



**DATTA MEGHE**

INSTITUTE OF HIGHER  
EDUCATION & RESEARCH

(DEEMED TO BE UNIVERSITY)

**LEARN. LEAD.**

Ref. No. DMIHER (DU)/2024/212

Date: 19<sup>th</sup> April, 2024

To,  
The Secretary,  
University Grants Commission (UGC)  
Bahadur Shah Zafar Marg,  
NEW DELHI – 110002.

**Sub: Submission of Annual Report of the Datta Meghe Institute of Higher Education & Research (Deemed to be University) for the year 2022-23.**

Sir,

In terms of clause No.33 (v) of the Amended MOA/Rules & Regulations of Datta Meghe Institute of Higher Education & Research (Deemed to be University), please find enclosed herewith the Annual Report of the University & its constituent colleges for the year 2022-23.

Please acknowledge the same and oblige.

Dr. Sweta Kale Pisulkar  
Registrar  
DMIHER (DU)

Encl: Annual Report for 2022-23.

- 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 (4th cycle) with A++ Grade (CGPA 3.78)

**Office:** DMIHER (DU), Sawangi (Meghe), Wardha 442107 Maharashtra, India  
P: 07152-287701-06 | E: info@dmihher.edu.in

**Office** (Off Campus): Datta Meghe Medical College, Wanadongri,  
Hingna Road, Nagpur 440010 Maharashtra, India  
E: meghehealth@gmail.com

**DATTA MEGHE INSTITUTE OF HIGHER EDUCATION AND  
RESEARCH**

**[Deemed to be University]**

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

**Re-accredited 'A ++' Grade by NAAC (4<sup>th</sup> Cycle) with CGPA of 3.78**



**ANNUAL REPORT ACADEMIC YEAR 2022-23**

**Editorial Board**

<b>Sr. No.</b>	<b>Name</b>	<b>Constituent College</b>	<b>Designation</b>
1	<b>Dr. Deepak Khobragade</b>	Dean (Academics), Datta Meghe College of Pharmacy	Editor-in-Chief
2	<b>Dr. Sunita Vagha</b>	Dean (Academics), Jawaharlal Nehru Medical College	Member
3	<b>Dr. Anita Wanjari,</b>	Dean (Academics), Mahatma Gandhi Ayurved College, Hospital	Member
4	<b>Dr. Jaya Gawai</b>	Dean (Academics), Smt. Radhikabai Meghe College of Nursing	Member
5	<b>Dr. Vishnu Vardhan</b>	Vice Principal, Ravi Nair Physiotherapy College	Member
6	<b>Dr. Vidya Lohe</b>	Dean (Academics), Sharad Pawar Dental College	Member
7	<b>Dr. Pankajkumar Anawade</b>	Dean (Academics), Allied Sciences	Member
8	<b>Dr. Pallavi Daigavane</b>	Dean (Academics), Allied Health Sciences	Member
9	<b>Dr. Shubhada Gade</b>	Dean, Interdisciplinary Health Sciences	Member
10	<b>Dr. Ujwal Gajbhe</b>	Dean, DMMC, Wanadongri	Member
11	<b>Dr. Adarshlata Singh</b>	Director, SHPE&R	Member
12	<b>Dr. Minal Chaudhary</b>	Director, EAE, DMIHER (DU)	Member
13	<b>Dr. Zahir Quazi</b>	Director, Research & Development Cell,	Member
14	<b>Dr. C. Mahakalkar</b>	CMS, AVBRH	Member
15	<b>Dr. Aditya Patel</b>	CMS, SPDC Hospital	Member
16	<b>Dr. Rishikesh Thakre</b>	CMS, MGAC Hospital	Member
17	<b>Dr. Tripti Waghmare</b>	Director, IQAC	Member
18	<b>Dr. Bhavana Lakhkar</b>	Convener, Institutional forum for Women	Member
19	<b>Dr. Nandkishor Bankar</b>	Asso. Prof. Dept. of Microbiology, JNMC.	Member
20	<b>Dr. Utkarsha Pacharaney</b>	Dean (Academics), FEAT	Member
21	<b>Mrs. Sandhya Deshmukh</b>	Librarian, SPDC	Member
22	<b>Dr. Swapna Jawade</b>	Convener, Attendance Cell	Member
23	<b>Dr. A.J. Pakhan</b>	Convener, Exam. Cell	Member
24	<b>Mr. Anindya Bhanja</b>	Additional Director, International Students Cell	Member
25	<b>Dr. Punit Fulzele</b>	Convener, IPR Cell	Member
26	<b>Dr. Arti Panchbhai</b>	Convener, Placement Cell	Member
27	<b>Dr. Ashish Anjankar</b>	Director, Students Welfare Cell	Member
28	<b>Dr. Nilima Thosar</b>	Convener, ICC ,	Member
29	<b>Mr. Anand Gujar</b>	Admn. Officer	Secretary



The University emblem is a combination of the symbolic 'Traditional Maze' of the healing medicinal sciences and practices and the wheel/gear of technology and sciences which gives the ability to match up with the ever-progressing field of technology and knowledge. The test tube in the emblem the incubator of innovative ideas. The yellow colour is indicator of happiness, hope and spontaneity

The emblem aptly hails the guiding principle of the University that acquired knowledge, skills, technology and innovative ideas be rendered ethically and selflessly to bring about complete human welfare. The amalgamation of medical and technological science towards care and cure for all in the name of humanity can not only achieve happiness and hope but also peace and prosperity all over the Globe.

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## **VISION**

**“To emerge as the global center of excellence in the best evidence based higher education encompassing a quality centric, innovative and interdisciplinary approach, generating refutitive research and offering effective and affordable health care for the benefit of the mankind”**

## **MISSION**

**DMIHER shall develop competent, confident, concerned, compassionate and globally relevant professionals by quality, learner, community and evidence centric ‘competency based model’ of higher education with value orientation, through all its constituent units. It shall foster a conducive milieu for interdisciplinary research practices generating consequential and meaningful outcomes for the nation in general and the region in particular. It shall deliver comprehensive quality health care services to the rural, needy, marginalized and underprivileged populace. This shall be achieved through appropriate collaborative linkages and a proactive, transparent and accountable decentralized governance system.**

## GOALS & OBJECTIVES

- To provide for need based, learner, community and quality centric education in all such branches of learning as may be deemed appropriate from time to time, so as to enable a student to reap the fruits of tertiary education.
- To institute Degrees, Diplomas, Fellowships, Certificates and other Academic distinctions on the basis of examinations and other permissible methods of evaluation.
- To create higher intellectual capacities and abilities towards generation of globally relevant trained health manpower.
- To venture in to innovations and evidence-based modifications in various domains of educational process as a whole.
- To provide for generation of new knowledge through interdisciplinary research relevant to the societal needs.
- To create centers of excellence for research and development, and for dissemination of knowledge and its relevant application regionally, nationally and globally.
- To offer continuing educational programmes to update knowledge and skills and to generate and promote amongst the students, teachers and employee's awareness and understanding of the societal needs of the country and ready them for all such needs.
- To undertake innovations, extramural studies, extension programmes and outreach activities to cater and to contribute to the sustainable development of the society.
- To provide need-based consultancy to the relevant industries and public health organizations. To ensure the faithful adherence to directions and or guidelines issued by the University Grants Commission and other Regulatory Statutory Bodies from time to time.
- To undertake all such initiatives as may be necessary and desirable towards furtherance of the Objectives and Goals as are set from time to time.

## Message from Honorable Chancellor



**Honorable Shri. Dattaji Meghe,  
Chancellor,  
DMIHER (DU)**

It gives me an immense pleasure to note that the Annual Report of the Datta Meghe Institute of Higher Education and Research (Deemed to be University) is on way for publication. Annual report turns out to be a reflection of the happenings and doings by the various constituent units of DMIHER (DU).

DMIHER (DU) has a well-defined vision and mission which includes all-round quality education, researches, co-curricular activities, students and staff exchange programs. The DMIHER (DU) continues to expand its activities with the introduction of new courses and programs. The academic activities have placed emphasis on skill development, ethics and leadership qualities.

Annual report helps us to thank for the success of the past year and provide us the scope to plan for the better future of this university. My appreciation for the hard work of the editorial board for handling the task effectively

All the best for the upcoming more glorious period in the future of DMIHER (DU).

Shri Dattaji Meghe  
Chancellor  
**DMIHER (DU)**



## Message from Honorable Pro-Chancellor



**Dr. Vedprakash Mishra**  
**Pro-Chancellor**  
**DMIHER (DU)**

### **M E S S A G E**

It gives me immense pleasure, satisfaction and heartening to note that Annual Report of the Datta Meghe Institute of Higher Education & Research (Deemed to be University), is being brought out for the Academic Year 2022-23, which covers the entire 'plethora' of happenings in the said year specially incorporating there under the various initiatives undertaken with relevant authorities towards the mitigation of the concerns and challenges and the same would be a 'handy referral piece' of reading of all the 'relevant informational details', which are of 'consequence and relevance'.

The 'Annual Report' also operationally turns out to be a mirror reflection of the 'happenings and doings' by the various constituent colleges under the ambit of the University. It brings out their 'creative and committed' activities in various domains, which pertain to teaching and learning, research, extension and also sustainable development of the society, as a whole.

An institution of higher learning cannot afford to have an 'ivory tower image' for themselves because that would amount to they being chopped and severed off from the 'societal obligations' and 'ground realities' thereto.

Datta Meghe Institute of Higher Education & Research (Deemed to be University), with its constituent units is committed to catering to the 'cause' of society in an 'exemplary' manner, so as to render the best that is expected and desired out of it. The Annual Report categorically brings out this very aspect of commitment of the University to the larger societal good with a sense of accountable responsibility.

I record my sincere appreciation for the Editorial Board and their team for untiring efforts in 'actualizing' the same.

**Yours Sincerely,**

**Dr. Vedprakash Mishra**

Professor of Excellence, Professor of Eminence and  
Professor Emeritus

Dr. B. C. Roy National Awardee,

D.Sc. (Honoris Causa) by Seven Universities, National Head of the Academic Programme of Indian Programme  
UNESCO Chair in Bio-Ethics Haifa & Member of the International Committee for Bioethics for Asia Pacific Region  
Chief Advisor to Hon'ble Chancellor and Krishna Institute of Medical Sciences (Deemed to be University), Karad

Pro-Chancellor, Datta Meghe Institute of Medical Sciences (Deemed to be University), Nagpur

Dean, Academic and Accreditation Board, National Indian Medical Association, New Delhi

Honorary Professor, Indian Medical Association

Honorary Director, Centre for Health Sciences Education Policy and Planning, DMIMS (DU), Nagpur

Former Vice Chancellor, Datta Meghe Institute of Medical Sciences (Deemed University), Nagpur

Former Chairman, Postgraduate Medical Education Committee, Medical Council of India, New Delhi

Former Chairman, Academic Council, Medical Council of India, New Delhi

## Message from Honorable Vice- Chancellor



**Dr. Lalitbhusan Waghmare**  
**Honorable Vice-Chancellor**  
**DMIHER (DU)**

### **M E S S A G E**

It gives me an immense gratification to know that the Annual Report of the Datta Meghe Institute of Higher Education and Research (Deemed to be University) is being brought out for the Academic Year 2022-23, which not only embodies the reports on various academic, curricular, research activities undertaken by the university but also highlights the achievements and milestones accomplished by the university and its constituent units.

The Academic dispensations at university are done very meticulously and professionally. Many initiatives were taken by the university during this academic year.

During this period the University has successfully completed four cycles of reaccreditation by the National Assessment and Accreditation Council (NAAC), achieving the higher grades in each cycle having archived best ever score of 3.78 in a scale of 4 in the fourth cycle of accreditation ever achieved by any healthcare university. The University has achieved a ranking of 75<sup>th</sup> in the 'Overall category', 39<sup>th</sup> in the 'University category', 25<sup>th</sup> in the 'Medical category', and 17<sup>th</sup> among 'Dental colleges' in the NIRF Rankings 2023.

On the research front the University has created an enabling research-intensive environment by providing highly equipped advanced research facilities. In terms of students research grants, high impact publications, patents and other IPRs DMIHER (DU) stands among the leaders. The university was able to collaborate for research with many government and private institute of repute for carrying out high quality research. The Innovation Ecosystems have created a significant impact, as indicated by the standing of university in many ranking system which indicated that the DMIHER (DU) is among the top universities when it comes to research outcomes. I congratulate the entire team of Editorial Board and all the Officials of the University and constituent units for displaying great team work in dispensing the assigned task in a time bound manner.

**Dr. Lalitbhusan Waghmare**  
Vice Chancellor  
DMIHER (DU)

## **Message from Honorable Pro-Vice- Chancellor**



**Dr. Gaurav V. Mishra**  
**Honorable Pro-Vice-Chancellor**  
**DMIHER (DU)**

I feel proud and satisfied to note that the Annual Report of Datta Meghe Institute of Higher Education and Research (Deemed to be University) is being brought out for the Academic Year 2022-23. The laurels and lauds that the University has managed to accomplish is being embodied in an Annual Report, a handy document for all the stakeholders evaluation. This Annual Report recounts incredible collaborations and achievements of University's most important asset—its people. It is always rewarding when others recognize the remarkable work and achievements of this great university and its people. The report explicitly portrays the magnificent infrastructure, modern equipments and boasts of an excellent research culture among staff and students. The University shines as a beacon of excellence in the field of medical sciences. The compilation and the depiction therein are being presented in artistic and aesthetic manner and it connotes all that is required in a handy. I extend my wholehearted & sincere appreciation to the publication committee for their dedicated efforts in compiling this annual report.

**Dr. Gaurav V. Mishra**  
**Pro-Vice-Chancellor**  
**DMIHER (DU)**

## **Message from Honorable Registrar**



**Dr. Shweta Kale  
Hon'ble Registrar  
DMIHER (DU)**

### **MESSAGE**

It gives me immense pleasure to know that the Annual Report of Datta Meghe Institute of Higher Education & Research (Deemed to be University) for the year 2022-23 is coming out as per the pre-decided schedule. I appreciate the team work of the Editorial Board in making it a comprehensive and well-structured document incorporating the areas to be focused in future and the plan of activities towards their actualization.

DMIHER (Deemed to be University) has a well-defined Vision and Mission which encompasses the key thrust areas including quality education, quality health care, research and extension, community participation and contribution to the global and national needs in health care sector. Achievements, accolades and recognition are coming its way and the proof for that is the inclusion of DMIHER (DU) in 'Category-I Deemed to be Universities' by UGC wherein graded autonomy was granted to the Deemed University.

Another glowing example of committed efforts of all concerned, under the inspiring and able leadership of the Hon'ble Chancellor Shri Dattaji Meghe and Members of Board of Management, Heads of Institutions, Faculty and Non-teaching staff from all constituent Colleges, was re-accreditation by NAAC with 'A++' grade, in the year 2023.

The purpose of this annual report is for us to derive insights from the retrospective in order to help us plan for the future, to which I am positive that it will strongly serve. I hope this reaches to a broad audience and sparks a fire in all our hearts to strive towards a greater and more glorious period in the coming years.

