

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@dmihher.edu.in Website: www.dmiher.edu.in

Internal Quality Assurance cell, DMIHER (DU)

Rural Base, Global outlook

Annual report, 2022

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Meetings of Internal Quality Assurance Cell, 2022

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.

S.N	Date of IQAC meetings
1.	07.02.22
2.	25.06.22
3.	15. 10.22

IQAC Recommendations

a. Recommendations of IQAC 07.02.22

1. The signature of competent authority to be affixed after confirmation of '**Minutes of meeting**' in all statutory meetings of the University.
2. A structured and uniform model of value added courses for learners must be launched across all academic programs of the University, addressing creative and divergent competencies and sensitisation towards cross-cutting themes related to sustainable development goals (SDGs).
3. The comprehensive module of Competency based Ayurveda, Physiotherapy and Pharmacy Education to be prepared on similar lines of CBDE.

4. The structural changes (additions/deletions/ modifications) as depicted in the report ‘Evolving best practices in Competency based Medical Education through Midterm evaluation by constituent units JNMC & DMCC of DMIMS(DU)’ to be adopted in CBME implementation. The operational document of suggested changes to be structured with defined objectives. The suggested change in ratio of alignment: integration from pre-clinical to para-clinical to clinical (80:20 – 60:40 – 20:80) must be worked up with regards to:

- Themes that may be integrated in every subject along with type of integration (Sharing, Nesting and Corelation) with the proposed ratio.
- Hours required Vis a Vis available for implementing the desired ratio of integration phase-wise. Availability of cushioning hours to be analysed.
- Required/revised Learning resource Material (LRM) and other instructional material like case scenarios, supportive case history documents, videos etc.
- Proposed change in assessment (theory and practical) in terms of type of questions within question paper and exercises in practical exam, ratio of distribution of difficulty level of question, Test blueprints and Electronic question bank.

5. All Centres of Excellence must align their developmental plan with sustainable development Goals as prescribed by United Nations. The Allocation of SDGs with respective COE may be as suggested below:



S.N	COE	SDG no	SDG
1	Centre for Health Sciences Education Policy and Planning	16	Peace, Justice and strong institutions
2	School for Health Professions Education and Research	4	Quality Education
3	School of Epidemiology and Public Health	6/7/13	Clean water & sanitation/affordable and clean energy/Climate action
4	Centre for Evidence based Nursing	9	Industry Innovation and infrastructure
5	Centre of Excellence for Preclinical Safety and Efficacy Studies, Inter disciplinary Research and Therapy Evaluation	8	Decent work and economic growth
6	Arogya Setu	3	Good Health and Well being
7	Centre for Regenerative Medicine	9	Industry Innovation and infrastructure

6. The Core and Supplemental Instructional (TL) Strategy must be identified simultaneously within curriculum of all academic programs so as to aid in student centric reinforcement methods and act as a conduit to formal and informal method of learning.
7. 'Operational timeframe' should be a part of logbook for competency based curriculum for ready reference about curricular trajectory to the students.
8. The '**Academic Credit Bank: DMIMS Model**' and '**Credits system for Graduate Indian Medical Curriculum: Actualizing NEP 2020**' to be matched for ease of operation regarding allocation, accumulation, redemption and transfer of credits. The competency based curricula of all academic programs of the University must be allocated with credits as per the National credit system.
9. Commendation certificated must be issued by University in recognition of any exemplary work by faculty.
10. The previous AQARs to be revised, wherever applicable, in lieu of the opportunity rendered by NAAC to all Higher Education Institutes.
11. Two '**Best practices**' identified for AQAR 2021;
- a. Opportunity in adversity: COVID – 19 initiatives in entire spectrum of activities of the University*
 - b. Systematic review and Meta-analysis for PG & PhD*
12. '**Institutional distinctiveness**' identified for AQAR 2021 is "Competency Based Dental Education (CBDE) to sculpt competent Indian Dental Graduates.

b. IQAC Recommendations

Recommendations of IQAC 25.06.22

For Noting

1. IQAC to ensure timely submission of suggestions and recommendations from DMIMS(DU) on all relevant UGC draft regulations and notified regulations.
2. 'Reverse pharmacology' , 'Pragmatic trials' Clinical Reasoning skills with explicit mention of clinical reasoning to be included as a part of Continuous formative assessment for 4th cycle NAAC under criteria II.
3. Under criteria V one of the best practices to be showcased must be learning strategies and learning tools aligned to 7 student learning styles, particularly for Potential learners, as identified by psychometric analysis. The said initiative must be aimed towards transformation of potential to average/advanced learners

4. Two separate booklets on initiatives, activities and outcomes pertaining to SDG 3 & SDG 4 to be prepared before 4th cycle NAAC by IQAC.
5. The priority areas in the Internationalization document to be identified and a concrete, structured road map be prepared with a targeted action plan.
6. Wherever possible and relevant, the initiatives w.r.t Internationalization be showcased in various criteria of NAAC and its indicators be suitably incorporated in PDP of the University.
7. An appeal to be communicated to QS for reconsidering faculty with NET/SET for Health Sciences Institution category.
8. Registration of student clubs to be ventured for as applicable and feasible.
9. Discussion over planning to shift from Research to Innovations (advanced criteria) for QS I gauge University rankings when University has sufficient quotient of copyright and patent commercialization.
10. Scope of inclusion of facilities for differently abled students (Braille assistance computers or other projected media for differently abled students).

For Approval

1. The Competency based Pharmacy education document to be approved for adoption and subsequent implementation in DMCP, DMIMS (DU). A roll out plan to be prepared for its smooth implementation from academic year 2022-23.
2. The Competency based Physiotherapy education document to be approved for adoption and subsequent implementation in RNPC, DMIMS (DU). A roll out plan to be prepared for its smooth implementation from academic year 2022-23.
3. Reapplied of QS subject ratings (Medicine) in 2023-24 after rectification of deficiencies as identified for the same ranking in 2022-23.
4. Advisory committee for Internationalization to be notified on priority basis.

c. IQAC Recommendations

Recommendations of IQAC 15. 10.22

For Noting

1. The 5 new PDP Indicators identified by IQAC with regards to ‘Internationalization’ to be incorporated in ‘Vision 2030’ as sub indicators to parent ones depicted in vision 2025.
2. A compiled list of criteria-wise additional documents, reports, SOPs, processes and copyrights, as proposed by IQAC, to be included at relevant places in SSR. (**Annexure 1**)
3. The following list of criteria-wise booklets, information brochures, handbooks be included in SSR for 4th cycle, depicted as under:

