrao, Former Director, National Institute of Ayurveda, Jaipur - Member • Dr. Yogesh Bhardwaj, Prof. Head, Govt. Dental College, Shimla(HP) - Member | Yes | AAA Cell |

6.5.2 – What efforts are made by the University to promote autonomy in the affiliated/constituent colleges? (if applicable)

NA

6.5.3 – Activities and support from the Parent – Teacher Association (at least three)

Salient PTA Activities for 2019-20 1. Covid Health Assurance in the campus. 2. Assurance to parents students regarding Hostel sanitisation, safe keeping, food delivery systems QUARANTINE MECHANISMS. 3. Reentry exit guidelines for

students in view of Covid pandemic. 4. Addressing the fees concerns of parents and giving concessions and flexibility in fees payments in view of unprecedented Covid-19 circumstances. 5. Assurance of on time academic progression of students. 6. Facilitation of online teaching-learning activities and proctored formative examinations. 7. Convocation on virtual mode.

6.5.4 – Development programmes for support staff (at least three)

1. Training on Team Building Conflict resolution 2. Training on Self Improvement Career Growth 3. Training on Interpersonal Communication use of Social Media 4. Training on Advance Computer Techniques 5. Training on Attitude development Positive thinking 6. Training on Building Positive Workplace Culture 7. Transformative Leadership Workshop 8. Training on Disciplinary Action Legal Papers 9. Training on Decision Making Priority Management 10. Training on Role of Emotions in Personality Development 11. Training on Advance Lab. Techniques for Technicians 12. Sensitization workshop on Sexual Harassment at Workplace 13. Training on Fire Safety 14. BLS Training

6.5.5 – Post Accreditation initiative(s) (mention at least three)

1. Participation in NIRF 2020 rankings and ranked as 61st University, 29th Medical and 14th Dental 2. Participation in ARIA 2020 and ranked in the band 'B' 3. Participation and successful accreditation in NABL for two Labs 4. Participated in QS I gauge E-LEAD audit and successfully certified for the same. 5. Participation in UGC Paramarsh scheme as mentor Institute 6. Participation in Times Higher education rankings 7. Participation in NABH for Dental College 8. NABH Accreditation for Institutional Ethics committee

6.5.6 – Internal Quality Assurance System Details

| | |
|--|-----|
| a) Submission of Data for AISHE portal | Yes |
| b) Participation in NIRF | Yes |
| c) ISO certification | Yes |
| d) NBA or any other quality audit | Yes |

6.5.7 – 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 |
|------------------------------------|------------------------------------|-------------------------|---------------|-------------|------------------------|
| No Data Entered/Not Applicable !!! | | | | | |
| View File | | | | | |

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 |
| Mother's day celebration:- Felicitation of senior female faculty of the university | 22/06/2019 | 22/06/2019 | 420 | 130 |
| Sensitization | 01/08/2019 | 01/08/2019 | 160 | 90 |

| | | | | |
|--|------------|------------|-----|----|
| about IFFW in UG (fresher's) Induction programmes of all constituent colleges | | | | |
| Introduction of IFFW to New Postgraduates in PGITP. | 02/08/2019 | 02/08/2019 | 80 | 40 |
| Gender Equality Workshop JNMC and AVBRH teaching staff | 23/08/2019 | 23/08/2019 | 270 | 80 |
| Gender Equality day Celebration & Logo competition in Jawaharlal Nehru medical college | 26/08/2019 | 26/08/2019 | 25 | 20 |
| Gender Equality day Celebration & Logo competition in Smt. Radhikabai Meghe Memorial College of Nursing. | 26/08/2019 | 26/08/2020 | 25 | 15 |
| Gender Equality day Celebration & Logo competition in Mahatma Gandhi Ayurvedic College | 26/08/2019 | 26/08/2019 | 30 | 10 |
| Gender Equality day Celebration & Logo competition in Ravi Nair Physiotherapy College | 26/08/2019 | 26/08/2019 | 25 | 10 |
| Gender Equality day Celebration & Logo competition in Sharad Pawar Dental College. | 26/08/2019 | 26/08/2019 | 26 | 12 |