**Dr. Sweta Kale Pisulkar  
Registrar, DMIHER (DU)**

## **From the desk of Editor In Chief**



### **Dr. Deepak S. Khobragade**

Editor In Chief, Annual Report

DMIHER (DU)

It is with great pleasure that we present the Annual Report of Datta Meghe Institute of Higher Education and Research (Deemed to be University) for the year 2022-23. This report is a comprehensive overview of our university's achievements, milestones, and endeavors over the past year. As we reflect on our journey, we feel proud to share with you the remarkable progress that the university has achieved in pursuit of academic excellence, innovation, and community rendezvous.

Datta Meghe Institute of Higher Education and Research (Deemed to be University) is not just an institution of higher education; it is a vibrant and unique association of scholars, students, and staff working together to acquire knowledge, foster critical thinking, and create a lasting impact on society. The year 2022-23 has been marked by significant growth, transformative initiatives, and an unwavering commitment to our core values.

We will explore the diverse initiatives that have shaped our campus into a hub for creativity, inclusivity, and progressive education. The report compiles detailed accounts of our academic successes, research breakthroughs, and the positive impact we have had on our local and global communities. This annual report is a testament to the dedication of our faculty and staff, the ambition of our students, and the trust and support of our community and partners. It serves as an opportunity to celebrate our successes, acknowledge our challenges, and set the stage for the exciting developments that lie ahead.

Join us as we delve into the stories, numbers, and experiences that define Datta Meghe Institute of Higher Education and Research (Deemed to be University) in 2022-23. Together, we will see how our commitment to excellence continues to propel us forward and position us as a beacon of knowledge and innovation.

Thank you for your continued support and belief in our mission. We look forward to sharing the remarkable journey of Datta Meghe Institute of Higher Education and Research (Deemed to be University) in this Annual Report, and we invite you to be a part of our continued success.

## Executive Summary

The Datta Meghe Institute of Higher Education and Research (Deemed to be University) and its constituent units are dedicated to serving the needs of society in an exceptional manner, striving to provide the highest level of quality and meet the expectations and desires placed upon it by stakeholders.

The Annual Report clearly highlights the University's commitment to the greater societal good, demonstrating a strong sense of accountable responsibility. The "Annual Report," has been prepared by the University for the Academic Year 2022-23. It aims to comprehensively outline the notable accomplishments of the institution, presented with meticulous attention to detail and a polished format. The compilation and depiction presented in this report possess aesthetic and artistic qualities, effectively conveying the necessary information in a convenient and fluid manner.

The 'Annual Report' highlights the clearly articulated Vision and Mission of Datta Meghe Institute of Higher Education and Research (Deemed to be University). These encompass several important areas of focus, such as providing world class healthcare facilities, high-quality teaching learning, conducive research and extension activities, Promotion and participation in community services, and contributing to both national and global healthcare and higher education needs. This contribution is all-round including medical and paramedical sector to Engineering, management, art, science and Technology.

The Datta Meghe Institute of Higher Education and Research (Deemed to be University) was officially designated as a Deemed to be University by the University Grants Commission (UGC) on May 24th, 2005. In May 2013, the Ministry of Human Resource Development, Government of India, awarded it the status of 'A' Grade among the Deemed Universities in the country. The University was subsequently classified as a 'Category-I Deemed to be University' according to the University Grants Commission's (UGC) regulations for the categorization of universities, specifically for the purpose of granting graded autonomy in 2018. Initially the university was hosting only faculties of medical streams only and was named as Datta Meghe Institute of Medical Sciences (Deemed to be university). As per the mandate, slowly the university increased its multidisciplinary nature and included various diverse faculties and was rechristened as “**DATTA MEGHE INSTITUTE OF HIGHER EDUCATION AND RESEARCH**” (Deemed to be University) in November 2022.

The University has successfully completed four cycles of reaccreditation by the National Assessment and Accreditation Council (NAAC), achieving the higher grades in each cycle having archived best ever score of 3.78 in a scale of 4 in the fourth cycle of accreditation ever achieved by any healthcare university. The University has achieved a ranking of **75<sup>th</sup>** in the '**Overall category**', **39<sup>th</sup>** in the '**University category**', **25<sup>th</sup>** in the '**Medical category**', and **17<sup>th</sup>** among '**Dental colleges**' in the NIRF Rankings 2023.

The University has been placed in the 'Excellent' category of the ARIIA rankings. The University has been recognized in the Times Impact Rankings for its contributions to the United Nations' Sustainable Development Goals 3, 4, 5, and 17. The subject in question achieved a global ranking of 47<sup>th</sup> and a national ranking of 2<sup>nd</sup> in the amount of SGD 3.

The university's efforts to achieve the aforementioned SDGs are in line with its mission to provide underserved communities in rural India with access to a high-quality, interdisciplinary education and affordable, world-class healthcare.

Diamond status in both the QS I Gauge and QS Medical Subject Ratings, as well as QS Advanced E LEAD certification, have been attained by the University. A famous worldwide rating system located in the United Kingdom has recognized DMIHER (DU) as the only Central Indian University to accomplish so. QS I Gauge has designated 23 Indian universities as 'Diamond' institutions; however, only 8 of these institutions offer health-related majors. One of these schools is DMIHER (DU). QS has awarded DMIHER (DU) with Advanced E LEAD and E LEAD certifications, signifying that the school has successfully integrated technology into its pedagogy and assessment procedures.

The DMIHER (DU) has received the highest possible grade of 'Platinum' in three categories of QS I-GAUGE: Employability, Governance & Structure, and Facilities, and it is placed in close proximity to other highly regarded institutions. Multiple Subject rating (Medicine) factors, including Student Satisfaction, Alumni Satisfaction, Faculty-student Ratio, Library Facilities, Sponsored Fellowships, and Biomedical waste Management, have all awarded the institution a flawless 100%.

The University has received several recognitions, honors, and collaborations for its research, community service, and faculty development on both a national and international scale. The University has received various prestigious awards for its excellence in academic, research and social initiatives.

The current 'Annual Report' includes a section titled "University Profile" which provides an overview of the diverse educational programs offered by the DMIHER (DU) both at campus

situated at wardha and off campus institutions located at wanadongari Nagpur. Most of the constituent units/faculties offer undergraduate and postgraduate programs, as well as postdoctoral and fellowship programs.

The university's 'Annual Report' also provides an overview of the different 'Autonomous cells' operated by the institution. Autonomous cells possess distinct characteristics that define their nature and functioning. These characteristics include a well-organized structure in terms of composition, a purposeful approach in their dispensation, a concentrated focus on specific operations, and the attainment of objectives through the implementation of the management by objectives (MBO) framework. The operational dynamics of the autonomous units are evident in the university's yearly report. Autonomous cells can be described as the decentralized satellite centers affiliated with the university. These entities symbolize the transfer of authority to different task groups. The autonomous directorates operating within the purview of DMIHER (DU) include the following: 'Internal Quality Assurance cell' (IQAC), 'Directorate of DMIHER (DU) Global', 'Directorate of Research', 'The school of Higher Education and Research'. The institution comprises several administrative bodies aimed at addressing various aspects of student welfare and support. These bodies include the Institutional Forum for Women, /Gender Equality Cell, Internal Complaint Committee, Student Welfare Cell, Students Guidance Cell, Grievances Redressal Cell, Placement Cell, Anti-ragging Monitoring Cell, University Examination Cell, Alumni Cell, Equal Opportunity Cell, and Attendance Cell to name some.

The University's research profile is represented by internally published multidisciplinary research journals: the Journal of Datta Meghe Institute of Medical Sciences University, the Journal of Indian System of Medicine, the Journal of Rural Nursing, the DMIMS Journal of Dental Research, Journal of Health Sciences Education, and the Journal of School of Advanced Studies and Students Journal of Health Sciences.

This report comprehensively addresses the best practices in a given context, including the factors that prompted their implementation, the objectives they aim to achieve, the specific practices themselves, and the resulting impact. There exist two prevailing best practices:

- 1) Comprehensive Faculty development as Cornerstone of Institutional development
- 2) AROGYA-SETU': A bridge to Antyodaya

To help students build and refine their clinical expertise, the teaching hospitals associated with the constituent institutions serve as a central place for practical clinical instructions and training. Modern hospitals recognize the importance of integrating service and education by



providing cutting-edge infrastructure for service delivery. A well-organized monitoring system, including feedback systems and audits are in place to ensure that the university-affiliated hospitals provide excellent treatment to their patients. The Hospital Steering Committee ensures that the hospitals run smoothly and provides educational opportunities with best utilization of the available resources. The Acharya Vinoba Bhave Rural Hospital (AVBRH) is a leading teaching facility in the Midwest, providing diagnostic, therapeutic, and preventative treatment to its patients. Its reach goes beyond the residents of Vidarbha and includes those from adjacent states. In addition to the main campus, the university also features other hospitals for better and all-inclusive healthcare providence namely Shalinitai Meghe Hospital & Research Centre and Dr. Babasaheb Ambedkar Superspeciality Institute at off-campus facility at Wanadongari, Siddharth Gupta Cancer Hospital, Sharad Pawar Dental College and Hospital, the Mahatma Gandhi Ayurvedic College and Hospital. These medical centers have more than 2000 available patient beds and cutting-edge infrastructure, making them ideal settings for both medical research and patient treatment. Comprehensive patient care is provided by a team of highly skilled and dedicated doctors, nurses, and other healthcare professionals. Presently, hospitals are working to realize two philosophical principles: "Healthcare for all at an affordable price" and "Healthcare available at the patient's door." Hospitals provide a variety of services, including specialist services, at much reduced and cheap costs to ensure that everyone has access to healthcare. The goal of many healthcare and patient welfare programs is to improve access to best medical care for patients from lower-income backgrounds.

The Directorate of Research, at DMIHER (DU), functions as a vibrant center committed to the progress and facilitation of research, innovation, and development endeavors. It acts as a mediator between the academic and industrial sectors, cultivating a favorable atmosphere for advanced research, intellectual inquiry, and the practical implementation of knowledge. The Directorate of Research have emerged as a fundamental component in the attempt to achieve academic superiority, as they provide a platform for faculty members, students, and researchers to actively participate in groundbreaking research initiatives in DMIHER (DU). The Directorate of Research functions as a catalyst for fostering academic advancement, promoting innovation, and driving societal improvement. The significance of this rests in its capacity to stimulate research, generate knowledge, facilitate innovation, and establish valuable collaborations, all of which enhance the university's standing and its function as a center for education and progress.

To design and implement its own education program of Global standards, the university has

created the “School for Higher Education and Research” along with its five departments of Curriculum , Department of Teaching & Learning , Department of Assessment & Evaluation, Department of Education Innovation, Educational & Research, Department of Capacity building and one Educational Units each at the constituent colleges to take care of academic ambience of the university and premier to promote improvement in quality of education at par with Global contest , ultimately leading to quality augmentation of Health care for the mankind.

The Internal Quality Assurance Cell (IQAC) plays a vital role in the governance framework of DMIHER (DU), enhancing its overall quality, competitiveness, and reputation within the academic community. The IQAC has a critical role in the assurance and advancement of educational quality, research, and overall operational effectiveness within the institution. The IQAC shoulders the responsibility of cultivating a culture that prioritizes continuous improvement, accountability, and transparency, hence creating an atmosphere that is conducive to achieving academic and administrative success. The IQAC has become an essential component of contemporary higher education institutions, as it is established in accordance with the regulations set forth by accreditation agencies and frequently required by government authorities. IQAC fosters a climate of ongoing enhancement, adherence to regulatory standards, and responsibility, all while safeguarding the university's status as a center of innovation and distinction.

## UNIVERSITY PROFILE

On May 24, 2005, the Ministry of Human Resource Development, Government of India, granted Deemed University Status to Datta Meghe Institute of Higher Education and Research (Deemed to be university (formerly known as Datta Meghe Institute of Medical Sciences (DU)) in accordance with the University Grants Commission's recommendations and section 3 of the UGC Act, 1956. Initially the institution is comprised of two faculties: the Faculty of Medicine (Jawaharlal Nehru Medical College) and the Faculty of Dentistry (Sharad Pawar Dental College). Mahatma Gandhi Ayurveda College, Smt. Radhikabai Meghe Memorial College of Nursing, and Ravi Nair College of Physiotherapy were incorporated into the university's purview on July 23, 2009, with the approval of the University Grants Commission and the Ministry of Human Resource Development, Government of India. This expansion contributed to the universities overall scope and growth.

The University has gained significant recognition as one of the top Deemed universities in the nation ever since the Ministry of HRD Government of India classified it in the prestigious 'A+' category in 2013.

In the academic year 2019-20, the University expanded its scope by incorporating additional health sciences faculties, including Pharmaceutical Sciences, Faculty of Liberal Arts, Humanities, and Social Sciences, Faculty of Commerce and Management Sciences, and Faculty of Allied health sciences. Faculty of Engineering, and technology (FEAT) was started in academic year 2021-22.

The university acquired a real multidisciplinary nature with all these diversified streams and faculties and was renamed as **Datta Meghe Institute of Higher Education and Research** (Deemed to be University) [DMIHER (DU)] with the permission of UGC in November 2022.

The constituent Units of Deemed University are located in a 272 acres campus in Sawangi (Meghe), Wardha and Wanadongri, Nagpur. The off-campus centre of DMIHER (DU) is established at Wanadongari, Nagpur with faculties of Medicine (Datta Meghe Medical College), and Faculty of Allied Health sciences. The university currently offers full spectrum of educational courses from certificate courses to Doctoral (PhD) program and Doctorate in science (D.Sc.).

The University has successfully completed four cycles of reaccreditation by the National Assessment and Accreditation Council (NAAC), achieving the higher grades in each

cycle having archived best ever score of 3.78 in a scale of 4 in the fourth cycle of accreditation ever achieved by any healthcare university. The University has achieved a ranking of 75<sup>th</sup> in the 'Overall category', 39<sup>th</sup> in the 'University category', 25<sup>th</sup> in the 'Medical category', and 17<sup>th</sup> among 'Dental colleges' in the NIRF Rankings 2023.

Datta Meghe Institute of Higher Education and Research (Deemed University) was ranked very highly in Times Impact Rankings which evaluate University's/college's contributions to a sustainable and better future through the seventeen UN Sustainable Development Goals (SDGs).

The Times Impact Rankings 2022 include 1500 universities worldwide. The university's success in the SDGs supports its mission of providing inexpensive and world-class "tertiary health care" and quality-centered, innovative, and multidisciplinary education to rural India's poor. The University's first entered into the Times International Rankings at 47<sup>th</sup> position worldwide and second in the nation for UN Sustainable Development Goal 3 (SDG 3), which promotes health and well-being. DMIHER (DU) ranks ninth nationally for SDG 4, which represents Quality Education, lifelong learning and fair, inclusive education. The university ranks fourth out of ten in the country among the top 200 universities worldwide for SDG 5, gender equality. For SDG 17, which involves the university's efforts to improve implementation and revive worldwide sustainable development collaborations, ranks seventh at the national level. In Indian perspective, the DMIHER (DU) ranks thirteenth overall, fourth in higher education, seventh in medical and dental health, and eighth in other health.