Booklets to be prepared for SSR NAAC 4th Cycle	Booklets to be included in SSR NAAC 4th Cycle
<ol style="list-style-type: none"> 1. SHPER showcase 2. Research and Innovation Ecosystem 3. Stakeholder Feedback mechanisms at DMIMHER (DU) 4. e - Governance at DMIHER (DU) : University on E-wheels 5. Student Welfare and Outreach activities 6. School of Virtual Learning 7. Value added Courses (VAC) brochure 8. Various Brochures – Brand Harvest 9. Outcome based education at DMIHER (DU) 10. Academic experience at DMIHER – Learner’s handbook : Babysteps to Footprints 11. Community based training at DMIHER(DU) – an information brochure : Community – Industry- Academic Partnerships 12. Booklet on SDG 3 & SDG 4 initiatives at DMIHER 	<ol style="list-style-type: none"> 1. Compendium on COVID-19 initiatives 2. DMIHER (DU) policies 3. HR policy 4. Service Rules 5. University Bylaws 6. Decade report of Nodal centre 7. Student Notebooks - samples 8. ECE handbooks 9. Integration modules 10. Foundation course booklet 11. Log books – CBME, PG, SVL – sample copies

4. A separate compilation of publications on ‘**Educational Research**’, Case studies of ‘**Sustainable and Scalable research projects**’ be included in relevant places in SSR.

5. A ‘DMIHER (DU) Wall of Achievements’ to be designed before NAAC Peer team visit for 4th cycle of re-accreditation.

6. IQAC to venture into NIRF rankings 2023 under the category of University, Medical and Dental category.

For Approval:

1. Best practices for SSR to primarily focus on 1. SDG 3 and 2. SDG 4 with showcasing of tangible outcome in each SDG.

2. Institutional Distinctiveness for SSR – ‘in-silico Skill training and Capacity building at DMIHER’ OR ‘Competency Based Health Professions Graduate Education at DMIMHER’

IQAC initiatives aligned to NAAC core values

1. DMIHER model of Value Added courses (on Life skills and Sustainable Development Goals)

Organization of Value Added courses (VAC) in DMIMS Academic structure

One Mandatory VAC on life skills

- One Mandatory VAC for **Every professional year / program**
- UG & PG
- **Centrally** offered, Implemented , assessed and certified
- **ONSITE/ BLENDED**

One Optional VAC on life skills

- One from a bouquet of VAC for **Every professional year / program**
- UG & PG
- **Centrally** offered, Implemented , assessed and certified
- **ONLINE**

One International course on SDG

- One VAC from a bouquet of Online International courses on Sustainable Development Goals (SDG) : Harvard & Courseera
- **One VAC in entire duration of academic program**
- **Self paced online** courses with certification from respective online platforms
- **ONLINE**

2. Evolving Best practices in Competency based Medical Education through midterm evaluation by constituent units JNMC & DMMC of DMIMS (DU)

Introduction: Competency based Undergraduate Medical Education was launched in 2019 to ensure a competent Indian Medical Graduate (IMG).¹ As enshrined in the GMER document, CBME comprises of following Inclusions:



Since its launch in 2019, the competency based Medical education was embraced by Jawaharlal Nehru Medical College (JNMC). Aligned student centric instructional approaches, instructional material and assessment methods taking were prepared taking into consideration;

1. Gazette notification for Regulations on Graduate Medical Education (Amendment), 2019 dated 4th November, 2019

<https://www.nmc.org.in/ActivitiWebClient/open/getDocument?path=/Documents/Public/Portal/Gazette/GME-06.11.2019.pdf>

2. The guidelines as prescribed by NMC for CBME <https://www.nmc.org.in/information-desk/for-colleges/ug-curriculum/>

3. Evidence based practices on Competency based education

Midterm Evaluation of CBME:

In 2020, the off campus center of DMIMS (DU), DMMC was launched. The same set of CBME practices were shared with the off campus centre. In 2021, the CBME curriculum, as in vogue in JNMC & DMMC was subjected to midterm evaluation for further exploration and improvisation. The mid-term evaluation mechanism adopted to analyze the ongoing CBME curriculum and need based improvisations thereupon was as follows:

1. The set of practices with regards to CBME were further analyzed and explored for improvisation.
2. A group of rapid learners were identified for Learner – led reconsideration of the entire curriculum and its related documents. Their feedback and suggestions were sought to improve learning, entirely from student’s perspective. This initiative was a part of ‘**Umbrella mechanism of the University for Meaningful Student Engagement (MSE) in all curricular initiatives and related decision making.**’
3. The academic team (curriculum committee) along with facilitators of 1st and 2nd professional years at JNMC, reflections on the two year experience to further strengthen the curriculum, from teacher’s perspective.
4. A gap analysis on implementation of CBME was done by Internal Quality Assurance cell of the University

All four set of observations were **triangulated** to delineate the changes required in current practices.

3. Credit system for Undergraduate Competency based Medical curriculum in India : towards actualization of NEP 2020’

University Grants Commission, in its concept paper dated 11th Dec 2019, with a vision for International academic interests and offer student autonomy; proposed creation of National Academic Credit (NAC) Bank as a service provider to facilitate integration of campuses and learning systems through appropriate credit transfers, to begin with, for Post graduate programs of the country. Subsequently; the National Education Policy 2020 by GOI embraced the concept as Academic Bank of Credit (ABC) which digitally stores the academic credits earned from various recognised Higher Education Institutions (HEI) so that the degrees can be awarded by a HEI taking into account credits earned for Undergraduate program with multiple exit options during its four years duration. It categorically proposes all programmes, courses, curricula, pedagogy

across subjects, including those in-class, online and ODL modes to achieve global standards of quality and credit transfer facility to provide greater student mobility.

In spite of India developing a lot of Medical educational institutions, we are not on a global list of students aspiring to come to study in India and transfer of academic credits could also be one of the gaps that is perceived. If there is a mechanism or a proper procedure that is designed to recognize previous academic performance, this would ensure that a full range of student mobility is created. Credit transfer systems provide the lubricant to ensure seamless academic mobility. In India, the competency based medical curriculum CBME came into existence in 2019, wherein all competencies for IMG (Indian Medical Graduate) have been identified for complete duration of five and half years including internship. By proposing the model of one course/subject, Physiology, the transformation of medical curriculum to offer Credit System and subsequently creation of ABC (Academic credit bank) for transfer of credits, as envisaged by NEP 2020, to Undergraduate medical curriculum, can be accomplished.

