DATTA MEGHE INSTITUTE OF HIGHER EDUCATION & RESEARCH

[Declared as Deemed-to-be-University]

[Formerly known as Datta Meghe Institute of Medical Sciences (Deemed to be University)]

Conferred 'A' Grade status by H.R.D. Ministry Govt. of India.

Re-accredited by NAAC (3rd Cycle) with 'A+' Grade

Office: **Sawangi (Meghe), Wardha – 442 107, Maharashtra, India**

Ph. No. : 07152 – 287701-06   Email: info@dmiher.edu.in   Website: www.dmiher.edu.in

Internal Quality Assurance cell, DMIMS (DU)

Rural Base, Global outlook

Annual report, 2019

Meetings of Internal Quality Assurance Cell, 2019

1. **Internal Quality Monthly Review** (IQMR): The Internal Quality Monthly Review (IQMR) was held every month to review the overall functioning of the University.

2. **Internal Quality Assurance Quarterly Meeting**: The Quarterly IQAC meetings, preceding Joint College Council meeting, were held as depicted below in table 1. The recommendations arising out of the Quarterly meeting were submitted to Joint College council and Academic council for consideration.

Sr no	Date of IQAC meetings
1.	23.01.19
2.	27.06.19
3.	21.9.20

IQAC Recommendations

a. **Recommendations of Internal Quality Assurance cell (IQAC)**

b. To establish off campus for allied courses, at DMIMS (DU), Nagpur: in a phasic manner proposal to be placed before the ensuing meeting of the Finance Committee and BoM.

c. To undertake the task of Converting the existing curriculum into CBME pattern including Allied Courses by the respective Educational Units. The new Competency Based Curriculum to be kept ready for implementation from the Academic session 2019-20.

d. To ensure plagiarism check of thesis by the PG/Ph.D. Scholar, PG/Ph.D supervisor and HOIs before submission.

IQAC initiatives aligned to NAAC core values

1. Proposal of Director IQAC on establishing Centre for Internal Quality Assurance (CIQA) for ODL Courses

Centre for Internal Quality Assurance (CIQA)

1. **The objective of establishment of Centre for Internal Quality Assurance (CIQA) is to develop and put in place a comprehensive and dynamic internal quality assurance system to provide high quality programmes of higher education in the Open and Distance Learning mode. Its functions would inter alia include the following:-**

    a) To maintain quality in the services provided to the learners.

    b) To ensure continuous improvement in the entire operations of the Higher Educational Institution.

    c) To identify the key areas in which the Higher Educational Institution should maintain quality.

    d) To disseminate information on quality assurance.

    e) To devise mechanisms for interaction and obtaining feedback from various Departments or Centres or Schools in the Higher Educational Institution.

    f) To suggest to the authorities of the Higher Educational Institution, measures for qualitative improvement.

    g) To ensure the implementation of its recommendations through regular monitoring.

    h) To ensure participation of all stakeholders namely, learners, teachers, staff, parents, society, employers, and Government in quality improvement processes.

    i) To prepare Programme Project Report and ensure another launch of programme(s).

    j) Collection, collation and dissemination of accurate, complete and reliable statistics about the quality of the programme(s).

    To deliberate upon Internship SOP for DMIMS DU

2. **Draft Interns Attendance SOP, Datta Meghe Institute of Medical Sciences (DU) Sawangi (M), Wardha**

    Internship is a phase of training wherein a graduate is expected to learn methods/modalities for actual practice of medical and health care and acquire skills under supervision so that he/she may become capable of functioning independently.

Specific Objectives proposed under DMIMS (DU) state that at the end of the internship training, the interns shall be able to:

i. Diagnose clinical common disease conditions encountered in practice and make timely decision for referral to higher level;

ii. Use discreetly the essential drugs, infusions, blood or its substitutes and laboratory services.

iii. Manage all type of emergencies-medical, surgical obstetric, neonatal and pediatric, by rendering first level care;

iv. Demonstrate skills in monitoring of the national health programmes and schemes, oriented to provide preventive and promotive health care services to the community;

v. Develop leadership qualities to function effectively as a leader of the health team organized to deliver the health and family welfare service in existing socio-economic, political and cultural environment;

vi. Render services to chronically sick and disabled (both physical and mental) and to communicate effectively with patient and the community.