QS I-GAUGE presents a complete evaluation methodology for Indian universities and colleges. Five secondary indicators and seven primary indicators cover Research and Innovation, Employability, Social Responsibility, and Teaching and Learning for a holistic assessment. It blends Quacquarelli Symonds (QS)'s global competence, reputation, and experience with Indian education luminaries' deep local understanding. QS I-GAUGE created its topic ratings approach for Indian universities with a long-term goal. Institutions are evaluated based on how well they teach specific disciplines to meet market needs and allow for future change.

The QS I-GAUGE and QS I-GAUGE Subject ratings (Medicine) awarded DMIHER (DU) 'Diamond' ratings, confirming its reputation as a top higher education institution. It makes the DMIHER (DU) the only university in Central India ranked by this prominent UK-based worldwide ranking system. QS I-gauge classifies twenty-three Indian universities as

'Diamond', however only eight provide health-related programs, including DMIHER. The university's QS Advanced E-LEAD and E-LEAD certifications demonstrate its careful integration of technology into pedagogy, learning, and assessment. In its first year, DMIHER (DU) received the highest 'Platinum' grade from QS I-GAUGE in Employability, Governance & Structure, and Facilities. The University also scored 100% on Subject Rating (Medicine) characteristics like Student Satisfaction, Alumni Satisfaction, Faculty-student Ratio, Library Facilities, Sponsored Fellowships, Biomedical Waste Management, and more.

This dream of Honourable Chancellor Shri Dattaji Meghe to provide affordable opportunities of higher education to the students rural area at has been realized due to the diligent work and shrewd direction of Dr. Ved Prakash Mishra, Honourable Pro Chancellor, Shri Sagarji Meghe, Honourable Principal Advisor, Dr. Lalitbhushan Waghmare, Honourable Vice Chancellor, Dr. Gaurav Mishra, Honourable Pro- vice Chancellor, and Dr. Sweta Kale Pisulkar, Honourable Registrar, in addition to a committed team of the officials, teachers and staff of the University, Constituent Units and Hospitals.

## *Educational programs being offered at constituent colleges*

### **Jawaharlal Nehru Medical College**

Jawaharlal Nehru Medical College commemorated its Silver Jubilee in 2015, following three decades of providing exceptional medical education. Dedicated to excellence, it addresses every facet of medical education.

The campus provides ICT-intensive learning opportunities, E-classrooms, a globally pertinent and current curriculum, and infrastructure of the highest caliber. The levels for health education courses span from certificate to doctoral with NMC approved intake of 250 for MBBS, 188 for broad specialty (M.D./M. S) and 20 for superspeciality. It is the Nodal Centre for Faculty Development of the National Medical Commission of India. This international training facility is AHA-accredited and provides BLS and ACLS courses. Among its contemporary facilities are the following: a Virtual Learning Centre that offers virtual dissection and postmortem; a Clinical Skills Laboratory; a Simulation Ward; an Integrated E-museum; a Digital Library; an Animal Research Laboratory; and a Central Research Laboratory dedicated to molecular, cellular, and immunological analysis. JNMC offers following courses

SN	PROGRAMS
1	<b>Undergraduate</b> MBBS
<b>Post-Graduate</b>	
2	MD - Anatomy
3	MD - Physiology
4	MD - Bio-Chemistry
5	MD - Pathology
6	MD - Pharmacology
7	MD - Microbiology
8	MD - Community Medicine
9	MD (Emergency Medicine)
10	MD - General Medicine
11	MD - Dermatology, Venereology & Leprosy
12	MD - Psychiatry

13	MD - Respiratory Medicine
14	MS - General Surgery
15	MS - Orthopaedics
16	MS - Oto-Rhino-Laryngology
17	MS - Ophthalmology
18	MD - Anaesthesiology
19	MD - Radio Diagnosis
20	MS - Obstetrics & Gynaecology
21	MD - Paediatrics
<b>Super speciality Courses</b>	
1.	M.Ch. - Neuro Surgery.
2.	DM (Critical Care Medicine)
3.	DM (Medical Gastroenterology)
4.	DM (Interventional Radiology)
5.	D.M. (Cardiology)
6.	DM - Neonatology
7.	DM - Nephrology
8.	DM - Medical Oncology
9.	M.Ch. - Urology
10.	DM - Neurology

### **Datta Meghe Medical College**

Datta Meghe Medical College was started under DMIHER (DU) in 2019 as off-campus unit at Wanadongari, Hingna Nagpur in view of providing best medical education and hospital facilities to people of surrounding rural area. DMMC has intake of 150 MBBS seats. It has affiliated hospital named Shalinitai Meghe Hospital and Research Centre with a capacity of more than 700 beds with availability of world class infrastructure and all modern medical facilities. DMMC offers following courses

SN	PROGRAMS
1	<b>Undergraduate</b> MBBS



## **Sharad Pawar Dental College & Hospital**

Sharad Pawar Dental College and Hospital, founded in 1991 and accredited by the Dental Council of India, is among the most prestigious private dental institutions in the nation. Equipped with the most expansive Maxillofacial Surgery facility in Central India, its infrastructure rivals that of the finest institutions worldwide.

Annually, Sharad Pawar Dental College and Hospital accommodates a maximum of 100 UG and 36 PG students. The dental college has well equipped state of the art facilities with more than 330 dental chairs, departmental libraries, and museums. An extensive collection of honors and distinctions from both domestic and international spheres serve as evidence of its outstanding academic and research criteria. Sharad Pawar Dental College and Hospital offers following courses:

SN	PROGRAMS
<b>Undergraduate</b>	
1	BDS
<b>Post Graduate</b>	
1.	M.D.S (Prosthodontics & Crown & Bridge)
2.	M.D.S(Periodontology)
3.	M.D.S (Oral and Maxillofacial Surgery)
4.	M.D.S (Conservative Dentistry &Endodontics)
5.	M.D.S (Orthodontics and Dentofacial Orthopedics)
6.	M.D.S(Oral Pathology & Microbiology)
7.	M.D.S (Pedodontics and Preventive Dentistry)
8.	M.D.S (Oral Medicine and Radiology)

## **Mahatma Gandhi Ayurved College, Hospital and Research Centre**

India is home of Ayurveda and to provide best training in Ayurveda and facilitate Ayurvedic medical services to patients, the Mahatma Gandhi Ayurveda College Hospital and Research Centre (MGACH & RC) was Established in 2007. It is situated on a 19-acre campus in Wardha, Salod (Hirapur), Maharashtra, India. The college has intake capacity of 100 BAMS and 47 MD students. The 244-bed ayurveda hospital at MGACRH provides patients with an abundance of clinical services in accordance with authentic ayurvedic procedures and principles. MGACRH offers following courses

<b>S.No</b>	<b>PROGRAMS</b>
<b>Undergraduate</b>	
1.	BAMS
<b>Post Graduate</b>	
1	Ayurveda Vachaspati (MD)-Ayurveda Samhita evum Sidhanta
2	Ayurveda Vachaspati (MD)-Rachana Sharir
3	Ayurveda Vachaspati (MD)-Dravyaguna Vigyan
4	Ayurveda Vachaspati (MD)-RasShastra evum Bhaishajya Kalpana
5	Ayurveda Vachaspati (MD)-Agad Tantra
6	Ayurveda Vachaspati (MD)-Panchkarma
7	Ayurveda Vachaspati (MD)-Kayachikitsa
8	Ayurveda Dhanvantri (MS)-Shalya
9	Ayurveda Vachaspati (MD)-Kaumarbhritya-BalRog

## Ravi Nair College of Physiotherapy

Ravi Nair College of Physiotherapy (RNPC) has experienced significant growth and development since its establishment in 1998. The educational institution provides a range of courses in physiotherapy like Bachelor of Physiotherapy, with an intake of 100 per batch, and Master of Physiotherapy in specialties including Musculoskeletal, Neurological, Cardiovascular and respiratory, Community physiotherapy, Pediatric Physiotherapy and Sports Physiotherapy, as well as a Ph.D. program in physiotherapy administered by DMIHER(DU). By establishing firm foundations in research and evidence-based practice, these programs ensure that students are adequately equipped to confront the challenges of the ever-evolving and dynamic healthcare environment. Presently, it stands as one of the preeminent physiotherapy institutions, not only in the state of Maharashtra but also across the nation. RNPC offers following courses.

SN	<b>PROGRAMS</b>
<b>Undergraduate</b>	
1	BPT
<b>Post Graduate</b>	
1.	MPT in Musculoskeletal Physiotherapy
2.	MPT in Neuro Physiotherapy
3.	MPT in Community Health Physiotherapy
4.	MPT in Cardiovascular and Respiratory Physiotherapy
5.	MPT in Pediatric Physiotherapy
6.	MPT in Sports Physiotherapy

**Smt. Radhikabai Meghe Memorial College of Nursing**

Smt. Radhikabai Meghe Memorial College of Nursing (SRMMCON) was established in 2002-2003 with B.Sc affiliated to the Maharashtra University of Health Sciences, Nashik. Nursing course. SRMMCON initiated the provision of Post Basic B.Sc. Nursing in 2005 with the intention of furnishing nurses with a diploma that would serve as an avenue for them to advance their academic standing. In 2007, it established the inaugural postgraduate nursing program in the Vidarbha region, which was in 2009, SRMMCON was transferred to the Datta Meghe Institute of Medical Sciences (DU) which is now Datta Meghe Institute of Higher Education and Research (Deemed to be University) At present, SRMMCON provides the following courses:

S.No	PROGRAMS
	<b>Undergraduate</b>
1	Basic BSc Nursing
2	Post Basic BSc Nursing
	<b>Post Graduate</b>
1	Master of Science in Nursing i) Medical Surgical Nursing ii) OBGY Nursing iii) Mental Health Nursing iv) Child Health Nursing v) Community Health Nursing
2	Post Basic diploma in Nursing i. Post basic diploma in critical care nursing ii. Post basic diploma in operation room nursing

## **Datta Meghe College of Pharmacy**

In June 2019, Datta Meghe College of Pharmacy (DMCOP) was founded as an affiliated institution of the Datta Meghe Institute of Higher Education & Research (Deemed to be University) (Formerly Datta Meghe Institute of Medical Sciences (DU)). Institutional affiliations include permanent affiliation with the DMIHER (DU) and approval from the Pharmacy Council of India, New Delhi and the All India Council for Technical Education, New Delhi. Presently, the college offers both D.Pharmacy program with intake of 60, B.Pharmacy with intake of 100. The college possesses exceptional infrastructure facilities, such as a cutting-edge preclinical research facility, instruments, equipment, a centralized instrumentation center, a pilot plant, and a library stocked with the most recent books as well as national and international journals. DMCOP offers following courses

SN	PROGRAMS
<b>Undergraduate</b>	
1	Diploma in Pharmacy
2	Bachelor of Pharmacy

## School of Allied Health Sciences

The School of Allied Health Sciences at Datta Meghe Institute of Higher Education and Research (DMIHER) was established in 2018 to address the global shortage of healthcare workers, especially in low- and middle-income countries. This institution offers a diverse array of undergraduate, postgraduate, and doctoral programs in allied health fields, emphasizing interdisciplinary collaboration, strong clinical training, and active engagement in research and innovation. Its mission is to develop skilled and dedicated healthcare professionals who are prepared to enhance India's healthcare system and improve patient care across the nation.

Sr.No.	PROGRAMS
<b>Undergraduate</b>	
1.	B.Sc. Anesthesia Technology
2.	B.Sc. Accident and Trauma Care Technology
3.	B.Sc. Biomedical Sciences
4.	B.Sc. Cardiac Technology
5.	B.Sc. Cardiovascular Technology
6.	B.Sc. Cosmetology and Dermatology
7.	B.Sc. Clinical Nutrition & Dietetics
8.	B. Sc Clinical Psychology
9.	B. Sc. Dialysis Therapy Technology
10.	B. Sc Endoscopy and Laparoscopy Technology
11.	B. Sc Geriatric Care Technology
12.	B.Sc. Health Sciences
13.	B.Sc. Intensive Care Technology
14.	B.Sc. Medical Laboratory Technology (MLT)
15.	B. Sc. Medical Radiology Imaging Technology
16.	B.Sc. Neuro Electrophysiology
17.	B.Sc. Neuroscience Technology
18.	B.Sc. Operation Theatre Technology
19.	B.Sc. Orthopedic Technology

20.	B Optometry
21.	B.Sc. Physician Assistant
22.	B.Sc. Respiratory Therapy
23.	B.Sc Radiotherapy Technology
24.	B.Sc Yoga & Naturopathy
25.	B.Sc Diabetes Science
26.	B.Sc. Blood Bank Technology
27.	B.Sc Clinical Research
28.	B.Sc Medical Equipment Technology
29.	B.Sc Bio Physics
<b>Post Graduate</b>	
1.	M.Sc. Medical Radiology Imaging Technology
2.	M.Sc. Clinical Embryology
3.	M.Sc. In Medical Laboratory Technology
4.	MHA Master in Hospital Administration
5.	M. Sc Clinical Research
6.	M.Sc. Radiotherapy Therapy
7.	M. Sc Human Genetics
8.	M. Sc Resperatory Therapy
9.	M. Sc Accident and Trauma Technology
10.	PGD in Clinical Human Genetics
11.	PGD in Clinical Research
12.	Master of Public Health

### **School of Allied Sciences**

The School of Allied Sciences imparts a holistic education to students covering a wide range of scientific and practical fields. Academic programs offered by a School of Allied Sciences are interdisciplinary and diverse, with the objective of imparting a solid grounding in scientific and practical expertise. It prioritizes research, practical application, and applicability to the healthcare and technology sectors. These program endows graduates with the requisite expertise and competencies to thrive in their selected domains. These programs concentrate on specialized domains that are intricately linked to healthcare, technology, research, and other similar sectors. SAS is of utmost importance in the development of professionals who make significant contributions to scientific progress and the improvement of society. SAS offers following courses

<b>S.N</b>	<b>PROGRAMS</b>
<b>Undergraduate</b>	
1.	BBA (Bachelor of Business Administration)
2.	BCA (Bachelor of Computer Application)
3.	B.Sc (Artificial Intelligence & Data Sciences)
4.	BA (Bachelor of Arts)
5.	B.Com (Bachelor of Commerce)
<b>Post Graduate</b>	
1.	MBA (Master of Business Administration)
2.	MCA (Master of Computer Application)
3.	M.Lib (Master of Library Science) -Integrated
4.	MA (Master of Arts) -Integrated
5.	M.Com (Master of Commerce) -Integrated



### Center for Distance and Online Education

Center for Distance and Online Education (CDOE) is an essential component of contemporary educational establishments, providing a versatile and pioneering methodology for acquiring knowledge. In light of ongoing technological progress and the changing needs of a heterogeneous student body, the CDOE assumes a critical function in ensuring that a broad spectrum of students have access to high-caliber education. It grants access to skill development and higher education to individuals who might not have been able to pursue such opportunities otherwise. By promoting interactivity, embracing technology, and upholding rigorous quality standards, CDOE actively contributing to the development of the future of education. CDOE is useful to a wide range of students and enable them to pursue their professional and academic goals independently. The key features of CODE are accessible learning, flexibility, diverse course offerings, interactive learning, lifelong learning and global reach. CODE offers following courses in **Online Mode**:

S.N	PROGRAMS
<b>Undergraduate</b>	
1.	BBA (Bachelor of Business Administration)
2.	BCA (Bachelor of Computer Application)
3.	B.Com (Bachelor of Commerce)
<b>Post Graduate</b>	
1.	MBA (Master of Business Administration)
2.	MCA (Master of Computer Application)

#### **ODL Mode:**

<b>Undergraduate</b>	
1.	BA (Bachelor of Arts)

### **Faculty of Engineering and Technology (FEAT)**

Faculty of Engineering and Technology (FEAT) is stepping stone under the umbrella of Datta Meghe Institute of Higher Education & Research (Deemed to be University) to promote globally acclaimed technocrats. This novel program aimed to enable the students to work on advance prosthetics, interdisciplinary and collaborative approaches to address the challenges of developing world by ethical values and knowledge base. FEAT offers following courses

S. N.	<b>UG COURSES</b>
1	Artificial Intelligence and Data Science
2	Artificial Intelligence and Machine Learning
3	Computer Science and Medical Engineering
4	Computer Science and Engineering
<b>PG COURSES</b>	
1.	M. Tech Artificial Intelligence and Data Science
2.	M. Tech Biomedical Engineering

B.VOC Programs

S.N	Under Graduate [B.Voc.]
1	Animation and Graphic Design
2	Animation and Multimedia
3	Animation and VFX

### School of Advanced studies

The School of Advanced Studies is an academic establishment by DMIHER (DU) dedicated to offering academicians and students opportunities to engage in research and participate in specialized academic programs. It promote intellectual inquiry, innovation, and the acquisition of knowledge across diverse and specialized disciplines. A beacon of intellectual excellence, the School of Advanced Studies cultivates an environment that promotes research-driven learning, interdisciplinary collaboration, and innovation. It helps academicians and students to advance knowledge, contribute significantly to their respective disciplines, and equip themselves to emerge as future leaders and innovators. The key aspects of School of Advanced Studies are interdisciplinary academic excellence, superspeciality, research-centric, innovation and impact and leadership development. The School of Advanced Studies offers following courses

<b>Faculty of Medicine</b>	
1	Fellowship in Interventional Radiology
2	Fellowship in Cardiac Anesthesia
3	Fellowship in Gynaec Endoscopy
4	Fellowship in Infertility
5	Fellowship in Gynecological Oncology
6	Fellowship in Spine
7	Fellowship in Geriatric Medicine
8	Fellowship in Critical care
9	Fellowship in Pain Management
10	Fellowship in Neuro-Anesthesia
11	Fellowship in Neonatal Intensive Care
12	Fellowship in Endoscopic sinus and Skull base Surgery
13	Fellowship in Cytopathology
14	Fellowship in Clinical Hematology
15	Fellowship in Oncopathology
16	Fellowship in Laboratory Medicine
17	Fellowship in Infection Control practices
18	Fellowship in Clinical Embryology
<b>Faculty of Dentistry</b>	

1	Fellowship in Immuno-Histochemistry
2	Fellowship in Microendodontics
3	Fellowship in Cleft Orthodontics
4	Fellowship in Oral Oncology
5	Fellowship in Cleft and Craniofacial surgery
6	Fellowship in Maxillofacial Prosthodontics
7	Fellowship in Esthetic Dentistry
8	Fellowship in Maxillofacial Trauma
<b>Faculty of Ayurveda</b>	
1	Fellowship in Panchkarma
2	Fellowship in Ayurveda Oncology
<b>Faculty of Nursing</b>	
1	Fellowship in Evidenced based nursing
<b>Faculty of Physiotherapy</b>	
1	Fellowship in Stroke Rehabilitation
2	Fellowship in Manual Physical Therapy
<b>Faculty of Interdisciplinary Sciences</b>	
1	Fellowship in Occupational and Environmental medicine
2	Fellowship in Bioethics
3	Fellowship in Neurophysiology
4	Fellowship in Ethno pharmacology
5	Fellowship in Palliative Care

### **School of Higher Education and Research (SHER)**

DMIHER is a Deemed University, which means it can create and run its own education program that meets global standards. This has led to the creation of the "School for Higher Education and Research," (Formerly School of Health Professional Education and Research (SHPER)) The SHER is established to give all health and non-health workers the core skills they need, no matter what field they work in, so they can be agents of change and meet the legitimate needs and expectations of the 21st century's effective and meaningful education delivery system. In order to reach the goal of providing high-quality educational facilities in all health and non-health fields, we are creating and improving programs that will keep quality high and keep it getting better so that everyone can get the best care possible. It has five departments: Curriculum, Teaching and Learning, Assessment and Evaluation, Educational and Research, and Capacity Building; as well as nine educational units at the colleges that make up the university.

<b>1</b>	Masters in Education in Health Professional Education
<b>2</b>	PhD in Medical Education

### School of Experiential Learning and Simulation Centre

School of Virtual Learning caters simulation-based learning, which is also called experiential or immersive learning. It is a new way to learn that goes beyond the standard classroom by letting students use what they've learned in real, virtual, or controlled settings. It fills in the gaps between theory and practice by giving students a lively and interesting place to learn important skills and get real-world experience. The School of virtual Learning is at the heart of this new way of teaching and learning, and they are committed to giving students a full and immersive education. Our school wants to prepare students for success in a world that is becoming more complicated and interconnected by using cutting-edge technologies, high-tech simulations, and a dedication to personalized learning. THE SVL offers following courses

<b>Advance Courses</b>	
<b>1.</b>	Advance Airway management
<b>2.</b>	Emergency Nursing
<b>3.</b>	Essentials of Nursing
<b>4.</b>	Trauma Care
<b>5.</b>	Basic Fetal Sonography
<b>6.</b>	Basic Adult Echocardiography
<b>7.</b>	Basics of Obstetrics and Gynaecology Ultra sonography.
<b>8.</b>	Basics of Ultra sonography for Radiologist
<b>9.</b>	Transoesophageal Echocardiography
<b>10.</b>	Advance Laparoscopy Skills
<b>11.</b>	Basic life care (CPR & code blue management)
<b>12.</b>	Foundation of Nursing
<b>13.</b>	Ventilator Management
<b>14.</b>	Abdominal Sonography in Trauma
<b>15.</b>	Advance Fetal Sonography
<b>16.</b>	Advance Adult Eco cardiography
<b>17.</b>	Advance Obstetrics and Gynaecology Ultrasonography
<b>18.</b>	Advance Ultrasonography for Radiologist
<b>19.</b>	Basics of Laparoscopy Skills
<b>20.</b>	Virtual dissection course

<b>Comprehensive courses for Nurses &amp; paramedic</b>	
1.	Basic life support (cpr & code blue management)
2.	Emergency nursing
3.	Foundation of nursing
4.	Essentials of nursing
5.	Basic Ventilator management
6.	Basic Trauma care
7.	Virtual dissection model
8.	Basic Airway management
<b>Scenario based courses</b>	
1.	Bradyarrhythmia management
2.	MI and Cardiogenic Shock
3.	Cardiac Shock
4.	Shock
5.	Pulmonary Embolism
6.	Tension Pneumothorax
7.	Septic Shock
8.	OPP Poisoning
9.	Status Asthmatics
10.	Status Epilepticus
11.	Trauma
12.	Management of Normal Labour
13.	Management of Emergencies in Obstetrics like Obstructed Labour
14.	Eclampsia, & Pre- Eclampsia, Postpartum Hemorrhage (PPH) Sepsis, Uterine Inversion, Ruptured Uterus
15.	Tachyarrhythmia management



### **School of Epidemiology**

To learn more about how diseases spread and what causes them, one need to study epidemiology. The School of Epidemiology is a leader in this important field. It focuses on research, education, and real-world application to give students the skills and knowledge they need to successfully investigate, analyze, and respond to health crises. The School of Epidemiology stands out as a source of information and expertise in public health. The School of Epidemiology, is based on principle that working together collecting data and analyzing it for research, can make things better for public health. At School of Epidemiology teachers and students work hard to learn more about diseases, come up with ways to keep them from spreading, and help make decisions about public health policy. The school is dedicated to create the next generation of epidemiologists and public health leaders by combining biology, statistics, and the social sciences in a way that is multidisciplinary.

## Best Practices

### Best Practice 1

#### **Title: Comprehensive Faculty development as Cornerstone of Institutional development**

Credibility and Reliability of any HEI depends on quality of its products and one cannot deny the enormous role of a teacher's skill in professional development of a learner. In consonance with perceived need to reimagine faculty development that goes beyond teaching performance and classroom outcomes, more so, aligning it to social, financial, and competitive demands from students, university administrators and society, DMIHER has evolved a model of comprehensive Faculty Development.

#### **Objectives of practice:**

1. To establish a standardized centralized approach of FDP that ensures that every faculty of the University is trained in educational principles and practice, instructional pedagogy, assessment technologies and larger themes of research abilities , leadership, collaboration , educational networking and accreditations.
2. To ascertain uniform and robust academic architecture in all academic programs of the University.

DMIHER has established a centralized and standardized Faculty development ecosystem (**DMIMS Perspective development plan template for faculty development in medical education, Reg no: L-78547/2018**). Faculty development initiatives are undertaken by above mentioned centres in co-ordination with each other. NMC Nodal centre for FDP organizes workshops at the centre for in-house and faculties of allocated Medical colleges viz. BCME, AETCOM sensitization, CISP and ACME. The reports of all such conducted and observed workshops are submitted to NMC, New Delhi. Education units of DMIHER, under guidance and monitoring of SHER and Nodal centre, conducts similar courses for other faculties in health professions, Allied Sciences, Pharmacy and Engineering. NMC also deputed Nodal centre faculty, to monitor such courses being conducted at allocated medical colleges.

The five departments of SHER, Curriculum, Teaching Learning, Assessment, Competency and Educational Research conducts FDP in Curricular design, revision & evaluation, Assessment reforms, Outcome based education, Teaching methodologies , Educational research, Educational scholarships, Technological skills, Educational Networking to name a few. School of Experiential learning periodically conducts AHA accredited 'Instructor

course' for Basic Life support, Advanced Cardiac Life support and Paediatric Advanced life support. The reports of such workshops are submitted to AHA.

The functioning of FDP centres are reviewed along with analysis of participant's perception and learning gain in college council and joint college council meetings.

The purpose of evaluation of FDP is to support accountability, guide decision making, improve the program and disseminate effective practices. It must also align to larger goals and outcomes of the institution. **The Evaluation Blueprint of a Faculty development program (FDP) in Indian Medical Education L-72212/2018 of DMIHER is based on 'Kirkpatrick model' for evaluation** of FDP whereby the performance of the faculty is measured in terms of the larger impact on the performance of the institution.

**Milestones:**

- Medical Education Unit to School of Higher Education and Research (SHER)
- Department of Medical Education to NMC Nodal centre for National FDP to AMEE Nodal centre for International FDP
- Ayurveda Education Unit to Regional centre for FDP by CCIM
- SVL recognition by American Heart Association as International training centre

**Outcomes and Impact:** The various outcomes arising out of FDP at DMIHER are depicted as

1. 100% in-house faculty trained in Educational technologies and principles, Educational scholarships, Educational research and accreditation. 7 FAIMER and 1 AF - AMEE fellows.
2. NMC recognition for training more than 1000 faculty, 2018
3. National award for Substantial contribution in Medical education, 2020
4. Consortia Project funded by European Commission on Capacity Building in higher Education with 14 other Indian Universities.
5. In house journal for educational research - Journal of Health Sciences Education
6. Decade report NMC Nodal centre for National faculty development (2007-2018) submitted to NMC and UGC

## Best Practice 2

### **‘AROGYA-SETU’: A bridge to Antyodaya (Unto the last - *Ruskin*) since 2005**

DMIHER is located in a little village called Wardha, which is known as the residence of Rashtrapita Mahatma Gandhi, the pioneer of the Antyodaya philosophy. With a commitment to the same principles as DMIHER, the institution has pledged to address the needs of the marginalized Rural and Tribal communities in Central India.

The aforementioned region is widely acknowledged as being among the most economically disadvantaged areas, characterized by an average annual per-capita income that falls below the state-wide average. The proportion of tribal inhabitants in the aforementioned districts constitutes around 12% of the overall population, with a notable concentration observed in the villages next to the forest buffer zones. The majority of individuals lack significant land ownership and frequently engage in unskilled labor for daily wages. Household incomes are contingent upon the availability of forests and agricultural yields, both of which are seeing a decline as a result of unpredictable monsoons and climate change.

Many native people in the area have trouble getting to and using health and social services. This problem gets even worse during the monsoon season. Even though India's economy has grown a lot, inequality has been getting worse. India has more problems than just economic ones when it comes to reducing poverty. Along with economics, the inequality is also highly affected by social class based on caste, ethnicity, gender, age, and religion. This makes it harder for people to get medical care, which leads to poor health indicators. In these rural and tribal places, women are more likely to be hurt or killed because of their gender. Men and women make about the same amount of money. Women have too many duties, like making money, doing housework, caring for children, and so on. The health of the people is getting worse because of this social and economic trouble. The area is known for the sad stories of farmers who killed themselves.

DMIHER wants to improve health-seeking behaviour, close the gaps between the community and health services, and make sure that everyone has equal access to health care. In 2005, DMIHER started the AROGYA-SETU program with the goal of giving the community comprehensive health care, community-based education, health insurance services, and scientific study based on evidence. In 2017, AROGYA-SETU was named a Center of Excellence.

The Center used an integrated method that includes preventative, therapeutic, and promotional parts. It also made it easier for people to get medical care by connecting the community with health centers.

How the AROGYA-SETU will affect the world.

The AROGYA-SETU model is based on evidence, has a big effect, is sustainable, and can be scaled up. It was co-created and put into action with the help of the community and stakeholders, and it aims to reach over 10,000,000 households in the region by 2025. The AROGYA-SETU projects will boost health indicators and give people more power, which will make "Unnat Bharat Abhiyan" stronger. As a result, our method might become what Article 21 of the Constitution of India calls a "Complimentary State."

AROGYA-SETU has a very large potential scale because it uses local materials to make an ecosystem that can survive and reproduce itself. "Community empowerment" is what the AROGYA-SETU is based on. They use the resources and knowledge of the groups they work with and involve them from the beginning to get the most out of their contributions and chances to improve and expand service delivery. Partnering with stakeholders, such as CSR help, government partnerships (Government programs/National Health Programs), and local NGOs/CBOs, is the main way we plan to grow. When the program is run on a large scale, it will be changed to fit the needs of each area without affecting the quality or effect. AROGYA-SETU will build a strong team of skilled and motivated individuals who work together to reach common objectives, create demand, and align policies.

**The objectives of the ‘AROGYA-SETU’ program:**

1. Holistic healthcare services to communities of reach by bridging the community and healthcare facilities, including access to tertiary healthcare.
2. Community insurance programs to make health care financially accessible and improve utilization public insurance programs like Ayushman Bharat and MJPGY
3. Linking community services to academic programs at DMIHER and creating opportunities for students to practice what they learn, undertake rural/tribal research, and inculcate the core values of empathy and compassion.

**Community academic partnership - - A Beyond Curriculum Program**

To inculcate values of professionalism, empathy, and compassion among learners at all levels, the DMIHER links its outreach and community services with academic programs.