Scope of the document

1. Estimation of workload of a program
2. Transfer to another university programme while keeping part or all previously earned credit points
3. Use the credit earned by the students to study abroad if recognised internationally
4. Academic credits bank act as proof of previous studies
5. keep track of student progress and determine when he/she has met study requirements

4. New Indicators for Institutional Perspective Development Plan (PDP) aligned to Sustainable development Goals (SDGs)

S.N	SDG	Indicators
1	4	Percentage of teachers trained in teaching technology
2	4	Vocational programs / short courses for general public who do not attend Universities
3	5	Number of senior female academic/administrative faculty
4	9	Number of patents (from any source) that cite research conducted by University
5	9	University Spin offs (creation of new company directly from research)
6	9	Income generated from industry – also an important parameter for THE
7	17	Co-authored publications with other middle and low income countries
8	17	Conferences involving Government/ NGOs
9	17	Participation in International collaboration on data gathering for SDG

5. New Indicators for Institutional Perspective Development Plan (PDP) aligned to Internationalization

New Indicators proposed (Internationalization) : 5

1. Number of MOUs with top 500 Universities across the globe (THE) for Twinning , Joint , Dual degree
2. Number of Electives/Externships/Observer ships offered by foreign Universities
3. Joint Publications with International faculty
4. Collaborative/Consortia research projects with International organizations
5. International PhD registrations

6. IQAC study group report on Flexibility in Academic programs of DMIMS (DU) : Ensuring implementation of NEP 2020 in Spirit and Intent

National Education Policy (NEP) 2020 seeks to reform the Higher Education system by providing flexibility to students in terms of choice of subjects to study and academic pathways, thus abolishing the currently prevalent rigid boundaries. The idea is to enable the learner to choose and learn as per their preference, convenience, or necessity. Appropriate grouping of courses and credit structures will offer students the flexibility to fulfil both the requirements of their programme as well as give them the option to choose the number of years they devote to a programme through credit-based systems and multiple exit and entry options. To enable this overall transformation, it is proposed that all undergraduate programmes must be developed on an underlying foundation of liberal education, which develops the intellectual, social, ethical, analytical, and aesthetic capacities of all students.

Academic Flexibility in various Academic programs of DMIMS (DU):

In view of the said vision of NEP 2020 and its actualization at DMIMS (DU), the study group proposes adjustments in the structure and lengths of degree programmes, with an actual implementation of **DMIMS Academic Bank of Credits (ABC)** model to ensure seamless student mobility within DMIMS (DU) through a formal system of credit **recognition**, credit **accumulation**, credit **transfers**, and credit **redemption** to promote flexible education. Specific combinations may be made for awarding of degree with honours, degree, diploma, and other certifications. This shall be appropriately detailed within the overall curricular framework with differential credit requirements (i.e. the number of courses to be completed) of various combinations. The various combinations proposed by the study group are:

1. Entry/Exit model for Graduate and Master’s program
2. Integrated Bachelor’s/Master’s program
3. Flexibility in registration for Doctoral degree program

7. Documents in support of ‘Any other relevant information’ in SSR Information booklets to be prepared for NAAC accreditation Booklets

Booklets to be prepared for SSR NAAC 4 th Cycle	Booklets to be included in SSR NAAC 4 th Cycle
1. SHPER information booklet 2. Research and Innovation Ecosystem 3. Stakeholders Feedback mechanisms at DMIMHER (DU) 4. e - Governance at DMIHER (DU) 5. Student Welfare and Outreach activities 6. School of Virtual Learning 7. Value added Courses (VAC) brochure 8. Various Brochures – Brand Harvest 9. Outcome based education at DMIHER (DU) 10. Academic experience at DMIHER – Learner’s handbook 11. Community based training at DMIHER(DU) – an information brochure 12. Booklet on SDG 3 & SDG 4 initiatives at DMIHER 13. Annual reports of Centres of Excellence	1. Compendium on COVID-19 initiatives 2. DMIHER (DU) policies 3. HR policy 4. Service Rules 5. Decade report of Nodal centre 6. Student Notebooks - samples 7. ECE handbooks 8. Integration modules 9. Foundation course booklet 10. Log books – CBME, PG, SVL – sample copies

Organization of Quality centric events

1. CME on “Quality Education : Accomplishing SDG4 in Health professions Education in India”
2. National Launch: Association of Medical Education in Europe (AMEE) Networking Centres in India

Datta Meghe Institute of Medical Sciences
DEEMED TO BE UNIVERSITY

Accredited with AP Grade by NMC, Approved Category 1 by NMC, Approved by Council for Medical Education, Affiliated to Maharashtra State University, NMC 2019, NMC 2020, NMC 2021, NMC 2022, NMC 2023, NMC 2024, NMC 2025

Inviting you all to the

9th August, 2022
Time : 9.00 AM to 5.00 PM
Venue : **Datta Meghe Medical College, Wanadongri, Nagpur**

amee

MANIPAL

Please click the link below to join the event
<https://us02web.zoom.us/j/83697726666?pwd=SHlSSktkWWlRbktwR2RyaWw5aVZMc0R0>

Webinar ID : 836 9772 6666
Passcode : 145393

Organized by
Datta Meghe Institute of Medical Sciences

In collaboration with
Parimedical Education Society

(07152)-287701 info@dmimsu.edu.in

QR Code

National Launch of Association for Medical Education in Europe (AMEE) Networking Centres

On Contribution to “**Azaadi ka Amrit Mahotsav**” DMIMS (DU) hosted the first of planned 75 consecutive events, the National Launch of Association for Medical Education in Europe (AMEE) networking centres in India, including CME on “Quality Education : Accomplishing SDG4 in Health professions Education in India” on August 9, 2022, at DMMC, DMIMS (DU), Nagpur. Continuing Medical Education involves our esteemed lead faculties of all 4 AMEE centres Dr Gaurav Mishra, JNMC, Wardha, Dr Dinesh Badyal, CMC Ludhiana, Dr Kirtana Nayak, MAHE, Manipal, Dr S Krishna Mohan, PMCHRI, Chennai delivered a talk on topics related to medical education followed by panel discussion. For panel discussion our guest invitees were Dr Avinash Supe, Dr Poornima Barua, Dr Latha Ravichandran and Dr Sahiba Kukreja as Panellists for ‘sharing best practices in CBME’. Dr Tripti Waghmare, Director IQAC & all 4 Leads Faculty jointly signed a ‘Nagpur Declaration on Health Professions Education for Sustainable Development Goal-4’. Total 404 participants attended the event.