Our experience has taught us that the most important assurance regarding performance of the students comes from his/her regular attendance in the classes and maximum involvement in the teaching-learning activity. Similarly, performance of interns can be best assessed by his participation in bedside procedures and learning the expected skills. To ensure same and also to keep the accountability of regular participation of interns in the rotatory internship programme which can emphasize their learning under all the aspects of learning needed during the phase of internship, the attendance cell will monitor attendance of all interns posted with various departments as a part of Internship. Our best performing interns not only have attendance constantly above 95% but also whole-hearted participation in clinical procedures performed on patients.

Every constituent college of the University has an Attendance cell with the central one located at Vice Dean's office, Jawaharlal Nehru Medical College. The main functions of the cell regarding internship programme are as enumerated as below;

- Monitoring interns' attendance in OPDs , wards and camps
- Addressing the interns' grievances regarding attendance
- Counselling of interns with less attendance
- Maintain communication with parents/guardians
- Monitoring of internship postings to ensure proper rotation as per university norms.
- Proper maintenance of records
- Ensuring transparency of records

3. **Umbrella mechanism of the University for Meaningful Student Engagement (MSE) in all curricular initiatives and related decision making.**

   Aims of Meaningful Student Engagement

   Deepen learning for all students in every field, everywhere, all of the time.
   Engage students at all levels and in all subjects as contributing stakeholders in teaching, learning, and leading

   Expand the expectation of every student in every institute to become an active and equitable partner throughout education.

   Instill a core commitment within all members of the school community—including teachers, administrators, school staff, parents, community supporters and others—to meaningfully involve students as learners, teachers and leaders throughout.

   Provide students and educators with sustainable, responsive, and systemic approaches to engaging all students throughout education. As our society constantly changes, so must be the education institute strategies

   Acknowledge the experience, perspectives and knowledge of all students. **Engage** teacher partners and students.

   Recognize students' right to ownership.
   Characteristics of Meaningful Student Engagement

   Characteristic #1:
   Pan- University Approach to Meaningful Student Engagement.

   - All students in all courses are meaningfully involved throughout their education
   - All university reform measures include opportunities for all students in all courses to become engaged in education.
   - Students are involved in system-wide planning, research, teaching, evaluation, decision-making, and advocacy.
   - There are a variety of opportunities throughout each students' individual learning experience
   - There are also a variety of opportunities for students in the learning experiences of their peers.

   - There are a variety of opportunities for meaningful Engagement in classroom management, interactions with peers and teachers throughout the university, and ongoing throughout their educational careers.
   - There are opportunities for student/teacher partnerships in learning communities; student- specific roles in building leadership, and; intentional programs designed to increase student efficacy as partners in school improvement.

Characteristic #2:
High levels of Student Authority through Meaningful Student Engagement.

- Students' ideas, knowledge, opinions and experiences in university and regarding education are actively sought and substantiated by educators, administrators, and other teachers within the educational system.
- Students are deliberately taught about learning, learning about the education system, learning about student voice and Meaningful Student Engagement, and learning about school improvement.
- Assessments measure shared and individual perceptions and outcomes of Meaningful Student Engagement.

Characteristic #4:
Sustainable Structures of Support for Implementing Meaningful Student Engagement.

- **Policies and procedures are created** and amended to promote Meaningful Student Engagement throughout schools.
- This includes creating specific funding opportunities that support student engagement.
- This also includes facilitating ongoing professional development for educators focused on Meaningful Student Engagement.
- Structures also include curriculum specifically designed to teach students

Characteristic #5:
Personal Commitment to Meaningful Student Engagement.