Such a **Community-Academic Partnerships - A Beyond Curriculum Program** provides an opportunity to practice what they have learned in real-life settings and promotes a citizen research program envisaged in NEP 2020 by creating research opportunities and adopting families throughout their professional years.

### **Outcomes and impact**

Since its inception, the AROGYA-SETU program has reached nearly 10 million people and touched more than 1.5 million lives. Most of the population served is from the rural and tribal areas of central India.

- **Care of the aged people:** In the last five years, nearly 100,000 people over 60 years received various preventive, diagnostic, and curative services, with a total benefit of nearly 2.54 million rupees. The details of the population served in the last five years are presented in the adjacent graph.
- **Health insurance scheme:** in the last five years, 116060 families were enrolled in the health insurance schemes under AROGYA-SETU, covering around 450782 family members. The figure below presents year-wise household members enrolled in the scheme with the total members eligible under the scheme.
- In the last five years, under the health insurance schemes, the total claim of INR 38,285,432 of eligible beneficiaries was settled for OPD and IPD services at its centers. Primary care services are provided through the peripheral centers of the AROGYA-SETU. In the last five years, around 100000 beneficiaries availed basic and primary care services through centers, including immunization, health promotion, antenatal care, screening, treatment and support services, and need-based referrals to higher centers. The graph below gives details of the beneficiaries and referrals.
- **Health camps:** In the last five years, 89 health camps were organized. The services offered through these camps include health education, screening, diagnosis, treatment, and referral to a higher center. In the last five years, 448337 beneficiaries availed services through camps, and nearly 50000 (21%) of the total beneficiaries were referred to the higher centers for specialized treatment. The figure below gives the year-wise distribution of the beneficiaries at health camps.
- **Government/Public insurance schemes:** In addition to running their programs and schemes, the AROGYA-SETU staff links the potential beneficiaries to government schemes. The program has successfully linked 35489 beneficiaries' for financial claims in

the last five years. 29000 patients were given benefits through Mahatma Jyotiba Phule Arogya Yojna (MJPJY), and claims of around INR 122 cr was settled through our Interventions; 6300 patients were given benefit of Rashtriya Swasthya Bal karyakram (RSBK); and 220Patients were given benefit through Ayushman Bharat Yojna with around 1 cr financial claims.

- **Blindness control:** AGROYA-SETU program work with the community and NGOs, for cataract surgery, correction of refractive errors, distribution of free spectacles, and school services. A total of 6009 patients underwent cataract operations. The figure below presents the number of cataract patients referred by AGROYA-SETU and get operated.
- **Indicators of Wardha district:** The following figures indicate that the indicators of Wardha have improved compared to the rest of Maharashtra, despite the socioeconomic disparity in the region compared to the state. The improvement in the health indicators of the Wardha district over the last decade compared to the rest of the Maharashtra state may be attributed to the joint effort and collaboration between the Public Health Department, AROGYA-SETU program of DMIHER, and other stakeholders.

## **TEACHING HOSPITALS & HEALTH CARE SERVICES**

Teaching hospitals that are affiliated with the constituent colleges serve as fundamental locations where students receive practical clinical training in order to develop and refine their clinical abilities. In these institutions, cutting-edge facilities are developed to guarantee the integration of the service and training components, which are essential for delivering superior patient care. A proficient surveillance system, feedback mechanisms, and audits are implemented to oversee the operations of the university's hospitals with the aim of optimizing the quality of services rendered. In addition to ensuring the hospitals' correct operation, the hospital steering committee maximizes the utilization of hospital resources in the provision of learner training. The university operates four main teaching hospitals, Acharya Vinoba Bhave Rural Hospital (AVBRH), Sidhart Gupta Cancer Hospital (SGCH), Shalinitai Meghe Hospital & Research Center, Dr. Babasaheb Ambedkar Superspeciality Institute, Shalinitai Meghe Mother & Child Hospital, Sharad Pawar Dental College (SPDC), and Mahatma Gandhi Ayurved College, Hospital and Research Centre (MGACHRC) which collectively have a more than 2700 beds and are equipped with cutting-edge facilities. For patient care well qualified and skilled clinicians and sufficient nursing and paramedical personnel are available. AVBRH, which serves as a teaching hospital of significant magnitude in Central India, offers therapeutic, preventive, and promotional healthcare services to not only the residents of Vidarbha but also the populations of neighboring states.

"Health care at the doorstep" and "Affordable health care for all" are the guiding principles that the hospitals are implementing. All hospital services, including high-end superspecialty services, are provided at significantly subsidised and affordable rates in order to achieve this objective. Numerous health care and patient welfare initiatives are implemented with the intention of providing assistance to socioeconomically disadvantaged groups.

A robust infrastructure of outreach and extension initiatives exists to assist those in need in gaining access to hospital services. Important initiatives include the village adoption scheme under the Unnat Bharat Yojana of the Government of India, the comprehensive community health team, the adoption of one family per learner, general camps, treatment camps, super speciality camps, satellite clinics, telemedicine, a free ambulance service, and a daily free to and from bus service that encompasses 18 different routes within 100 kilometers and passes through over 150 villages.

The teaching hospitals are accredited with NABH, diagnostic laboratories are accredited with NABL. The AVBRH and SMHRC are also ISO 9001 certification.



## **The Hospitals hve following vision, mission and objectives**

### **Vision**

- Appropriate, Optimum and Quality Healthcare Services to the patient by adopting latest knowledge, state-of-the-art technology and highest skills, backed by effective methods of management.

### **Mission**

We intend to provide appropriate, optimum and quality healthcare services to the patient from all section and strata of our society with since of social commitment as an important plank of our medical profession.

#### *Scope of services:*

The services offered by the hospitals range from primary care to the super speciality services.

Some of the key areas are as under:

1. AVBRH & Shalinitai Meghe Super speciality Centre, Sawangi (Meghe), Wardha

The Acharya Vinoba Bhave Rural Hospital (AVBRH) is the preeminent provider of healthcare services in Central India. AVBRH possesses more than three decades of experience in healthcare. The hospital's healthcare verticals consist predominantly of day care and clinical, diagnostics, support, and support services and facilities. AVBRH prioritize the well-being and security of patients and their loved ones while providing exceptional in-patient and out-patient services. It is a leader in delivering valuable services and high-quality healthcare, backed by a staff of devoted and compassionate medical experts. The objective of AVBRH is to provide affordable healthcare services of the highest quality to both domestic and international patients. With infrastructure and facilities that adhere to both national and international standards, AVBRH is regarded as one of the most prominent and expansive hospital in India.

**Key facilities Available**

Sr. No	Facility
1.	Cath labs
2.	MRI 3.0 Tesla
3.	64 slice CT scan
4.	Central clinical lab with dry chemistry technology
5.	Clinical electrophysiology lab
6.	Sleep lab
7.	Deaddiction centre
8.	ICUs (MICU, SICU, PICU, NICU)
9.	Day care centre
10.	Human Milk Bank
11.	Subspecialty clinics
12.	Stroke rehabilitation centre
13.	CSSD
14.	Blood & component Centre

**Departments and Available Speciality Services:**

1. *Medicine*

- a. Endocrinology & Diabetes
- b. Endoscopy

- c. Nephrology
- d. Hematology
- e. Neurology
- f. Cardiology
- g. Palliative Care

2. *Obs/ Gyenec*

- a. Endoscopy Clinic
- b. Adolescent Clinic
- c. Infertility Clinic
- d. Cancer Detection Clinic
- e. Endocrine Clinic
- f. Menopause Clinic

3. *Surgery*

- a. Breast
- b. Paediatric Surgery
- c. Thoracic Clinic
- d. Plastic & Cosmetic Surgery
- e. Oncosurgery
- f. Coloproctology

4. *Orthopedics*

- a. Spine, Sport Injury & Arthroscopy
- b. Hand & Arthroplasty
- c. CTEV & Deformity
- d. Fracture Clinic
- e. PRP Clinic

5. *Psychiatry*

- a. Geriatric Clinics
- b. Child & Adolescent Psychiatric Clinic
- c. De-addiction Clinic

## Paediatrics

- d. Adolescent
- e. Malnutrition
- f. Asthma
- g. Immunization
- h. Child Guidance
- i. High Risk
- j. Haematology (Sickle Cell Clinic)
- k. Paediatric Gastroenterology (Diarrhoea)
- l. Paediatric Neurology (with child Rehabilitation)
- m. Nephrology
- n. Cardiology

## 6. *Ophthalmology*

- a. Glaucoma Clinic
- b. Retina Clinic
- c. Squint Clinic
- d. Occuloplasty
- e. Neuro Ophthalmology

## 7. *Respiratory Medicine*

- a. Asthma
- b. Pulmonary Rehabilitation
- c. C OPD

## 8. *Dermatology*

- a. Vitiligo Clinic
- b. Psoriasis clinic
- c. Autoimmune diseases clinic
- d. Vesiculobullous diseases clinic
- e. Pigmentary disease clinic
- f. Hansen's Disease clinic
- g. STD clinic

## 9. *ENT*

- a. Tumors
- b. Vertigo Oto-Neurology
- c. Rhinology & Allergy

*10. Neonatology*

- a. High Risk Clinic
- b. ROP Clinic
- c. Neuro Developmental Clinic
- d. Fetal & Neonatal Surgery Clinic
- e. Well baby clinic

*Super Speciality services*

- 1. Neurosurgery
- 2. Urology
- 3. Nephrology
- 4. Critical care medicine
- 5. Neonatology
- 6. Paediatric surgery
- 7. Onco Surgery
- 8. Oncology
- 9. Interventional radiology
- 10. Plastic & maxillofacial surgery
- 11. Cardiology
- 12. Cardiothoracic surgery
- 13. Cardiac Anaesthesia
- 14. Emergency medicine
- 15. Medical & Surgical Gastroenterology
- 16. Organ Transplantation
- 17. Retina care

### **Siddharth Gupta Memorial Cancer Hospital (SGMCH)**

Siddhartha Gupta Memorial Cancer Hospital is a comprehensive cancer hospital affiliated to Acharya Vinoba Bhave Rural Hospital, Sawangi Meghe, Wardha. It offers expertise and infrastructure for evidence-based treatment of all types of cancers. Radiation oncology is a well-knit team of expert Radiation oncologists, medical physicist and technologists to provide highly conformal radiotherapy. Surgical oncology specialty has state-of-the-art operation theatres supported by surgical ICUs managed by expert surgical oncologists and intensivists. Medical oncology services provide administration of chemotherapy, biologic therapy and supportive care for regimens of all levels of complexity under supervision of renowned medical oncologists. We aim to provide wide range of support services to meet emotional and physical needs of patients and their families during and after treatment such as, diet and psychological counselling, pain management and physiotherapy.

#### **Surgical oncology:**

The surgical oncology department at “Siddharth Gupta Memorial Cancer Hospital” is a comprehensive oncology centre aiming to offer state of art surgical services with our highly qualified surgeons trained in various specialties and well equipped surgical intensive care unit.

#### **Services**

- Head and neck oncology and reconstructive surgery
- Breast cancer surgery
- Thoracic oncology
- Hepato-pancreaticobiliary oncology
- Gynaecologic oncology
- Orthopaedic oncology
- Urologic oncology

#### **Medical oncology:**

The medical oncology department at “Siddharth Gupta Memorial Cancer Hospital” offers a comprehensive evidence based care with help of our renowned medical oncologists, empathetic nurses and paramedical staff dedicated towards compassionate service to restore quality of life.

## **Services**

- Chemotherapy for solid tumours
  - Chemotherapy for haematological malignancies
  - Personalized targeted therapy for various cancers
  - TACE - Trans-arterial Chemo- embolization
  - Intra-arterial Chemotherapy
- 

## **Radiation Oncology**

The Radiation Oncology Department at “Siddharth Gupta Memorial Cancer Hospital” aspires to provide most advanced and precise cancer care with multi-disciplinary evidence guided approach. Using cutting-edge technology and clinical expertise, we utilize ionizing radiation to destroy cancer cells and shrink tumours. Our advanced Varian Vital Beam linear accelerator can provide highly conformal radiotherapy that targets precisely the tumour and spares surrounding healthy tissue. Our team includes Radiation oncologists who offer clinical care, design treatment outline and monitor patients during radiotherapy; Medical physicists who are responsible for radiotherapy commissioning, develop complex and precise clinical plans for treatment and ensure radiation safety for patients and staff, Radiation technologists who operate machines and deliver radiotherapy.

## **Equipment**

1. Varian Vital Beam linear accelerator with Eclipse treatment planning system
  - Configuration of three photon and six electron energies
  - Maestro control system orchestrates dose, motion and imaging to deliver fast and efficient treatment
  - Built in accuracy checks performed every 10 ms during treatment
  - Integrated workflow with Eclipse and ARIA information system
  - Eclipse capable of wide range of planning options including RapidArc planning
  - Knowledge based Rapid Plan and Smart Segmentation
2. Varian Gamma Medplus iX brachytherapy afterloader machine with High dose rate Iridium-192 source and Brachy Vision treatment planning system
  - Increased safety using fixed length treatment distance
  - Wide range of treatment accessories suitable for CT/MR imaging
3. ARIA Oncology Information System

## **Services**

1. Rapid Arc / Volumetric Modulated Arc Therapy (VMAT)
2. Intensity Modulated Radiation Therapy (IMRT)
3. Image Guided Radiation Therapy (IGRT)
4. Stereotactic Radiosurgery (SRS) and Stereotactic Radiotherapy (SRT)
5. Stereotactic Body Radiation Therapy (SBRT)
6. 3D Conformal Therapy (3DCRT)
7. Short course palliative radiotherapy
8. HDR Brachytherapy for intra-cavitary and interstitial applications

## **Interventional Radiology Services:**

- Image guided Biopsy
- Transjugular renal /Liver Biopsy
- Stereotactic breast biopsies / needle localisations/ fiducial marking.
- Image Guided nerve block
- Image guided (RFA/ Microwave ablation in liver , Lung , renal & bone lesions)
- Image guided (RFA/ Microwave ablation in Benign tumor -thyroid /breast/bone lesions)
- Biliary Drainage Procedures - External Drainage And Stent Placement - Single Metallic Stent PCN
- Percutaneous DJ stent
- Gastrointestinal Visceral Arterial Embolization In Upper And Lower Gastrointestinal Bleeding With Microcatheter
- Preoperative prophylactic Tumor embolisation for GI, renal, bronchial, uterine, tumor vessels.
- Chemoembolization For Liver Tumors Using Drug And PVA Or DC Beads (conventional TAE & TACE)
- TARE- Work up & Y90 Drug delivery
- Tunnelled ascitic /pleural catheter
- PICC Line
- Chemo port placement
- Hickman Catheter Placement 5 25
- HVPG Measurement
- Percut Gastrostomy
- Lymphangiography
- Lymphatic embolisation
- Preoperative Portal Vein Embolization For Liver Tumors
- Embolization Of Postoperative And Post Traumatic Bleeding



**SHALINITAI MEGHE HOSPITAL & RESEARCH CENTRE  
DR. BABASAHEB AMBEDKAR SUPERSPECIALITY INSTITUTTE**

The offcampus institute Datta Meghe Medical College (DMMC) in Wanadongri, Nagpur has three affiliated hospitals—Shalinitai Meghe Hospital & Research Center, Dr. Babasaheb Ambedkar Superspeciality Institute, and Shalinitai Meghe Mother & Child Hospital. The Dr. Babasaheb Ambedkar Superspeciality Institute (DBASI), nestled within the premises of Shalinitai Meghe Hospital & Research Center (SMHRC), stands as a bastion of timely and high-quality multispecialty healthcare services for the underserved populace of Central India. Hospitals ensures exceptional inpatient and outpatient care, fostering an environment conducive to swift recovery and holistic wellness. Boasting state-of-the-art infrastructure and advanced medical technologies, our institution prides itself on delivering superlative healthcare treatments and surgeries, thereby earning accolades as one of India's premier Hospital and Research Centers.