| | | | | |
|---|------------|------------|-----|-----|
| Gender Equality day Celebration & Logo competition in Acharya Vinoba Bhave Rural Hospital | 30/08/2019 | 30/08/2019 | 105 | 45 |
| Gender Equality Workshop in Sharad Pawar Dental College. | 14/09/2019 | 14/09/2019 | 30 | 15 |
| Gender Equality Workshop for Mahatma Gandhi Ayurvedic College | 27/09/2019 | 27/09/2019 | 22 | 13 |
| Gender Equality Workshop Datta Meghe College of Pharmacy | 23/11/2019 | 23/11/2019 | 85 | 35 |
| Gender Equality Workshop of Smt. Radhikabai Meghe Memorial College of Nursing | 19/12/2019 | 19/12/2019 | 40 | 10 |
| International women's week program - Rangoli Competition in Acharya Vinoba Bhave Rural Hospital | 02/03/2020 | 02/03/2020 | 20 | 2 |
| International women's week program - Saree distribution in Acharya Vinoba Bhave Rural Hospital | 02/03/2020 | 02/03/2020 | 35 | Nil |
| International women's week program - Slogan Competition in Sharad Pawar Dental College. | 03/01/2020 | 03/03/2020 | 15 | 10 |
| International | 04/03/2020 | 04/03/2020 | 25 | 12 |

| | | | | |
|--|------------|------------|----|-----|
| women's week program - Essay Competition in Jawaharlal Nehru medical college | | | | |
| International women's week program - Rangoli Competition in Smt. Radhikabai Meghe Memorial College of Nursing. | 05/03/2020 | 05/03/2020 | 25 | Nil |
| International women's week program - Debate Competition in Mahatma Gandhi Ayurvedic College | 05/03/2020 | 05/03/2020 | 12 | 7 |
| International women's week program - Skit Competition in Datta Meghe College of Pharmacy | 06/03/2020 | 06/03/2020 | 15 | 9 |
| International women's week program - Poster Competition in Ravi Nair Physiotherapy College | 07/03/2020 | 07/03/2020 | 16 | 11 |
| Mother's Day celebration --Honorable Shalinitai Meghe's Birthday, motherly figure to our university. Competition online was conducted for UG student of all the institutes of the university and student were supposed | 22/06/2020 | 22/06/2020 | 12 | 6 |

| | | | | |
|--|------------|------------|-----|-----|
| to submit photograph/sketch / pai | | | | |
| Meeting was conducted on Zoom platform with conveners of all the institutions of the university. - To decide celebration of gender equality day on 26th August 2020. - To decide about online gender equality workshop. | 24/07/2020 | 24/07/2020 | 21 | 5 |
| As per instructions of UGC a webinar on Gender bias, gender equality and women's right was conducted. | 17/08/2020 | 17/08/2020 | 80 | 50 |
| Video speech competition on gender equality was conducted for the students of all the colleges of the university. | 26/08/2020 | 26/08/2020 | 55 | 25 |
| A gender sensitization workshop was conducted at RNPC | 14/09/2020 | 14/09/2020 | 39 | 25 |
| Gender equality workshop organized at SPDC on | 28/09/2020 | 28/09/2020 | 65 | 32 |
| Breast cancer awareness program. | 12/10/2020 | 12/10/2020 | 300 | Nil |
| A Gender Equality workshop at MGACH&RC. | 17/10/2020 | 17/10/2020 | 45 | 38 |
| A Gender Equality workshop at | 11/11/2020 | 28/11/2020 | 15 | 12 |

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

| Title | Date of publication | Follow up(max 100 words) |
|--|---------------------|--|
| Code of Conduct for Students | 10/02/2020 | <p>These 'Rules' are made to uphold the 'Students Charter' for inculcating the discipline in and maintenance thereof by the students of the constituent institutions of Datta Meghe Institute of Medical Sciences (Deemed University). Nothing contained in these Rules shall have the effect of altering the provisions of any special law, rules or regulations for the time being in force in India.</p> |
| DMIMS(DU) Campus Guidelines For Covid 19. | 07/10/2020 | <p>The whole country has been facing an exceptional circumstance due to the COVID19 pandemic. The spread of virus is associated with significant health hazards, constraint of appropriate health resources and with no definite treatment. However it is now of the essence that we discover ways to survive and work normally while keeping the spread of SARS-CoV-2 virus in check. DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES (Deemed to be University) has prepared CAMPUS GUIDELINES for COVID 19. There are specific S.O.P for Students - Traveling from home to Entry in DMIMS campus, SOP for Hostel Residence, SOP for Community Areas of DMIMS, SOP for conduct of Examinations, SOP for Entry to Academic Areas- Lecture Halls, Clinical teachings Library SOP for central Mess other dining areas.</p> |