- Students and teachers acknowledge their mutual investment, dedication, and benefit.
- Acknowledgment is visible in learning, relationships, practices, policies**,**

Areas of Meaningful Student Engagement in DMIMS

Teaching learning process

- Academic appraisal Program
- LRM Designing
- Designing of SLOs

Planning of academic events

- Designing of the academic and scientific calendar **Assessment**
- EQB Designing

- Designing of the primary and secondary templates
- Designing the marking schemes

Policy making

- Student's council
- Student representatives on various committees
- Statutory and non-statuary committee

Teaching

- Peer Teaching
- Students as Mentors

Research:

- STS
- Journal for students

Curriculum

By students: Curriculum peer and alumni feedback **Feedbacks**

- PBL- feedbacks
- Skill Lb feedbacks
- Student satisfaction survey

4. **Trend Analysis of Academic Appraisal program:** The Academic Appraisal Program completely shifted from Manual/Paper based to Computer based from July 2019. Following is the analytical Trend analysis report :

Components of AAP

Theory	Clinical	Practical
Learning objectives : Set	Learning Objectives :Set	Learning Objectives :Set
Preparation of Topics	Availability of Clinical Cases	Availability of teaching resources
Teaching Resources	Punctuality of Clinics	Punctuality
Speech	Demonstration of techniques/Examination etc	Demonstration of techniques/Examination etc
Time Allotment	Journal writing	Journal writing
Interactivity	Interactivity	Interactivity
Understanding	Understanding	Understanding
Teaching Skill	Skill training	Skill training
Infrastructure	Infrastructure	Infrastructure
Learning Objectives: Met	Learning objectives :Met	Learning objectives :Met

JNMC

SR. NO	YEAR	December		June	
		AVERAGE SCORE	% student Feedback	AVERAGE SCORE	% student Feedback
1	1st MBBS	4.3	40%	4.08	30%
2	2nd MBBS	4.19	43 %	4.05	47.5 %
3	Final MBBS	4.36	38%	4.18	41%

SPDC & H

SR. NO	YEAR	December		June	
		AVERAGE SCORE	% student Feedback	AVERAGE SCORE	% student Feedback
1	1st BDS	4.7	83.67 %	4.9	82.78 %
2	2nd BDS	4.5	82.28 %	4.7	81.31 %
3	3rd BDS	4.72	81.37 %	4.86	82.25 %
4	4th BDS	4.70	81.25 %	4.76	83.61 %

SRMMCON

SR. NO	YEAR	December		June	
		AVERAGE SCORE	% student Feedback	AVERAGE SCORE	% student Feedback
1	BSc 1st year	-	-	4.4	85.73 %
2	BSc 2nd year	4.1	81.63 %	4.05	84 %
3	BSc 3rd year	4.0	86.77 %	4.05	88.55 %
4	BSc 4th year	4.13	61 %	3.98	91.72 %
5	Post Basic Bsc 1st Year	-	-	4.20	94.48 %
6	Post Basic BSc 2nd Year	4.41	76.25 %	4.32	92.93 %

MGAC

SR. NO	YEAR	December		June	
		AVERAGE SCORE	% student Feedback	AVERAGE SCORE	% student Feedback
1	BAMS 1st year	4.13	83.33 %	4.2	91.72 %
2	BAMS 2nd year	4.2	78.19 %	4.25	89.17 %
3	BAMS 3rd year	4.36	69.82 %	4.1	81.67 %
4	BAMS 4th year	4.26	65.78 %	4.4	79.67 %

RNPC

SR. NO	YEAR	December		June	
		AVERAGE SCORE	% student Feedback	AVERAGE SCORE	% student Feedback
1	1st year	4.18	81.15%	4.44	81.%
2	2nd year	4.01	80.56%	4.14	82.8%
3	3rd year	4	80.57 %	4	84 %
4	4th year	4.45	80.03%	4.31	82 %

Recommendations:

1. Close monitoring of responses from the start to the end of survey by Academic leads and faculty in-charge.
2. Number of marker points (theory and practical) in a month should be not more than one / week

Organization of Quality centric events

1. Workshop on 'Electronic Portfolios' for Teachers
2. Workshop on 'Electronic Portfolios' for Students
3. Workshop on 'Learning Management System' for Teachers
4. Workshop on 'Learning Management System' for Students

# IQAC participation in Accreditations and Rankings

Standardization of processes and related IPRs (literary copyrights)

1. Model for Low Achievers for the Medical Undergraduates, **L-81752/2019**
2. DMIMS Competency-based Undergraduate Medical Education Roll-out model, **L-84514/2019**
3. DMIMS template for Early Clinical Exposure module, **L-85332/2019**
4. DMIMS Integration module template, **L-86554/2019**
5. Strategic planning and preparation of Perspective Development Plan (PDP): The DMIMS ten step guide**: L-86699/2019**