DBASI is home to distinguished specialists across various domains, offering not just exemplary medical and clinical services, but also imparting top-notch education and training. Our commitment to excellence in super specialty treatment has propelled us to the forefront of Central India's healthcare sector. Upholding our pledge to cater to the ailing populace with the utmost care, we strive to deliver unparalleled patient-centric care of the highest quality at affordable rates. In essence, at DBASI, we unite cutting-edge infrastructure with the finest medical minds to deliver outcomes that surpass expectations, reaffirming our commitment to superior patient care and well-being.

Shalinitai Meghe Mother and Child Hospital stands as a testament to our unwavering dedication to providing specialized healthcare services to mothers and children. Equipped with state-of-the-art operation theaters, Neonatal Intensive Care Units (NICU), and Pediatric Intensive Care Units (PICU), complemented by round-the-clock medical expertise, we ensure comprehensive emergency care services.

The institution prides itself on the expertise and compassion of our dedicated physicians, complemented by a team of highly skilled and empathetic nurses. Every patient is embraced with personalized care and attention, fostering an environment of healing and comfort. With an unwavering focus on quality and service excellence, we have established ourselves as a paragon of healthcare excellence in Central India.

**Broad Specialties**

- Medicine
- General Surgery
- Orthopaedics
- Obstetrics & Gynaecology
- Paediatrics
- ENT

- Ophthalmology
- Respiratory Medicine
- Dermatology
- Psychiatry
- Dentistry
- Oral Surgery

### **Super Specialties**

- (Adult and paediatric) Critical Care, Burn Unit
- Cardiology, Cardio Thoracic & Vascular Surgery
- Neurology & Neurosurgery
- Interventional Radiology
- Urology
- Nephrology (Adult & Paediatric)
- Gastroenterology
- Rheumatology
- Oncology
- Plastic & Reconstructive Surgery
- Joint Replacement & Arthroscopy
- IVF
- G.I. Surgery
- Neurodevelopment Paediatrics

### **Sub-Specialties Clinics**

- Diabetes Clinic
- Hypertension Clinic
- Endocrinology Clinic
- Sickle Cell Anemia Clinic
- Breast Clinic

- Retina Clinic
- Happy Heart Clinic
- Kidney disease Clinic
- Vertigo Clinic
- Rhinology & Allergy Clinic
- Oncology Clinic
- Infertility Clinic
- Family planning & contraception Clinic
- PCOS & Adolescent Health Clinic.

### **Diagnostics Services at Hospital**

#### Diagnostic Imaging

- X-ray & Imaging
- 50 Slice Computed Tomography Scan (CT scan)
- DSA Lab
- Mammography
- 1.5 tesla, Magnetic Resonance Imaging (MRI)
- OPG Imaging
- Ultrasonography
- Cath Lab & Interventional Radiology

#### **Central Clinical Laboratory and Dattatraya Blood Centre. (NABL Accredited Lab.)**

- Biochemistry
- Clinical Pathology and Haematology
- Microbiology
- Histopathology
- Cytology
- Blood Banking
- Covid Lab

- Frozen Section Facility

**Other Diagnostic Services**

- 2 D Echo
- Audiometry
- EEG
- EMG
- Holter Monitoring
- Spirometry
- Treadmill test

**24x7 Facilities**

Emergency Services	Cardiac Ambulance Services
Daily OPD	Diagnostic Laboratory
Day-care Surgery	Blood Bank
Pharmacy	Radiology including 50 slice CT scan, 1.5 tesla
AC Semi private Wards	Premium Twin Sharing Rooms
VIP Suite	Private Deluxe rooms
Operation Theatre Complex (Fully Equipped Modular OT with Laminar Flow)	
Advanced Cath lab for Cardiac and Peripheral Interventional Radiology	
Advanced Emergency division with OTs and Dedicated Mother and Child Hospital	
NICU (Outborn / Inborn)	
Intensive Care Unit which includes Surgical ICU, Medical ICU, Cardiac Care Unit & Pediatric & Neonatal ICUs	

### **Sharad Pawar Dental College and Hospital**

Sharad Pawar Dental College and Hospital is one of the most popular private dental college and hospital in the country. It was founded in 1991 and is approved by the Dental Council of India. The SPDCH is well-equipped with 330 dental chairs and has facilities that are on par with the best in the world. It also has the biggest setup for maxillofacial surgery in Central India.

#### 1. Key Facilities

Sr.No	Facility
	Comprehensive oral care
	Advanced oral diagnostics
	Advanced dental treatments
	Esthetic dentistry
	Preventive Dental Care
	Oral cancer treatment and rehabilitation
	Tobacco and betel nut cessation centre

#### ❖ **Broad speciality**

##### ➤ ***Clinical Services***

- Conservative Dentistry & Endodontics
- Oral and Maxillofacial Surgery
- Prosthodontics
- Oral Medicine and Radiology
- Oral Pathology
- Orthodontics & Dentofacial Orthopaedics
- Pedodontics and Preventive Dentistry
- Periodontology
- Public Health Dentistry

#### ❖ **Super specialty Implant clinic CBCT**

### **Mahatma Gandhi Ayurveda Hospital**

Ayurveda, typically described as the "science of life," is a millennia-old Indian medical system in continuous practice. It prioritizes mental, physical, and spiritual equilibrium in order to preserve and restore health. The Mahatma Gandhi Ayurved Hospital exemplifies these principles in the twenty-first century by providing a seamless integration of conventional medical techniques and traditional wisdom. Within a society that frequently pursues natural and holistic healthcare modalities, the MGACRH serves as a best center for healing and ancient authentic Ayurveda procedures and facilities. It presents a unique fusion of wellness, medicine, and spirituality with the aim of fostering comprehensive health. A holistic approach to health and wellness is achieved through the utilization of herbal remedies, therapeutic treatments, mindful practices, and the expertise of our practitioners. MGACRH believes in treating the underlying causes of imbalances and fostering the body's innate ability to rehabilitate.

#### **BROAD CLINICAL SERVICES:**

• Kaychikitsa	• Shalya	• Striroga & Prasuti Tantra
• Panchakarma	• Shalakya	• Kaumarbhritya
• Casualty	• Swastharakshan	

#### **HOSPITAL SUPERSPECIALTY:**

• Musculoskeletal Disorders	• LASER Surgery for piles, Cosmetology and Auroplasty
• Neuro Muscular Disorders	• Wound care
• Skin Disease	• Leech therapy in various pain
• Infertility	• Spinal Disorder
• Impotency	• Migraine
• Painless Ksharsutra	• Computer vision syndrome
	• Chronic rhinitis

**Key Facilities:**

• X-ray	• Operational theatres
• ECG	• CSSD (central sterilization & supply departments)
• EEG	• Pharmacy
• Laboratory services	• Hospital store
• Haematology Laboratory	• Dietary services
• Blood biochemistry laboratory	• Yoga
• Panchakarma	

## **Ravi Nair Physiotherapy Hospital**

The Ravi Nair Physiotherapy Hospital is an institution committed to the optimization and restoration of physical well-being. This specialized establishment is dedicated to assisting individuals in regaining their mobility, alleviating pain, and improving their quality of life by utilizing physiotherapeutic techniques supported by scientific evidence. The Ravi Nair Physiotherapy Hospital serves as a central institution in this field, offering an extensive array of services to accommodate people of all ages and circumstances—from senior citizens aiming to preserve their autonomy to athletes recuperating from athletic injuries. The hospital believe in the rehabilitative and supportive potential of manual therapy, exercise, and movement. To assist patients in recovering and regaining their independence, our team of proficient and empathetic physiotherapists develops individualized treatment programs through the application of cutting-edge technologies and methods.

### **BROAD SPECIALITIES**

- Musculoskeletal physiotherapy
- Neuro-physiotherapy
- Community Physiotherapy
- Cardio Vascular and Respiratory Physiotherapy
- Paediatric Physiotherapy
- Sports Physiotherapy

### **SPECIALIZED SERVICES**

- Stroke rehabilitation clinic
- Gait disorders rehabilitation
- Orthotic services

### **COVID services**

o Screening facility at Hospital Entrance for patients	o Refferal and prior testing for COVID- 19 if suspected before provision of treatment
o Provision of hand sanitizers and detailed history recording at entrance	o Infection control protocol is followed for equipments and couches after the treatment of each patient.
o Social distancing	o Use of PPE kits for hospital staff to ensure safe treatment services



## Report of Internal Quality Assurance cell (IQAC)

### DMIHER (DU)

The Internal Quality Assurance Cell of DMIHER(DU) ensures that the institution follows best practices, continuously improves its processes, and provides quality education and services to its stakeholders, and plays a significant role in accreditation processes, and in fostering a culture of quality consciousness within the institution.

### **IQAC Recommendations which were implemented during the period at DMIHER(DU)**

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. The Booklets prepared for Self Study Report (SSR) for the NAAC 4th Cycle and booklets which were included in SSR NAAC 4th Cycle

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

3. A 'DMIHER (DU) Wall of Achievements' was designed at university office building.
4. Self Study Report, best practices and institutional distinctiveness for the 4th reaccreditation cycle of NAAC.
5. The following list of case studies were identified and finalised NAAC Peer Team Visit:
  - a. Maternity leave
  - b. Sabbatical
  - c. Seed money
  - d. Article processing charge
  - e. Patent processing
  - f. Participation in scientific events
  - g. Intramural grant
  - h. Career advancement scheme
  - i. Curriculum revision cycle
  - j. Launch of new program - all 8 steps
  - k. Potential learners complete cycle
  - l. Advanced learners complete cycle
  - m. ICC complete cycle of one complaint and it's resolution
  - n. Student Grievance redressal complete cycle
  - o. Staff grievance redressal complete cycle
  - p. Appointment of faculty (complete cycle)
  - q. Appointment of Adjunct faculty
  - r. Appointment Visiting faculty
6. The NAAC Peer team members were identified and finalised

<b>Peer team member</b>	
1. Dr. Satheesh Bhandari	6. Dr. Anil Kumar Saini
2. Dr. Latha Ravichandran	7. Dr. Mansi Deshpande
3. Dr. Ram Thombare	8. Dr. Devi Nanjappan
4. Dr. B. Reshmi	9. Dr. Parag Kalkar
5. Dr. Arun KP	10. Dr P Vishnudevi

The following Training and Workshops were conducted by IQAC during the period

**1. Orientation workshop for Self Study Report (SSR) for 4<sup>th</sup> Cycle of NAAC Re-accreditation**

<b>Sr. No</b>	<b>Venue</b>	<b>Nature of Orientation</b>	<b>Participants</b>
1.	IQAC Hall	Orientation to Self study report (SSR) 4th cycle	All HoIs, All Dean Academics, Vice Deans, Directors and Convener education units

**2. Orientation workshop for 4<sup>th</sup> Cycle of NAAC Re-accreditation were organized on the following topics**

Sr. No	Venue	Nature of Orientation	Participants
1.	IQAC Hall	Research related Policies and SOPs	Directors, All HoIs, All Dean Academics, Vice Deans, HoDs, PG Conveners
2.		Administrative Policies and SOPs	
3.		Financial Policies and SOPs	
4.		Staff Welfare policies Policies and SOPs	
5.		Academic policies Policies and SOPs	
6.		Hospital policies Policies and SOPs	
7.		Environment related policies Policies and SOPs	

**3. Workshop was organized on the following topics for Academic Quality Assurance and Maintenance.**

Sr. No	Venue	Nature of Workshop	Participants
1.	SHER Training Hall	Launch of New Academic Program- 8th step mechanism, Related Policy	All HoIs, All Dean Academics, Vice Deans, Members of Education Units
2.		Curriculum Revision Process- UG, PG, Super specialty, Related Policy	
3.		Learner Centric TL Method- PBL, MPBL, Flipped Classrooms, CHCP, FAP integrated teaching, SISA, IDCD, Peer to Peer, ECE, AETCOM	
4.		Formative Assessment PG Program- OSCE , Mini Cex, DOPs	
5.		Policy for Identification for Potential and Advance Learners, Related Initiatives and case study for each academic program	
6.		Structured SDL	
7.		Simulation based learning, modules, certifications, standardized Patient	
8.		Value Added courses of DMIHER	
9.		Outcome based Education and assessment	
10.		Institutional Learning Management System, its features and updation	
11.		Library Resources, KOHA Software Features including remote access	

**4. Various orientation sessions conducted by IQAC for the decentralised administrative mechanisms of the University**

Sr. No	Venue	Nature of Orientation	Participants
1.	IQAC Hall	Students Guidance Clinic - Mechanism of working, SOPs	All HoIs, All Dean Academics, Vice Deans, Attendance cell conveners
2.		Academic Appraisal Program	All HoIs, All Dean Academics, Vice Deans, Convener AAP respective colleges
3.		Preceptor ship Program , Duties of Preceptors, Referral to SGU, ATR	All HoIs, All Dean Academics, Vice Deans, Preceptorship Incharges respective colleges
4.		Student Grievance Redressal Mechanism	All HoIs, All Dean Academics, Vice Deans, respective Conveners Student Welfare cell
5.		Exam related grievance redressal	All HoIs, All Dean Academics, Vice Deans, Student Welfare cell
6.		Students attendance Policy and SOP	All HoIs, All Dean Academics, Vice Deans
7.		Institutional forum for Women (IFFW)	All HoIs, All Dean Academics, Vice Deans
8.		Internal Complaint Committee (ICC)	All HoIs, All Dean Academics, Vice Deans
9.		Equal Opportunity Cell (EOC)	All HoIs, All Dean Academics, Vice Deans

**5. Various orientation sessions conducted by IQAC for the Students during the period**

Sr. No	Venue	Nature of Orientation	Participants
1.	Auditorium	Student code of conduct	CR and members student council and student representatives
2.		Antiragging	
3.		Grievance redressal - general	
4.		Grievance redressal - Exam	
5.		ICC	
6.		Student clubs	

7.		Academic appraisal program	
8.		Attendance	
9.		NSS & YRC	
10.		CHCP & FAP	
11.		Student guidance clinic	
12.		International opportunities	
13.		Library Resources, KOHA Software Features including remote access	
14.		Training and Placement	
15.		Student app, LMS and portfolios	
16.		Student scholarships	
17.		Preceptor-ship program	

**Report of the External Academic and Administrative Audit at DMIHER(DU) on 27<sup>th</sup> March, 2023**

Dr. Vedprakash Mishra, Hon. Pro Chancellor, DMIHER(DU) and Dr. Lalitbhusan Waghmare, Hon. Vice Chancellor, DMIHER (DU) constituted the following Academic and Administrative Audit Committee (AAA Committee) to conduct the AAA Committee audit virtually on the 27<sup>th</sup> March, 2023.