7.1.6 – Activities conducted for promotion of universal Values and Ethics

| Activity | Duration From | Duration To | Number of participants |
|---|---------------|-------------|------------------------|
| No Data Entered/Not Applicable !!! | | | |
| View File | | | |

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

DMIMS DU has taken various initiatives to make the campus eco-friendly. • Restriction of vehicles in the campus. • Promoting use of bicycles to faculty and students. • Tree plantation conservation. • Rain water harvesting. • Soil water recharge. • Water recycling. • Waste disposal policy has been notified and rigorously implemented. • Installation of ETP and STP plants. • Installation of air quality monitoring meters in campus to create environmental awareness • Guest lectures, street plays, posters in campus, adopted villages under Unnat Bharat Abhiyan and schools towards environmental awareness, tree plantation, water and energy conservation, pollution, avoidance of vehicles, fire crackers etc. • Ban of single use plastic in campus. • Installation of solar panels on all buildings generating solar energy. • Use of LED lamps • Building designs to facilitate ventilation and natural sun light. • Installation of sensors for street lights and air conditioners. • Use of organic waste for making compost by installing composters and biogas plants. • Yearlong calendar of activities for students and staff creating awareness, cleanliness drives, tree plantation, etc.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 1 a. Title of Practice: Electronic Question Bank aligned with Program and Course Outcomes **b. The context that led to initiation of practice (100-200 words):** In an attempt to actualize Outcome based education for all academic programs of the University , DMIMS(DU) conceptualized a '4 Step Escalating DMIMS – Outcome Based Education Model For Higher Education' that is grounded in following principles 1. Clarity of focus - having specific outcomes gives a strong sense of purpose to everything teachers and students do. 2. Design down, Deliver up - when planning curriculum, educators start with the outcomes and work backwards when planning instruction, teachers teach what students need to learn to demonstrate the outcomes. 3. Optimal Expectations - DMIMS departs from traditional education in its assumption that all students can learn well-although not in the same way and not necessarily on the same day, and 4. Expanded opportunities - students must be permitted to demonstrate their learning in different ways, and they must have numerous opportunities to demonstrate the outcomes, not just one. Resultantly, in the DMIMS OBE model, the design down and deliver up strategy typically focusses on assessments that are aligned with evaluating attainment of outcomes – the final step in the process. In an attempt to do so, the entire question bank of all academic programs of the University is structured into MCQ-SAQ-BAQ-LAQ , MK- DK-NK and various levels of cognitive domain Level I,II III in terms of desired course outcomes. (DMIMS 4 Step Escalating Outcome Based Education Model For Health Sciences Education L-94272/2020) The outcome based electronic question bank of the University is designed taking into account the desirable course outcomes, objectivity , validity , reliability , relevance to the curriculum and level of cognition (DMIMS Model of outcome based Electronic Question bank (L-61423/2015, L-102034/2021) **c. Objectives of practice (50-60 words):** The primary objectives of the said practice were to 1. Prepare electronic question bank as per the course objectives of respective programs of the University. 2. Prepare secondary test blueprints for all subjects of all programs as per subthemes depicting course outcomes 3. Map attainment of Course outcomes and hence