Grant to IQAC for Mentoring

IQAC received grant from UGC, under **'Paramarsh'** scheme for Mentoring regarding NAAC accreditation for mentoring other HEI/Colleges to participate in NAAC accreditation:
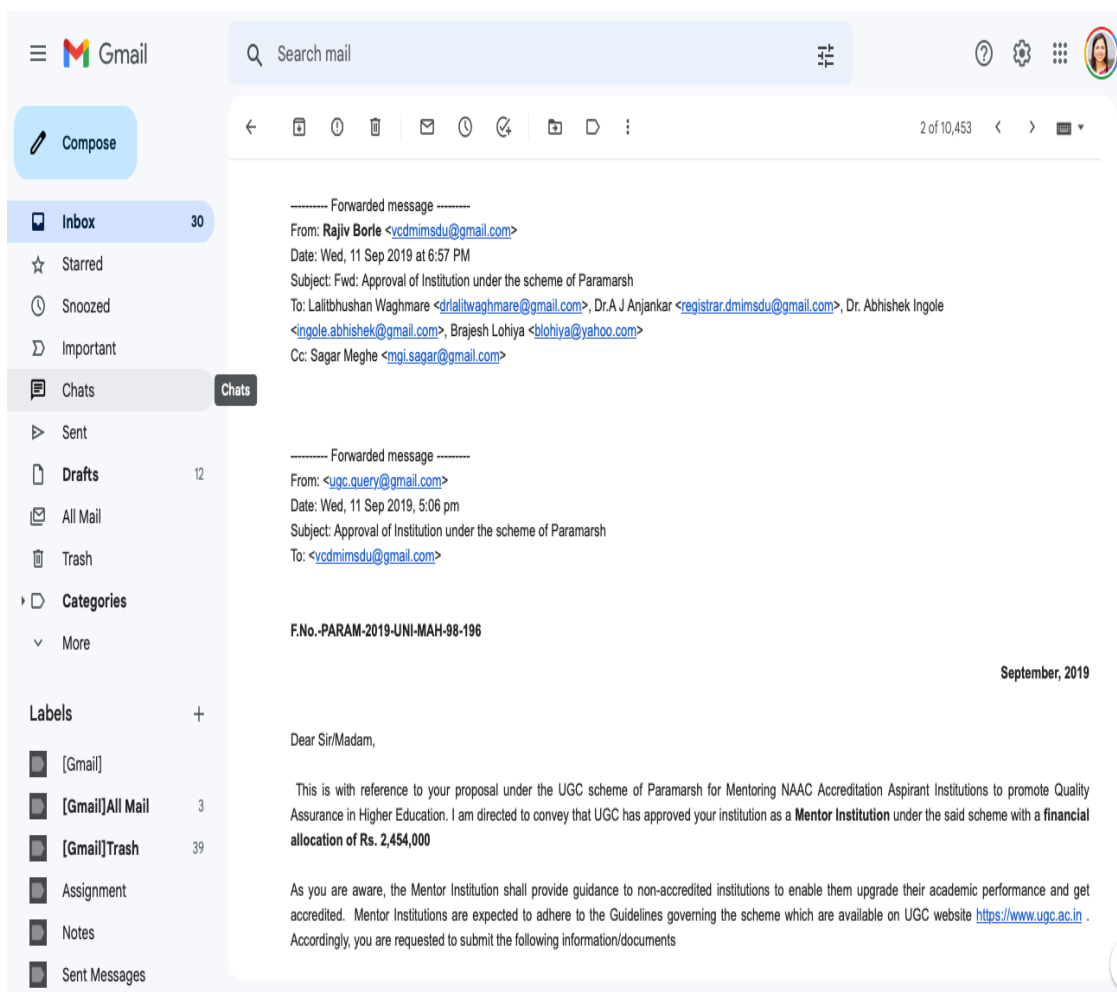
REGISTRAR
Datta Meghe Institute of Higher Education &
Research (Deemed to be University)
Sawangi (Meghe), WARDHA-442107 (M.S.)

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