**External Academic and Administrative Audit, DMIHER (DU)**

27<sup>th</sup> March 2023

**Peer team**

<b>SN</b>	<b>Name</b>	<b>Designation</b>	<b>Peer team</b>
1	Dr. S. P. Thyagarajan	Hon. Chancellor, Avinashilingam Institute for Home Science and Higher Education for Women (Deemed to be University Coimbatore, Tamil Nadu)	Chairman
2	Dr. Mohanan Kunnumal	Hon. Vice Chancellor, Kerala University of Health Sciences (KUHS)	Member
3	Dr. Rakesh Kumar Mudgal	Hon. Vice Chancellor, D. Y. Patil Education Society An Institution Deemed to be University, Kolhapur	Member
4	Dr. Sudharani B. Banappagoudar	School of Nursing Sciences, ITM University, Gwalior	Member
5	Dr. Sunil Thitame	Dean, Faculty of Allied Health Sciences Pravara Institute of Medical Sciences (Deemed to be University), Loni, Ahmednagar,	Member
6	Dr. Shikha Kanodia	Dept., of Conservative & Endodontics, Govt, Dental College and Hospital, Ahmedabad.	Member

SN	Section	Recommendations
1	Hon. Vice-Chancellor's presentation	<ul style="list-style-type: none"> <li>• Since the University medical colleges are in rural area it should be used as an opportunity. By direct intervention in rural population, their health indices like infant mortality, maternal mortality, Clinical epidemiology could be carried out as population based to elicit the role of DMIHER in lowering the above and improving health quality index by this activity of the University.</li> <li>• Improving the hospital facility as a top-class tertiary referral hospital to get more clinical material and income.</li> <li>• Joint degree/twinning degree programs as permitted by UGC can be initiated with the approval of BOM, since as Category-I Deemed University DMIHER is eligible.</li> <li>• Opportunity for students to take additional /parallel qualifications like specialized certificate/Diploma/Fellowship programs may be created.</li> <li>• Efforts are to be made to increase e-course wares in all Faculties to be upload able onto SWAYAM and NPTEL.</li> <li>• Students must be provided with the option of MOOCs facility and electives on NSS and UBA may be provided</li> <li>• A strategic plan for strengthening Newer Faculties of DMIHER has to be prepared for implementation.</li> <li>• To identify and maintain the database dynamically of distinguished / eminent alumni from all the Faculties of DMIHER and utilising them for all dimensions of university activities</li> <li>• To focus on publications in Q1 and Q2 journals, preferentially so as to enhance the quality of research productivity.</li> <li>• With large number of patents granted, increased efforts may be taken for significant technology transfer.</li> <li>• Ensure balancing research and teaching priorities and resources.</li> <li>• Increasing focus on diversity in extension activities and increased opportunity for student participation.</li> <li>• DMIHER Institute can encourage further Doctoral Research enrolment.</li> <li>• Enhancement of National and International student exchange programmes and also enrolment of International faculties.</li> <li>• Establishment of Incubation centre and startup activities can be enhanced.</li> <li>• Integration of teaching and learning methodologies in all Faculties</li> </ul>



		<p>of DMIHER.</p> <ul style="list-style-type: none"> <li>• Upgradation of clinical facilities at adopted villages to accommodate growing rural patients' needs.</li> <li>• Encouragement of scholarship/Fee waiver programmes for undergraduate as well postgraduate students belonging to SEDGs.</li> <li>• Alumni activities and contributions can be enhanced which may support in curtailing of tuition fees.</li> <li>• Alternative sources of energy like Solar energy system or Renewable sources and energy conservation strategies may be adopted.</li> <li>• Develop new interdisciplinary programs that combine health sciences with other fields, such as business or engineering.</li> <li>• The Faculty of Allied Health Sciences be renamed as , “Faculty of Allied Healthcare Sciences” as stipulated by the National Allied Healthcare Sciences Council</li> <li>• Well-structured longitudinal Villages-adoption programme be adopted so that some of those villages may become ‘Smart Villages’</li> </ul>
2	IQAC	<ul style="list-style-type: none"> <li>• A road map for the implementation of all the UGC advisories/ Regulations towards NEP-2020.</li> <li>• The DMIHER Quality Policy be prepared.</li> <li>• In order to have an integrated functioning of IQAC with the involvement of all Faculties of DMIHER, Faculty Quality Units (FQUs) be constituted in each of the Faculty of DMIHER.</li> <li>• Trainings and capacity building programmes on Higher Educational Quality and various schemes of reforms to be strengthened.</li> </ul>
3	Research and Development	<ul style="list-style-type: none"> <li>• Planned steps may be taken to provide appropriate journal selection to improve Q-I / Q-II journal publications and research quality</li> <li>• Effective strategies may be evolved to mobilise significant extra mural grants from various agencies, including Industries</li> <li>• Structured training and capacity building programmes are to be conducted to all levels of researchers in Clinical, Basic, Applied and Translational areas</li> <li>• Accreditation of facilities like IEC/IRB, Animal Facility, Clinical trial centre need to be undertaken to attract international and industry funding.</li> <li>• The Clinical Trial Management software need to be positioned to</li> </ul>

		<p>facilitate multinational clinical trials.</p> <ul style="list-style-type: none"> <li>• The available large number of IPR need to be technology transferred through Industry-Academia Open Houses and all possible means of interactions.</li> <li>• To facilitate seamless development of Research and Innovation ecosystem, the Research Information Management System should be made operational.</li> </ul>
4	Assessment and Examinations	<ul style="list-style-type: none"> <li>• Integration of Continuous Internal Assessment (CIA) in the examination automation system.</li> <li>• Mapping of PO CO with formative and summative assessment separately.</li> </ul>
5	Student Support	<ul style="list-style-type: none"> <li>• To enhance Alumni engagement in various areas, especially in endowments and students' placements.</li> <li>• To augment capability enhancement and skill development programmes.</li> <li>• To explore more venues to expand the provisions of the 'Learn and Earn' scheme.</li> <li>• To strengthen the Alumni Office at the university.</li> </ul>
6	Best Practices & Institutional Distinctiveness	<ul style="list-style-type: none"> <li>• The DMIHER IQAC may select better Best Practices and Institutional Distinctiveness from the very many that are demonstrable from the presentations made like the 'Institutionalised Internal Audit System using the PDP guidelines based departmental grading system.</li> </ul>

## Accreditations and ranking

### 1) NAAC 4th cycle of Reaccreditation

- DMIHER(DU) submitted IIQA for 4th Cycle of NAAC Reaccreditation on 10th January, 2023.
- IIQA was approved by NAAC on 15<sup>th</sup> February
- Accordingly Self Study Report (SSR) was prepared and submitted on 31<sup>st</sup> March, 2023.
- DVV corrections were also submitted in due course of time to NAAC.
- The Preparatory Peer Team was appointed under the Chairmanship Hon. Dr. Sateesh Bhandarey for assessing the overall preparation of the university and its constituent units.

The Team Comprises of

Sr No	Peer team	
1.	Dr. Satheesh Bhandari	Chairman
2.	Dr. Latha Ravichandran	Member
3.	Dr. Ram Thombare	Member
4.	Dr. B. Reshmi	Member
5.	Dr. Arun KP	Member
6.	Dr. Anil Kumar Saini	Member
7.	Dr. Mansi Deshpande	Member
8.	Dr. Devi Nanjappan	Member
9.	Dr. Parag Kalkar	Member
10.	Dr P Vishnudevi	Member



### **Preparatory Peer Team visit to DMIHER (DU)**

- The Preparatory Peer Team Visited DMIHER(DU) main campus at Sawangi(Meghe) Wardha and Off Campus at Wanadongri, Nagpur to verify the preparedness of the university and its all constituent unit on 16<sup>th</sup> and 17<sup>th</sup> June 2023 and submitted their recommendation as under
  - 1) Participating in international accreditation and ranking
  - 2) Improving in the National ranking
  - 3) Approach road to institution in both campus needs face lift
  - 4) Appropriate signage in Hospital and public access areas
  - 5) Display of Vision , mission statements in strategic places
  - 6) Quality policy to be displayed and disseminated to stakeholders
  - 7) Attracting International students and faculty by participating in global reach activities
  - 8) Expanding the Scope of Alumni engagement and enhancing their contributions
  - 9) Starting new programs in Allied Health (BSc Emergency Medical technology, BSc Occupational therapy), Environmental Health, Commerce and management.
  - 10) To start Pharm D program in Pharmacy college
  - 11) To start new PG programs in Physiotherapy (Specialty )
  - 12) To start a School of Public / Global Health
  - 13) To establish new colleges in Naturopathy and Homeopathy
  - 14) To improve the number of students seeking admission under ODL by starting more programs and establishing regional and study centers.
  - 15) Separate Hostel and food facilities for International students
  - 16) Attracting Medical tourism for Super-specialties, Ayurveda, Yoga and Naturopathy
  - 17) Placement opportunities to be expanded through Industry collaborations and expanding the centers of excellence
  - 18) Creating a post of Curriculum Director to streamline the university Curriculum development ,implementation and monitoring

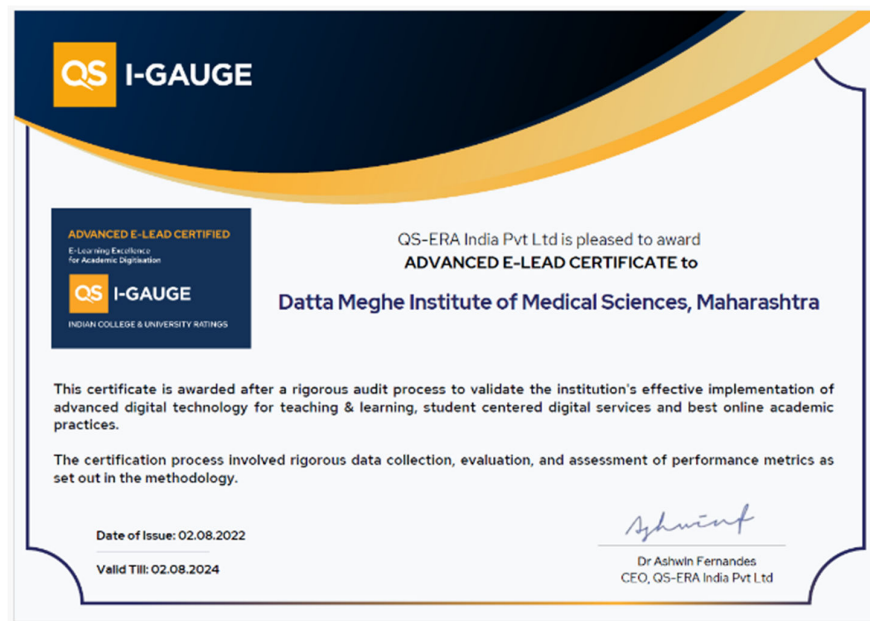
Accordingly required enhancement in preparation to face Peer Team visit was completed well in advance to welcome Peer Team on their visit scheduled to be held on 11th to 13th July, 2023.

## 1. IQAC participation in Accreditations and Rankings

1. DMIHER (DU) participated in the sixth cycle of NIRF rankings for the year 2023. The university secured 75<sup>th</sup> rank in Overall, 39<sup>th</sup> in University, 25<sup>th</sup> In Medical and 17<sup>th</sup> in Dental college in the country.





2. DMIHER (DU) participated International ranking QS I-GAUGE ADVANCED E-LEAD



## 2. Grant to IQAC for Mentoring - "Margdarshan Scheme" by NAAC

Under the NAAC margdarshan Scheme 2023 mentoring the non-accredited institution for preparation of NAAC visit for six colleges as per the letter below.

<p>ಡಾ   ಎಸ್.ಸಿ. ಶರ್ಮ ನಿರ್ದೇಶಕರು ಪ್ರೊ. ಎಸ್.ಸಿ. ಶರ್ಮ ನಿರ್ದೇಶಕ Prof. S.C. Sharma Director</p>		<p>ರಾಷ್ಟ್ರೀಯ ಮೌಲ್ಯಾಂಕನ ಮತ್ತು ಮಾನ್ಯತಾ ಪರಿಷತ್ತು ವಿಶ್ವವಿದ್ಯಾಲಯ ಅನುದಾನ ಆಯೋಗದ 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</p>			
NAAC/Margdarshan - 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 Margdarshan 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	Rajpur 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					
ಅಂಶ ಪಟ್ಟಿಗೆ ಸಂಖ್ಯೆ : 0028, ನಾಗರಭಾವಿ, ಬೆಂಗಳೂರು - 560 025, ಕರ್ನಾಟಕ, ಭಾರತ / ಪಿ. ಆ. ಬಾಕ್ಸ್ ನಂ. 1075, ನಾಗರಭಾವಿ, ಬೆಂಗಳೂರು - 560 072, ಭಾರತ					
P.O.Box No.1075, Nagarbhavi, Bengaluru - 560 072, INDIA					
☎ : +91-80-23210267, 23005112, 114, 115, (Direct) ☎ : +91-80-23210268					
ಮಂತ್ರಾಲಯ/ಇ-ಮೇಲ್/ E-mail : director.naac@gmail.com / ಸಾಲುತಾಣ/ವೆಬ್‌ಸೈಟ್/Website : www.naac.gov.in					

# REPORT OF DIRECTORATE OF RESEARCH



## Co-creation One Health Workshop Maharashtra

### Prioritising Risks for Emerging and Epidemic-prone Diseases in Maharashtra

One Health System Strengthening in India (OHSSIN)  
Project by



Funded by



**The Institution of Engineers (India), Public Health Foundation of India & Datta Meghe Institute of Higher Education & Research (Deemed to be University)**
  
 Presents

Higher Education Conclave on

**Current Opportunities in INTERDISCIPLINARY & TRANSDISCIPLINARY PROFESSIONAL EDUCATION**
  
 Techno Health Programs

21<sup>st</sup> to 22<sup>nd</sup> January 2023 Venue: DMIMER (DU) Sawangi (Meghe), Wardha

Knowledge Partner:

**Industrial Training Program Level-I**
  
**Critical Care Equipment**

Hands-on-training on Medical Equipments

1 Week (40 Hours)

4 Credit Points

Eligibility: 2<sup>nd</sup> / 3<sup>rd</sup> / 4<sup>th</sup> Year Biomedical Engineering / Medical Electronics / EI / EEE / ECE / B.Sc / M.Sc Electronics or related branches

Organized at Center of Excellence IBSC

For Enquiry: newgenedmins@gmail.com

**ENHANCING 3D COMPETENCIES OF MEDICAL SCHOLARS**
  
 A TRIO SOCIETAL PROJECT

**ONE WEEK TRAINING PROGRAM ON 3D TECHNOLOGIES**
  
 On 13<sup>th</sup> January 2023

Introduction to 3D Computer Graphics, 3D Modeling of Body Parts, Surface Modeling of Body Parts, Assembly Design of Body Parts, 3D Printing and its Applications, Post-Processing of 3D Printed Parts, Introduction to 3D Printing Technology, Design of 3D Printing Machine, Study of Biomechanical Implants, Introduction to the Market Analysis, Structural Analysis with Abaqus.