Association of Medical education (AMEE) has recognized 4 medical colleges a centres for AMEE in India. The recognized centres are MAHE, Manipal, Christian Medical College, Ludhiana, Panimalar Medical College Hospital & Research, Chennai and Jawaharlal Nehru Medical College, Wardha based on immense contribution in Medical education. At the event, our esteemed, both National & International dignitaries were invited as guest speakers for the event, includes, The great leaders in Medical Education Dr Ronald Harden, Treasurer , AMEE, Dr William Pinsky , Chair, ECFMG, Dr Judy McKimm , Director , International collaborations AMEE addressed the gathering on virtual platform. Dr Russel D Souza , International chair Bioethics , Dr. Vedprakash Mishra , Pro Chancellor , DMIMS (DU), Lt. Gen Dr. Madhuri Kanitkar , VC MUHS, Lt Gen Dr Venkatesh , MAHE, Manipal, Dr Neelam Mishra , VC, KIMS, Karad, Dr. Mohanan Kunnnumal Hon VC KUHS, Dr William Bhatti , Director , CMC , Ludhiana, Dr. Sakthi Kumar, Panimalar group, Chennai, Dr Mary Mathew KMC Manipal addressed the gathering

With the blessing of Hon’ble Chancellor DMIMS (DU) Shri Dattaji Meghe & Hon Pro Chancellor Dr Ved Prakash Mishra and the esteemed guidance of Hon Vice Chancellor Dr Rajiv Borle, Hon Pro Vice Chancellor Dr. Lalitbushan Waghmare, Dr. Shweta Pisulkar Registrar DMIMS (DU), Dr. Tripti Waghmare, Director IQAC, and Team DMIMS the event was conducted with great success.



AMEE recognises DMIMS

LOKMAT NEWS NETWORK
NAGPUR, AUG 8

Four medical institutes of India have been selected by the world-class organisation 'Association for Medical Education in Europe' (AMEE) to promote India's educational system and other initiatives in Europe. Among them Datta Meghe Institute of Medical Science (Deemed University), JNMC, DMIMS (DU), Wardha, MAHE Manipal, CMC Ludhiana and PMCHR, Chennai have been selected.

In press conference held on Monday, the Pro-Vice Chancellor of Datta Meghe Institute of Medical Sciences, Dr. Vedprakash Mishra gave this information. He told that AMEE networking centres will be launched on August. 9



CME, Panel Discussion and National Launching of four AMEE Networking Centers will take place in the ceremony.

The inaugural ceremony will witness a plenary talk on "A dream for the future of Medical Education" by Father of Medical Education Prof. Dr. Ronald Harden, Professor of Medical Education (Emeritus) University of Dundee, Editor of Medical Teacher and Treasurer of AMEE. Prof. Dr. Scott Johnston, Chief Operating Officer, AMEE, Dr. Judy Mckimm Professor

Emeritus, Director, International Networking centres, AMEE, will elaborate upon AMEE's vision and objectives for this collaboration. The National Launch will be at the hands of International and National Stalwarts in Health Professions Education Dr. William W. Pinsky President, ECFMG, Board Chair, FAIMER, Philadelphia, Dr. Russell D'ouza, International chair in Bioethics, Australia, Dr. Abhijat Sheth President National Board of Examinations and others.

Nagpur First
Page No. 2 Aug 09, 2022
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DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES

(Declared as Deemed to be University Under Section 3 of UGC Act 1956)

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Office - Sawangi (Meghe), Wardha - 442 107, Maharashtra (India) • Ph.-07152-287701-06 304000 • Fax - 07152-244254 • E-mail - medical_wda@sancharnet.in
Office - Atrey Layout Pratap Nagar, NAGPUR - 440 022, Maharashtra (India) • Ph. +91-712-2229904 • Fax - 0712-2245318 • E-mail - info@dmimsu.com • Website - dmimsu.edu.in

Nagpur Declaration

1. We recognize that opportunities for people to influence their lives and future, participate in decision-making and voice their concerns are fundamental for sustainable development.
2. We underscore that sustainable developmental Goal 4 requires concrete and urgent action. It can only be achieved with a broad alliance of people, governments, health Sciences Universities, civil society, and the private sector, all working together to secure the future we want for present and future generations.
3. We hereby Commit to invest human resources, time and funds to support initiatives contributing to the implementation of the SDGs' 4 goals through its targets 4.3, 4.4, 4.5, 4.7, and 4B and 4C
4. We hereby Commit to ensure and support youth representation and active participation in decision making, implementation processes and official delegations to SDG-4 related events.
5. We hereby Commit To ensure accountable, effective, inclusive and transparent public and private institutions at all levels and foster their collaboration on the SDG 4s achievement.
6. We hereby Commit To focus on developing locally calculable indicators for better monitoring of each target.
7. We hereby Commit To produce national reports voluntarily and regularly on progress towards SDG 4.
8. We commit to providing inclusive and equitable quality Health Professions Education at all levels. We Commit that all people, irrespective of sex, age, race, ethnicity, and persons with disabilities, migrants, indigenous peoples, children, and youth, especially those in vulnerable situations, should have access to life-long learning opportunities that help them acquire the knowledge and skills needed to exploit opportunities in the health Sciences Domain and to participate fully in society with Dignity.
9. We hereby reaffirm our commitment to strengthen international cooperation to address the persistent challenges related to sustainable development for all and make mother planet a place of worthwhile human habitations.