Program outcomes by analyzing assessment score of every student. d. The practice (150 – 200 words) Outcome based education emphasizes upon inculcation of Graduate attributes and is learner centric in approach. OBE emphasizes that every academic program should define Graduate Attributes, Program, Program specific and course in terms of what needs to be learnt, rather than what needs to be taught. The assessments are specifically focused towards analyzing these outcomes in a Health professional graduate. The entire electronic question bank of the University is organized according to the course outcomes. The Secondary templates for theory papers for all subjects of various programs of the University are organized as per with subthemes and specific course outcomes DMIMS model of competency based assessment framework for theory examinations ,L-102034/2021 e. Obstacles faced if any and strategies adopted to overcome them (150 – 200 words): The initial step was to prepare graduate attributes, Program Outcomes, Course outcomes and its mapping before preparation of question bank and subsequent secondary test blueprints. The major challenge was capacity building of every faculty for preparing the same in a uniform format and that too in a time bound manner. It was equally important to have the desired question bank and secondary test blueprints validated by experts and users. The capacity building was routed through School of Health Education Research by its Education units at all colleges under supervision of Dean Academics. Preparation of Question bank and test blueprints, validation of questions was carried out as per plan depicted below under overall monitoring of Internal Quality Assurance Cell (IQAC) of the University. j. Impact of practice (100-120 words): A. Outcomes: 1. The curricula of all programs of the University are Outcome based. 2. Analysis of attainment of outcomes have resulted in timely decision making regarding revisions/modifications in teaching strategies. 3. Two IPRs – Literary copyrights are generated as follows: a. DMIMS 4 Step Escalating Outcome Based Education Model For Health Sciences Education L-94272/2020 b. DMIMS model of competency based assessment framework for theory examinations , L-102034/2021 B. Impact : 1. The Teaching Learning and Assessment strategies are identified in accordance with the desired outcomes. 2. There are clear criteria for measuring outcomes/competencies. 3. Monitoring of outcome attainment trajectory by way of assessments has resulted in assuring desired outcomes in graduates. Best Practices 2 a. Title of Practice : Blended learning model for Indian Medical Graduate (IMG) b. The context that required initiation of practice (100-200 words): Undergraduate Competency based Medical curriculum necessitate integration of contents and learning domains. It envisions the product - an Indian Medical Graduate encompassing all the competencies to function as a first contact physician by realising the roles of Clinician, Leader and member of health care team, Communicator, Life long learner and Professional. Needless to say that the Instructional process must be aligned accordingly. As much as continuous assessments remain the mainstay of CBME, continuous learning is equally pertinent for a smooth transition to a competent health professional. Continuous learning and assessments, in fact, is the key to furnish the IMG as a Life long Learner. A prerequisite to ensure students commitment to learning is a favorable learning environment that address all learning styles, gives flexibility of time and opportunities and provides an immersive experience by engaging them intellectually. The blended model of curriculum delivery, encompassing face to face and virtual modes of instruction, is a much researched and has depicted favourable learning outcomes in this perspective. a. Objectives of practice (50-60 words): a. Effective curricular delivery by efficient use of technology supported by relevant educational theory and principles a. Judicious use of simulation for TLA purposes in health care education b. Maintain global standards of Instructional delivery in health care education Instill SDL skills among learners c. The practice (150 – 200 words) : Specifics of the model : 1. Foundation : Evidence based Education , 2. Face to face training , 3. Virtual classrooms , 4. Simulation, 5. Artificial

Intelligence , 6. Webinars and web links , 7. Mentoring , 8. Continuous assessments 9. Continuous Evaluation d. Evidence of success (150 – 200 words)

The proposed blended learning model will help in transforming medical education and offer an effective engaging learning experience. The integration of instructional modalities, with a judicious mix of onsite and technology enhanced learning, conform to theories of learning, optimal use of faculty and generalised acceptability to tech savvy generation. In addition the model allows the learner to inculcate life long and self directed learning skills. Outcomes :

1. The said model is an outcome of a webinar conducted by DMIMS on 'Virtual Teaching Modalities' . This model was copyrighted (L-95175/2020) jointly by authors from 6 Deemed Universities of India as follows 1. DMIMS (DU) 2. KIMS , Karad 3. SRIHER, Chennai 4. MUHS Nashik 5. Kerala UHS 6. Pt BD Sharma UHS, Rohtak
2. Generation of e resources for learning : a. 112 paper based case scenarios prepared which are being used for clinical case discussions and assessment of clinical skills b. 68 Clinical case scenarios prepared with Standardised patients and 74 simulation skill modules prepared and recorded. Being shared with students. This is done in Simulation lab of the University.
- c. 315 e-resources developed in the form of recorded lectures and practical exercise videos d. OSCE handbooks created for all subjects / all major courses and submitted for publication . OSCE book Published for subject of Physiology (as per CBME) e. Notebooks prepared for all subjects/ all professional years as per CBME curriculum. Soft copy shared with all students.
3. E tutorials evolved as an effective method of small group teaching
4. Learners learnt to take control of their learning thereby instilling Self Directed Learning Skills
5. First Health Sciences University to establish School of Virtual Learning
6. First Health Sciences University to introduce Artificial Intelligence and Machine Learning (AIML) course in UG curriculum of Medical Dental Sciences and Electives in AIML in Medical Sciences.
7. University awarded with QS I gauge E LEAD certificate based on the thorough audit of all above mentioned practices. (Score card depicted below)
- e. Problems encountered and resources required