Adopted on Behalf of all the International AMEE Centers in India on 09.08.2022


Dr Gaudiv V. Mishra
 DMIMS (DU)


Dr Kirtana Nayak
 MAHE Manipal


Dr Dinesh Badyal
 CMC Ludhiana


Dr S Krishna Mohan
 PMCHRI Chennai


Dr Tripti Waghmare
 Director IQAC
 Datta Meghe Institute of Medical Sciences



Nagpur Declaration as an outcome of National Launch of Association for Medical Education in Europe (AMEE) Networking Centres

N.K.P. Salve Institute of Medical Sciences & Research Centre and Lata Mangeshkar Hospital, Nagpur
 (Medical College Affiliated to MUHS, Nashik)
 NAAC Accredited

Approved for 200 UG seats & 133 PG Seats, 9 PhD Programmes, 1 Fellowship Programme & 1 MCh Programme

NAAC SPONSORED NATIONAL CONFERENCE
ON
NAAC Guided Metamorphosis : Quality Initiatives in Medical Institutions
 (Hybrid Mode)
 Applied for 2 MMC Credit Hours

17th September 2022 - 9am to 5pm
 INSPIRE Hall
 N.K.P. SIMS & RC and LMH, Nagpur

Co-Convener
 Dr. Arti Kasulkar
 IQAC Secretary

Convener
 Dr. Mohana Majumdar
 IQAC Director

Chairman
 Dr. Kajal Mitra
 DEAN
 NKPSIMS & RC and LMH

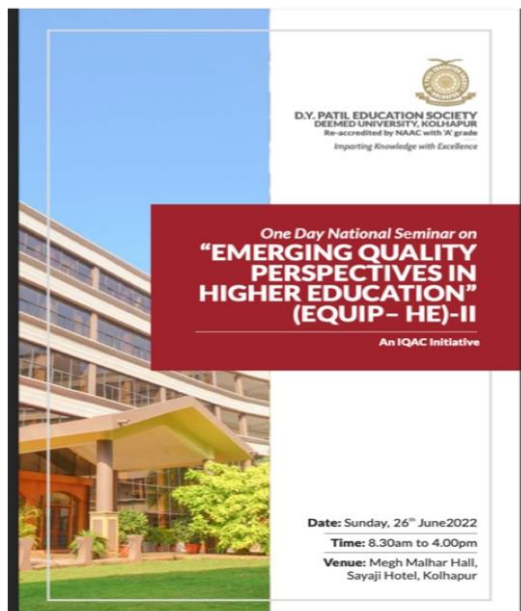
Organised by
Internal Quality Assurance Cell
(IQAC)

REGISTRATION FREE

LAST DATE OF REGISTRATION 25TH AUG 2022

Link for Registration: <https://naacnkpcon@gmail.com>
 email - naacnkpcon@gmail.com

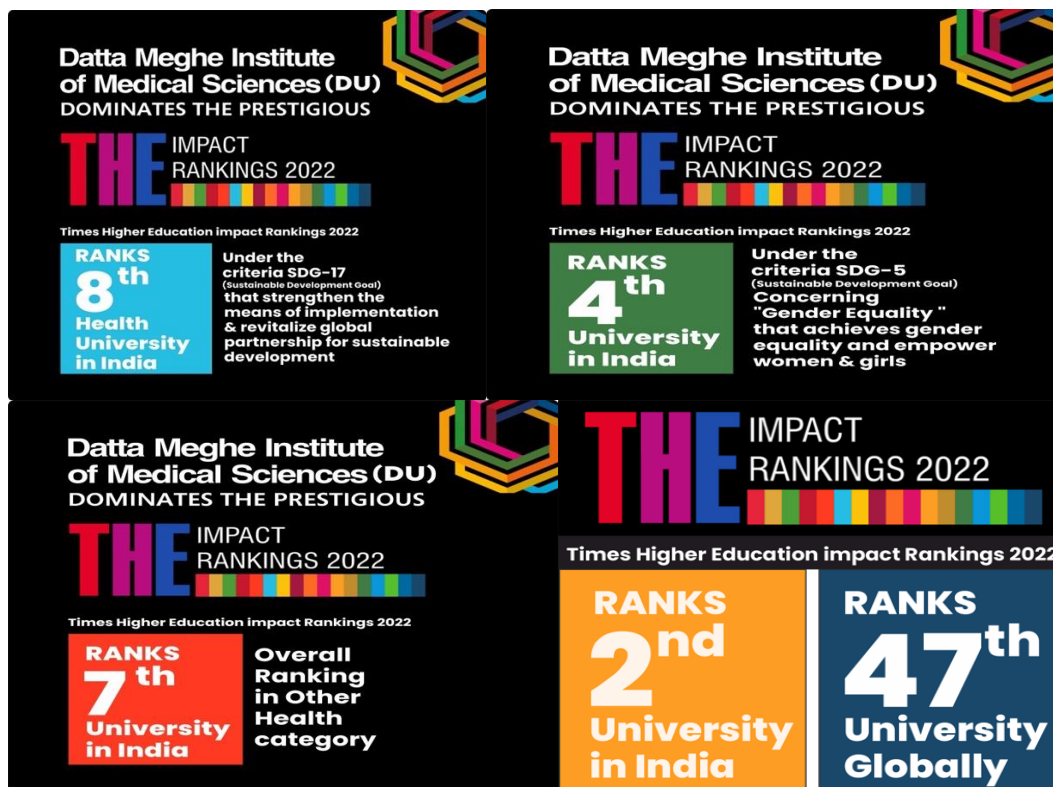
NAAC sponsored conferenced at NKP, Nagpur
 NAAC guided Metamorphosis: Quality initiatives in Medical Education



EQUIP: DY Patil Kolhapur, 26th June 2022
Mapping Curricular Transactions and Quality for Ensuring Graduate Attribute

Rankings and Accreditations

1. TIMES impact Rankings : SDG 3, SDG 4, SDG 5 and SDG 17



2. QS Quacquarelli Symonds I Gauge



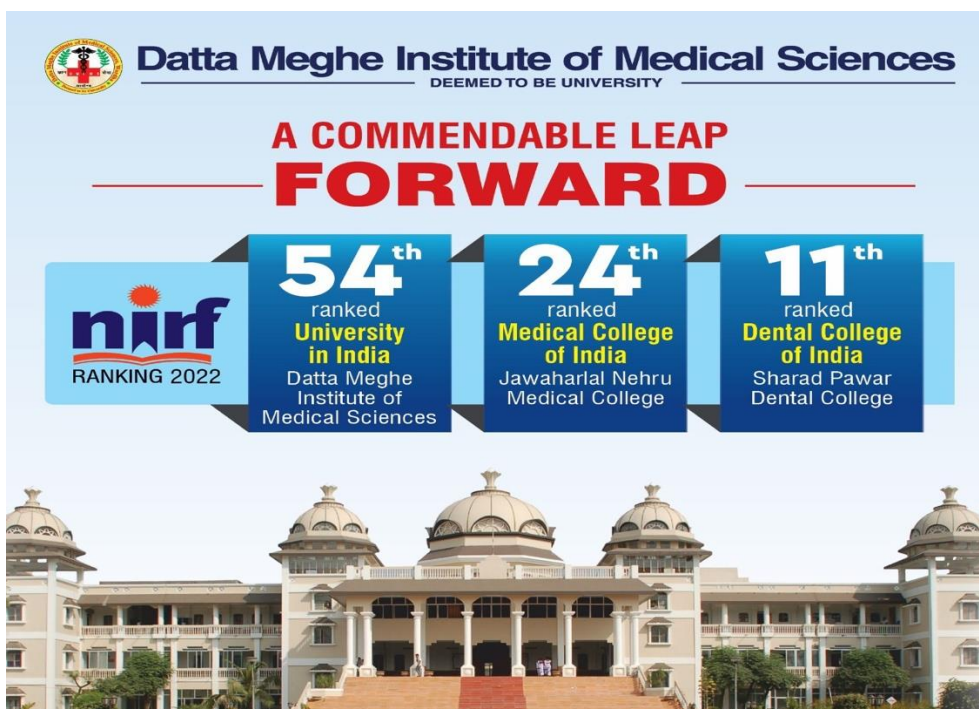
3. QS Advanced ELEAD



4. QS E LEAD



5. NIRF 2022



The infographic features the Datta Meghe Institute of Medical Sciences logo at the top left, with the text "Datta Meghe Institute of Medical Sciences" and "DEEMED TO BE UNIVERSITY" below it. The central headline reads "A COMMENDABLE LEAP FORWARD" in large, bold, red letters. Below this, three blue boxes display the rankings: "54th ranked University in India" for Datta Meghe Institute of Medical Sciences, "24th ranked Medical College of India" for Jawaharlal Nehru Medical College, and "11th ranked Dental College of India" for Sharad Pawar Dental College. The NIRF RANKING 2022 logo is on the left. At the bottom, a photograph shows the grand, domed facade of the Datta Meghe Institute of Medical Sciences building.

TheHitavada

Nagpur City Line | 2022-05-04 | Page- 6
ehitavada.com

DMIMS, Wardha ranks gloriously in World Times Higher Education Impact Rankings

■ Business Bureau

DATTA Meghe Institute of Medical Sciences (Deemed to be University), Wardha has added another feather to its cap when it secured distinct ranking in the recently declared "World Times Higher Education Impact Rankings 2022". The Times Impact Rankings are awarded every year to the eligible and deserving applicant universities from all across the globe and it is based on "17 United Nation's Sustainable Development Goals (SDGs)" that determine university's contributions to achieve a better and more sustainable future for the world.

In this maiden attempt the DMIMS (DU), it has been ranked in 47th in the world and 2nd in India in Times



International Rankings under UN Sustainable Development Goal3 (SDG3) which is regarding the Good Health and Well-being that ensure healthy lives and promote well-being for all at all ages. A total of four Indian universities have been ranked in this SDG 3.

The astute leadership of Dr Ved Prakash Mishra, Pro Chancellor; Sagar Meghe, Dr Rajiv Borle, Vice Chancellor, Dr Lalitbhushan Waghmare, Pro Vice Chancellor, Dr S S Patel and untiring efforts put in by

Dr Tripti Waghmare, Director IQAC, Dr Shweta Pisulkar, Registrar, Samuel Ernst, Dr Zaheer Quazi, Dr Gaurav Mishra, Co Convener IQAC, Dr Pawan Bajaj, Dr Puneet Fulzele, Dr Samarth Shukla, Brajesh Lohiya, Dr Chandrashekhar Mahakalkar, Ashish Anjankar, Dr Abhishek Joshi, Himanshi Bhatnagar, Sachin Kalaskar, Dr Arti Panchbhai, Dinesh Tendolkar, Praful Machale along with have led to actualisation of this dream of Chancellor Datta Meghe.

DMIMS (DU) को सर्वोच्च रैंक



■ **नागपुर, व्यापार संवाददाता.** दत्ता मेघे इंस्टीट्यूट ऑफ मेडिकल साइंसेज (डीम्ड टू बी यूनिवर्सिटी), वर्धा को हाल ही में घोषित 'वर्ल्ड टाइम्स हायर एजुकेशन इम्पैक्ट रैंकिंग 2022' में सर्वोच्च रैंकिंग के साथ सम्मानित किया गया. टाइम्स इम्पैक्ट रैंकिंग हर वर्ष दुनिया भर के योग्य शैक्षणिक संस्थानों को प्रदान की जाती है. यह पुरस्कार संयुक्त राष्ट्र के 17 सतत विकास लक्ष्यों (एसडीजी) पर आधारित है और उन संगठनों को दिया जाता है जो दुनिया में ठोस विकास के लिए लगातार प्रयास कर रहे हैं. डीएमआईएमएस (डीयू) गुणवत्तापूर्ण शिक्षा के लिए एसडीजी 4 मानदंड के तहत देश में 8वें स्थान पर है. एसडीजी 4 समावेशी और समान गुणवत्ता वाली शिक्षा सुनिश्चित करता

है और सभी के लिए आजीवन सीखने के अवसरों को बढ़ावा देता है. डॉ. वेद प्रकाश मिश्रा, कुलपति सागर मेघे, डॉ. राजीव बोरले, कुलपति डॉ. ललित भूषण वाघमारे, वाइस चांसलर डॉ. एसएस पटेल, डॉ. तृप्ति वाघमारे, निदेशक आईक्यूएसी, डॉ. श्वेता पिसुलकर, रजिस्ट्रार सैमुअल अन्स्ट, डॉ. जहीर काजी, डॉ. गौरव मिश्रा, डॉ. पवन बजाज, डॉ. पुनीत फुलजेले, डॉ. समर्थ शुक्ला, ब्रजेश लोहिया, डॉ. चंद्रशेखर महाकालकर, आशीष अंजानकर, डॉ. अभिषेक जोशी, कु. हिमांशी भटनागर, सचिन कालस्कर, डॉ. आरती पंचभाई, दिनेश तेंदोलकर, प्रफुल्ल के साथ अस्पताल की समर्पित टीम के कुलपति दत्ता मेघे के सपने को साकार करने के लिए अथक प्रयासों का परिणाम है.

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Glorious performance of DMIMS (DU) in International QS Rankings system

■ Business Bureau

DATTA Meghe Institute of Medical Sciences (Deemed to be University), Wardha has once again proven its academic excellence as an esteemed higher education university by securing 'Diamond' ratings in the recently declared QS I-GAUGE and QS I-GAUGE subject ratings (Medicine).