Challenges :

1. Suboptimal replication of patient encounters
2. Faculty Buy – In
3. Monitoring of Instructional activities
4. Creation of educational content
5. Student Attendance
6. Keeping the interest alive
7. Quality Assurance

Resources Required :

1. Good technological infrastructure IT support
2. Rigorous capacity building
3. Learning and examination management system
4. Recording facilities
5. Simulation lab

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

<https://dmimsu.edu.in/best-practices>

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

Quality Assurance by 3600 Capacity building of faculty DMIMS(DU) is unique in its continuous efforts for Capacity building of all faculties of the University

1. Educational technologies : The various curricular and educational reforms paves way primarily through a very structured module of capacity building of all faculty. Since all academic initiatives are implemented across all courses viz, Medical, Dental, Nursing, Ayurveda, Physiotherapy, Pharmacy and Allied Health Sciences the School of Health Professions education (SHPER) and research conducts and monitors capacity building through its various education units for all courses. SHPER mainly caters to capacity building and refresher courses in areas of Curriculum, Teaching learning, Assessment, Program Evaluation, Competencies and Virtual TLA. Every academic initiative of the University is preceded by knowledge and skill building of the trainers and are evaluated through Kirkpatrick Model of Evaluation.

2. Faculty development: The Medical

college of the University is recognized as one of the 10 Nodal centers for faculty development by NMC, New Delhi. The centre conducts training programs in RRBW, ACME, AETCOM skills and CISP. The benchmark for all such courses is 100 faculty to be trained in RBCW, AETCOM and CISP and 30 in ACME. Apart from training of all in house faculty, the Institute also conducts FDPs for 68 medical colleges of Maharashtra, West Bengal and Uttar Pradesh. Till date the total number faculties trained by Nodal center in 1271 in RBCW, 275 in AETCOM, In-house 289 in ACME and 275 in CISP. 3.Examinations: All Internal, Formative and Summative examination related initiatives are preceded by capacity building of all stakeholders before implementation by the Examination cell of the University. This ensures a uniform and structured implementation of examination processes in the University. The benchmark is 100 faculty being trained in exam related processes and initiatives. 4. Research : The research cell of the University conducts regular training and refresher courses on Research methodology, scientific writing, application for funding, systematic literature review and metanalysis and Bioethics for faculty and Supervisors. The benchmark training of 100 faculty in all above mentioned areas. 5. Intellectual Property Rights : The IPR cell of the University conducts regular training of faculty about types of IPR – copyrights and patents , Start-ups, incubation of ideas and transfer of technology. 6. Life saving Skills : Being a Health Sciences University, care is taken to ensure that all health professionals are trained in Life skills 1. Basic Life Support and Advance Life support with proper certification of American Heart Association. 2. Soft Skills : A Health professional has to deliver academic , administrative and curative services in a HEI. Workshops on stress management, time management, leadership skills, Problem solving skills, work ethics, interpersonal skills, communication skills and administrative skills are conducted in this regard. 3. Administrative Skills : Faculties serving in administrative posts viz. Head of Departments, Dean, Chief Medical Suprintendent, Chief Executive officer, Dean Faculty, Directors, Registrar, Addl Registrar, Vice Chancellor, Pro Vice Chancellor etc are trained for efficient administration, leadership and team building.

Provide the weblink of the institution

<https://www.dmimsu.edu.in/about>

8.Future Plans of Actions for Next Academic Year

DMIMS University has a defined vision and mission statement and progresses as per the strategic plan and its measurable indicators. All the initiatives are driven by the strategic perspective developmental plan as depicted in VISION 2025 document of the University available on the Institutional website. The key planned initiatives for next academic year are to: 1. To apply for Online courses and ensure technology enabled online education system to overcome the territorial jurisdiction of conventional education. 2. Apply for International rankings and accreditations 3. Focus on patents and startups with a targeted action plan 4. Promote student exchange (National International) for internships, research, skill development and academic support. 5. Strengthen automations in various areas of operation viz Teaching, Learning, Assessments, Central information centre, Research, Administrative and Patient care. 6. Ascertain judicious blend of simulation in skill training and development of competencies 7. Introduce Artificial Intelligence and Machine learning in curriculum of various programs of the University. 8. Actualze NEP 2020 vision and its proposed inititives by HEIs through a well defind road map.