DMIMS (DU) happens to be the only university in Central India being ranked by this reputed UK based International Ranking system. A total of 23 Indian universities are ranked under 'Diamond' category by QS I-Gauge with only eight universities with health related programmes; DMIMS (DU) being one amongst them.

In its maiden attempt,

DMIMS (DU) thus shares space with premier universities and has attained highest possible 'Platinum' rating on three criteria of QS I-GAUGE: Employability, Governance and Structure and Facilities and scored 100% marks on various indicators of subject rating (Medicine) such as Student Satisfaction, Alumni Satisfaction, Faculty-student Ratio, Library Facilities, Sponsored Fellowships, Biomedical Waste Management, etc. QS I-GAUGE is an all-inclusive rating system for Indian universities and colleges that provides perspective of seven primary indicators and five secondary indicators, ranging from Teaching, Learning, Employability, Social Responsibility to Research and Innovation.

DMIHER (DU) Perspectives, Initiatives & Efforts towards actualization of National Education Policy 2020 (NEP 2020)

(Detailed report attached in SSR document)

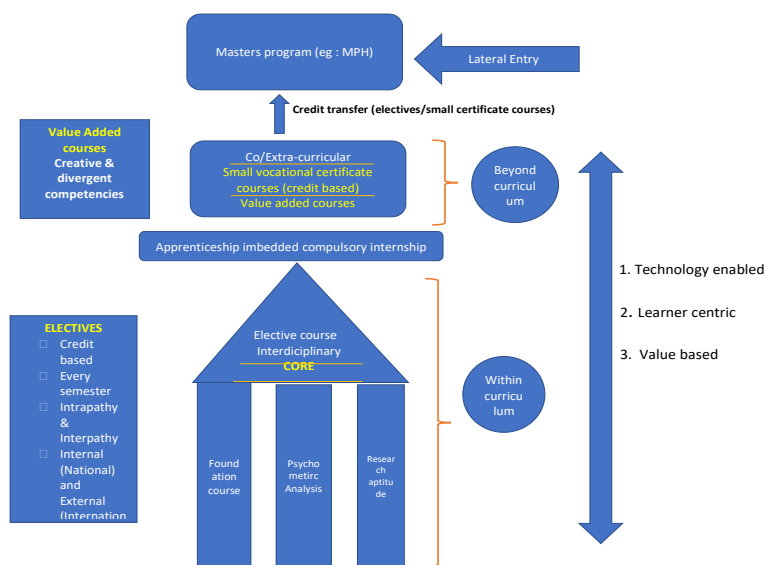
Contributors:

1. Dr Vedprakash Mishra , Pro Chancellor, DMIHER (DU)
2. Dr Lalitbhusan Waghmare , Vice Chancellor, DMIHER (DU)
3. Dr Gaurav Mishra , Pro Vice Chancellor, DMIMS (DU)
4. Dr RM Borle, Former Vice Chancellor , DMIHER (DU)
5. Dr Shweta Pisulkar , Officiating Registrar, DMIMS (DU)
6. Dr SS Patel, Chief Coordinator, DMIHER Global
7. Dr Sandeep Srivastava, Mentor, DMIMS (DU)
8. Mr Samuel Ernst, Director Strategy , DMIMS (DU)
9. Dr Tripti Srivastava Waghmare, Director IQAC, DMIHER (DU)
10. Dr Alka Rawekar, Convenor , NEP 2020 Implementation, DMIHER (DU)
11. Dr Sonali Choudhary , Vice Dean , R&D , DMIHER (DU)
12. Dr Pawan Bajaj, Convenor, IQAC, DMIHER (DU)

Compiled by:

Dr Tripti Srivastava Waghmare, Director IQAC, DMIHER (DU)

Dr Alka Rawekar, Convenor, NEP 2020 Implementation, DMIHER (DU)



NEP 2020 : A DMIHER Model of Academic Interdisciplinary and flexible Education

Standardization of processes and related IPRs (literary copyrights)

1. Feedback For Online TLA Activities During Covid- 19 Pandemic :The SPDC & H Module ,
L-116935/2022
2. Self-monitoring checklist for assessment of learning behaviour of adolescent & adult learners ,
L-118844/2022

Copyrights shared with other premier Institutes



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Declared Uis 3 of UGC ACT 1956 vide Notification no F9-15/2001-U.3
of the Ministry of Human Resource Development, Govt. of India
Karad, Dist. : Satara (Maharashtra State) Pin : 415539
Tel : 02164-241555-8 (Extn. 462) Fax: 02164-243272/242170
Website : www.kimskarad.in | E-mail: registrar@kimskarad.in

KIMSDU/C-8/2914/2022 Date : 14.10.2022

To,
Dr. Sweta Kale Pisulkar,
Registrar,
Datta Meghe Institute of Higher Education & Research,
(Deemed To Be University),
Sawangi (Meghe), Wardha - 442107,

Subject : Copy righted Bye Law for Challenge of Evaluation

Reference : Mail dated 14.10.2022 from Dr. Mrs. Minal Chaudhari, Director, Evaluation & Assessment, DMIHER to Dr. Mrs. Rajani Gaonkar, Controller of Examination , KIMSDU

Dear Madam,

With reference to the subject and reference cited above, I am directed to inform your goodself the acknowledgement of the mail dated 14.10.2022 regarding Copy righted Bye Law for Challenge of Evaluation.

On behalf of the University, I am thankful to your goodself for permitting use of the copyrighted document.

With warm regards,

Thanking You.
Yours Sincerely,



REGISTRAR,
KIMSDU, Karad.



CC :

1. Dr. Lalitbushan Waghmare, Hon'ble Vice Chancellor, DMIHER
2. Dr. Gaurav Mishra, Hon'ble Pro Vice Chancellor, DMIHER
3. Dr. Minal Chaudhri, Hon'ble Director, Evaluation & Assessment, DMIHER

1. Acknowledgement letter indicating sharing of Literary IPR 'Challenge to Evaluation' of DMIHER (DU) with KIMS, Karad



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of the Ministry of Human Resource Development, Govt. of India
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Tel : 02164-241555-8 (Edm. 462) Fax: 02164-243272/242170
Website : www.kimskarad.in | E-mail: registrar@kimskarad.in

KIMSDU/C-8/684/2022

Date : 11.03.2022

To,
The Registrar,
Datta Meghe Institute of Medical Sciences,
(Deemed To Be University),
Sawangi (Meghe),
Wardha - 442107,
Maharashtra, India.

Subject : Policy document and copyright thereto on 'Research and Publication For Undergraduate Medical Learners'.

Reference : Mail dated 11.03.2022 from Hon'ble Dr. Vedprakash Mishra, Pro Chancellor, DMIMS.

Dear Sir,

With reference to the subject and reference cited above, I am directed to inform your goodself the acknowledgement of the mail dated 11.03.2022 regarding the policy document and copyright thereto on 'Research and publication for undergraduate medical learners'.

On behalf of the University, I am thankful to your goodself for permitting use of the copyrighted document.

With warm regards,



Thanking You.
Yours Sincerely,


REGISTRAR,
KIMSDU, Karad.

CC :
Hon'ble Vice Chancellor, DMIMS
Director, IQAC, DMIMS

2. Acknowledgement letter indicating sharing of Literary IPR 'Research & Publication model for undergraduate Medical Education' of DMIHER (DU) with KIMS, Karad



**KRISHNA INSTITUTE OF MEDICAL SCIENCES
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NIRF Rankings 2020 - University Ranking 90, Medical College Ranking 37

Declared U/s 3 of UGC ACT, 1956 vide Notification no.F.9-15/2001-U.3 of the Ministry of Human Resource Development, Govt. of India
Karad, Dist. : Solara (Maharashtra State) Pin : 415539 Tel : 02164-241555-8 Fax: 02164-243272/242170
Website : www.kimskarad.in E-mail: registrar@kimskarad.in

KIMSDU/G-3/334/2021

Date : 30/01/2021

To,
The Director,
Internal Quality Assurance Cell,
Datta Meghe Institute of Medical Sciences,
(Deemed To Be University),
Sawangi (Meghe), Wardha – 442107.

Subject : Copy righted Vision Document /Strategic Plan

Respected Sir/ Madam,

With reference to the subject cited above, I am directed to inform your goodself the acknowledgement of the mail dated 27th January 2021 regarding copy righted Vision Document/Strategic Plan.

On behalf of the University, I am thankful to your goodself for permitting use of the copyrighted document.

With warm regards,



Thanking You,
Yours Sincerely,


REGISTRAR
KIMSDU, KARAD


C.C. : Hon'ble Vice Chancellor, DMIMS

3. Acknowledgement letter indicating sharing of Literary IPR 'Vision document/Strategic Plan' of DMIHER (DU) with KIMS, Karad

Grant to IQAC for Mentoring

1. IQAC received grant from NAAC under 'Margadarshan' Scheme to mentor other HEIs for participation in NAAC accreditation

ಡಾ|| ಎಸ್.ಸಿ. ಶರ್ಮ
ನಿರ್ದೇಶಕರು
ಪ್ರೊ. एस.सी. शर्मा
निदेशक
Prof. S.C. Sharma
Director



ರಾಷ್ಟ್ರೀಯ ಮೌಲ್ಯಾಂಕನ ಮತ್ತು ಮಾನ್ಯತಾ ಪರಿಷತ್ತು
ವಿಶ್ವವಿದ್ಯಾಲಯ ಅಭಿವೃದ್ಧಿ ಅಧಿಕಾರಿಗಳ ಸ್ವಾಯತ್ತ ಸಂಸ್ಥೆ
राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद
विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान
NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission

NAAC/Margadarshan - Mentor /LG /2022/6-R 06/02/2023

To
The Vice Chancellor
Datta Meghe Institute of Higher Education and Research (Deemed to be University)
Dist- Wardha, Maharashtra
442001
Respected Sir/Madam,


Greetings from NAAC.

This is with reference to your proposal seeking NAAC financial assistance for mentoring the non-accredited HEI in proximity. After due consideration, your proposal has been accepted for financial assistance of Rs 1,00,000/- (Rupees one lakh only). The financial assistance is subject to the adherence to the enclosed procedures for release of sanctioned grants and settlement of the same. NAAC appreciates the initiative taken by your institution and hope that the institution will continue to strive for quality and excellence in Higher Education by inspiring a greater number of HEI's to bring in the ambit of accreditation.


The mentoring to the listed HEI's must be successfully completed in scheduled timeline from the date of receipt of the sanction letter from NAAC. In case of any change in timelines, the institution should get an approval from respective regional coordinator of NAAC for the same. The claims should be submitted to NAAC, Bengaluru office on or before a month after completion of the assignment as per the Margadarshan scheme guidelines at every stage. In case of any delay in submission of the claims the reimbursement will not be made, and NAAC will not be liable for the expenditure incurred.

List of Mentee HEI's as per proposal

Sr.No	Mentee HEI's Details	AISHE	Sr.No	Mentee HEI's Details	AISHE
1	Bhausahab Mulak Ayurved Mahavidyalaya & Medical Science & Research Hospital	C - 13846	4	Shri Shankarchary Institute of Medical Science	C - 62684
2	Rungta College of Dental Science & Research	C - 33006	5	Raipur Institute of Medical Science,	C - 57221
3	Rajiv Gandhi Institute of Medical Science	C - 30515	6	Hitkarini Dental College & Hospital	C - 33330

Yours sincerely,

(Prof. S.C. Sharma)
Encl: a/a
Cc: Western Region Coordinator
Dr. Devender S. Kawday, Adviser, NAAC: dknaac@gmail.com
NAAC Coordinating officer: Dr. Prashant P. Parhad, Deputy Adviser, NAAC: parhadprashant16@gmail.com
Team Leader, HMC, NAAC: Dr. Leena Gahane, Deputy Adviser, NAAC: leenagahane.naac@gmail.com

ಅಂಚೆ ಪೆಟ್ಟಿಗೆ ಸಂಖ್ಯೆ : ೧೦೭೫, ನಾಗರಭಾವಿ, ಬೆಂಗಳೂರು - ೫೬೦ ೦೭೨, ಕರ್ನಾಟಕ, ಭಾರತ / पो. ओ. बॉक्स नं १०७५, नगरभावी, बेंगलूर - ५६० ०७२, भारत
P.O.Box No.1075, Nagarbhavi, Bengaluru - 560 072, INDIA
☎ : +91-80-23210267, 23005112, 114, 115. (Direct) ☎ : +91-80-23210268
ಮಂಚಂಚೆ/ई-मेल/E-mail : director.naac@gmail.com /ಆಲಂಕಾರ/वेबसाइट/Website : www.naac.gov.in


REGISTRAR
Datta Meghe Institute of Higher Education & Research (Deemed to be University)
Sawangi (Meghe), WARDHA-442107 (M.S.)

.....End of Document.....