Principal Investigator: Dr. Anand K. Jadhav

Co-Principal Investigator: Dr. Anand K. Jadhav

Organized by: Datta Meghe Institute of Higher Education & Research (Deemed to be University), Sawangi (Meghe), Wardha.

Venue: Faculty of Engineering Technology (FET), PhED-200, Sawangi, Maharashtra 442001, India.

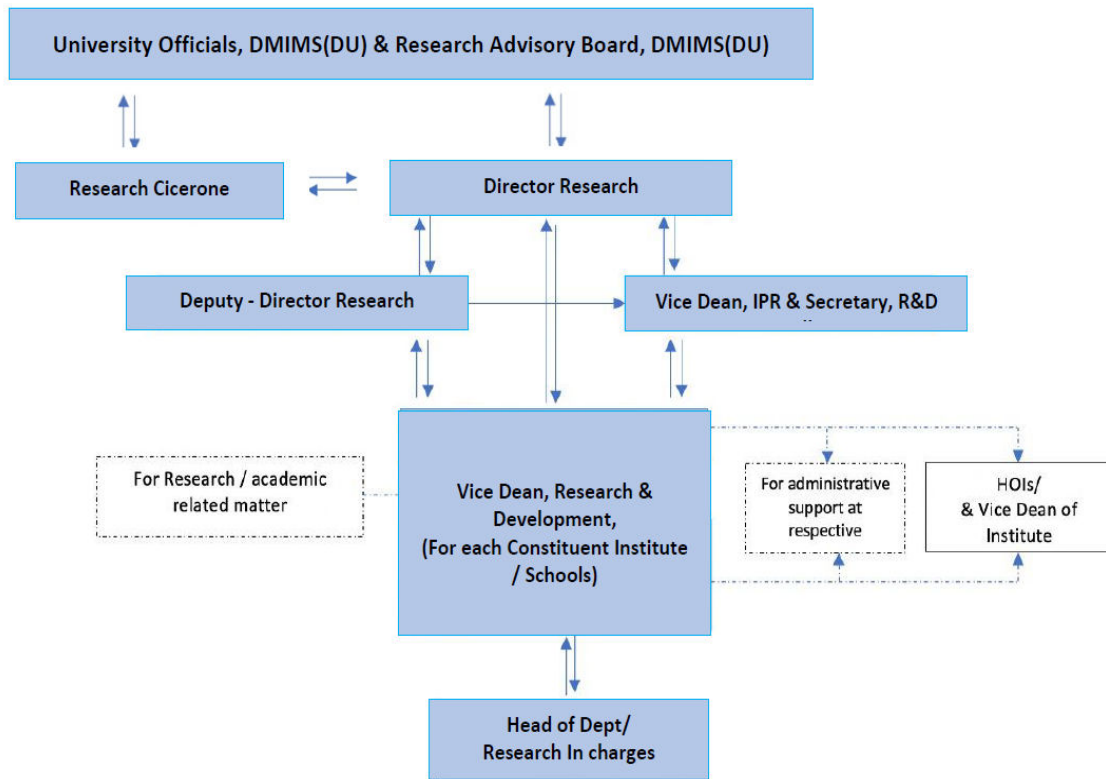
Sponsored by: La Fondation, Denaiah Systems, www.dmitwpu.edu.in





The University Research & Development has made a significant impact and developed a creative, supportive and conducive environment for research amongst the students and faculties of all constituent colleges. Established unified Directorate of Research having all major facilities under one roof. Budget allocation and seed-grants has been increased for students, doctoral and postdoctoral fellows and research awards leading to increase in quality and in number of research projects and publications in peer reviewed journals. There has been a significant increase in ICMR - Short Term Studentship, ICMR PG thesis support. R & D to promote good publication practice and research, subscribed Turnitin software for enforcement on similarity check. Bio-ethics practices was enhanced through establishment of UNESCO ethics unit and that has enhanced research aptitude in the faculties. Collaboration with IIT, Mumbai, IIT Kharagpur, IISc Bangalore & VNIT, Nagpur in the field of bioengineering and medical device innovation. This has led to establishment of center like NEWGEN INNOVATION & ENTREPRENEURSHIP DEVELOPMENT CENTER (New Gen IEDC) Under the aegis of: National Science & Technology Entrepreneurship Development Board (NSTEDB) DST, Govt. of India, BETiC Innovation Cell, Institutional innovation council recognized by Innovation cell, MHRD to promote innovations in medical technology and health care. Molecular Biology and Epidemiology Laboratory is providing state of the art facilities for molecular research. Incorporation of global health perspective with social innovation support by SILICE project & Enprenindia project (Erasmus+, EU) by consortium of 14 higher education institutions across 5 countries and partnering with academia, industries and NGOs. Consultancy and collaboration had a significant impact and led to many interdisciplinary, multidisciplinary and translational researches. Consortium with national and international bodies for global health like South Asia Infant Feeding Research Network (SAIFRN), Global Consortium for Public Health and Research (GCPHR) have been formed which has led to joint publications, joint conference/workshops, increase in student and faculty exchange programs, joint grant submissions, and knowledge exchanges. Incentives, training on research methodology and advanced statistics has led to increase in high quality peer-reviewed publication with more than 2231 publications during 2022 in International reputed data-bases (Scopus, PubMed, Web-of sciences). The significant achievement of publications per year in international database is at par with the best institutes and universities in the country. Increase in copyright and patent filing and publication with 186 patent applications have been filed out of which 113 have been published. 85 Patent has been granted. 921 copyrights have been registered. Special focus on enhancing facilities for grant submission, collaboration has led to enrichment and increase in number of grant submission, including joint grant submissions with reputed universities like University of Sydney (Australia), Sheffield University (UK),

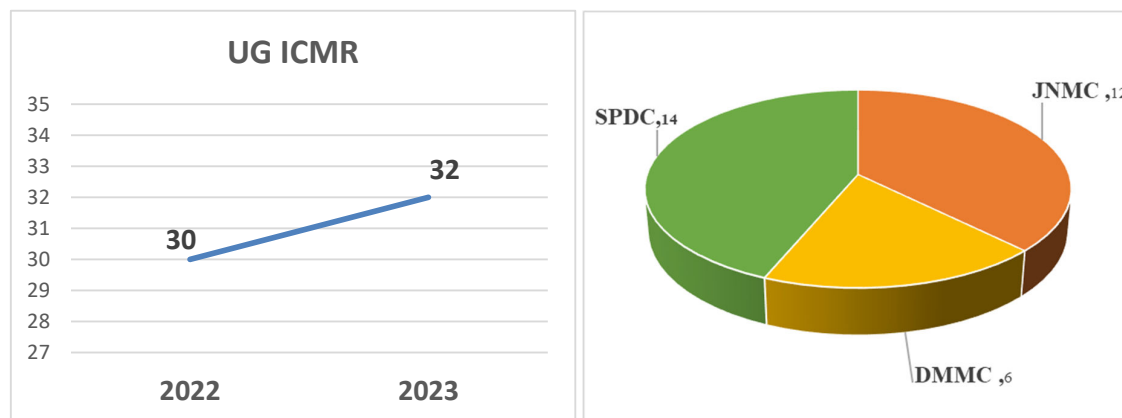
Bournemouth University (UK), Public Health Foundation of India (PHFI), Michigan State University, USA, Kazan state Medical University, Russia, AMN, Romania, Western Connecticut Health Network, Division of Evidence Synthesis(WHO), University Of Wollongong, The Rekhi Foundation, The British Association Of Physicians Of Indian Origin, BAPIO, Plymouth Morgan University, Cornell University.



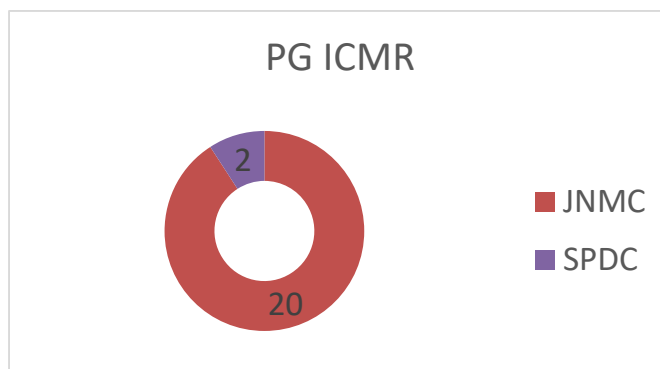
### The Ecosystem

### Research Projects

### Projects Selected by ICMR (Short Term Studentship) in 2022-2023: 32



**Projects Selected by ICMR (PG thesis grant) in 2022-2023: 22**



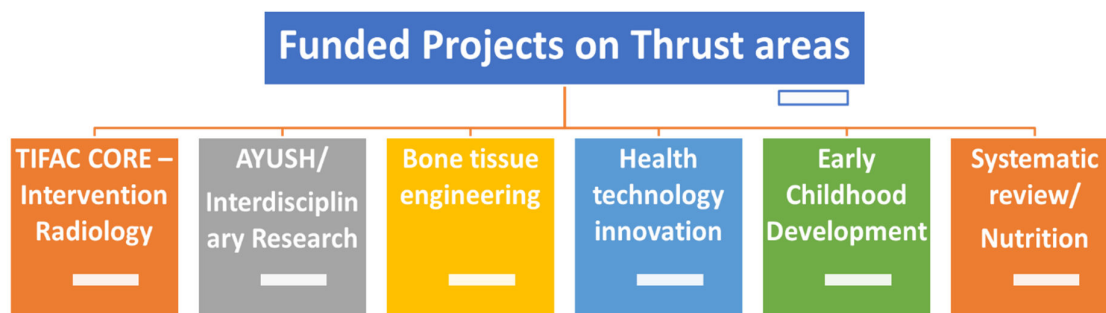
**University Publication -2022**

Institute	Publications in Scopus, WoS & PubMed in - 2022
University Publication in Scopus, PubMed & Web of Science	2231

**Books/ Chapters / Monograph - 2022**

Constituent College	Books /Chapter / Monographs
JNMC	92
SPDC	105
MGAC	2
RNPC	138
DMCOP	12
Allied	10
<b>Total</b>	<b>359</b>

**Extramural Grants Ongoing National & International Funded Projects: 2022-2023**



- **Funding Agencies**
- World Health Organization South East Asia Region Office
- PHRI / SERB - DST
- Smile -Train Inc, USA
- AYUSH
- National Sci &Tech entrepreneurship Development- DST
- ICMR
- Porticus
- ERASMUS - EU
- SPARC
- TIFAC CORE

**Consortia & Collaborations:**



DATTA MEGHE  
INSTITUTE OF HIGHER  
EDUCATION & RESEARCH  
(DEEMED TO BE UNIVERSITY)  
LEARN. LEAD.

COLLABORATIONS



DATTA MEGHE  
INSTITUTE OF HIGHER  
EDUCATION & RESEARCH  
(DEEMED TO BE UNIVERSITY)  
LEARN. LEAD.

### International



### National





DATTA MEGHE  
INSTITUTE OF HIGHER  
EDUCATION & RESEARCH  
(DEEMED TO BE UNIVERSITY)  
LEARN. LEAD.

Prominent Consortia

 <p>BioMedical Engineering Technology Incubation Centre (BETIC) Innovation Cell Supported by IIT Bombay, VIT Nagpur and COE, Pune</p>	 <p>DMIMS (DU) NewGen IEDC New Generation Innovation Entrepreneurship Development Centre. Funded by NSTEDB</p>	 <p>IBSC INDIA BIOMEDICAL SKILL CONSORTIUM Indian Biomedical Skill consortium (IBSC) by Andhra Pradesh MedTech Zone</p>	 <p>INSTITUTION'S INNOVATION COUNCIL Institutional Innovation Council (IIC) under MoE</p>
 <p>Technology Information Forecasting Assessment Council (TIFAC) CORE Centre</p>	 <p>The International Chair in Bioethics (Global) WMA Cooperating Centre</p>	 <p>iHealth Consortium (IIPHG, AIMS Jodhpur, DIMHER)</p>	 <p>National Research Development Cooperation - Priority Partner</p>
 <p>COHERD Centre for One Health Centres for One Health Education, Research &amp; Development. Supported by Bonn University, Germany &amp; IIPH, Gandhinagar</p>	 <p>Global Evidence Synthesis Initiative To Global in order or None initiative</p>	 <p>South Asia Infant Feeding Research Network (Countries: Australia, India, Pakistan, Nepal, Sri Lanka and Bangladesh)</p>	 <p>ADVANCE HEALTH Global Health Program LARNER COLLEGE OF MEDICINE Global Health Centre Academy (USA, Russia, India, Nigeria)</p>
 <p>Tuning Tuning India (T-India) (Countries: Spain, India, Ireland, Belgium, Netherland, Italy)</p>	 <p>Uttar Bharat Program Center, Supported by The Ministry of Education</p>	 <p>Rekhi Foundations for Happiness Mind Lab - Happiness Centre in Collaboration with IIT Khargpur; Sponsors by Rekhi Foundation, USA</p>	 <p>Enprendia Enhancing female entrepreneurship in India (ENPRENDIA) (Countries: UK, India, Austria, Portugal, Spain, Ireland)</p>
 <p>SILIRE SINNO Lab &amp; Entrepreneurship Resource Center, Funded by Erasmus+EU</p>	 <p>Indian Clinical Trial and Education Network (INTENT) ICMR Centre</p>	 <p>GHRI Global Health Research and Innovations, Canada (GHRI, Inc.)</p>	 <p>Global Consortium of Public Health and Research (Countries: UK, India, Nepal)</p>

## **NewGen Innovation and Entrepreneurship Development Centre (IEDC) & BETiC Innovation cell**

Biomedical Engineering and Technology (incubation) Centre (BETiC) Innovation Cell, DMIHER (DU) was established in 2017. (BETiC) Innovation Cell is formed in collaboration with BETiC VNIT, IIT Mumbai & COE Pune at Central Research house, Datta Meghe Institute of Higher Education and Research (Deemed to be University), Wardha, with an aim to bring together doctors, engineers and designers to learn about medical devices innovation and to also team up and create interesting solutions for unmet clinical needs. The cell is currently undertaking projects related to 3D printing of biomaterials, Customized Surgical Guide and implants.

### **Goals:**

- Establish integrated facility for medical device innovation
- Develop medical devices in different medical specialties
- Identify, train and support biomedical innovators
- Facilitate clinical trials, IPR & tech transfer to industry
- Evolve sustainability model to continue the activities in future.

NewGen Innovation and Entrepreneurship Development Centre (IEDC) under the aegis of NSTEDB, DST, Govt. of India. The NewGen Innovation and Entrepreneurship Development Centre (NewGen IEDC) is being promoted in educational institutions to develop institutional mechanism to create entrepreneurial culture in S&T academic institutions and to foster techno-entrepreneurship for generation of wealth and employment by S&T persons. The NewGen IEDCs has been established at DMIHER with a grant of Rs 2.87 Cr. It will support about 85 projects over a period of 5 years with a sum of Rs 2.5 lakhs each for developing the innovative ideas of young entrepreneurs.

### **Objective of the Scheme**

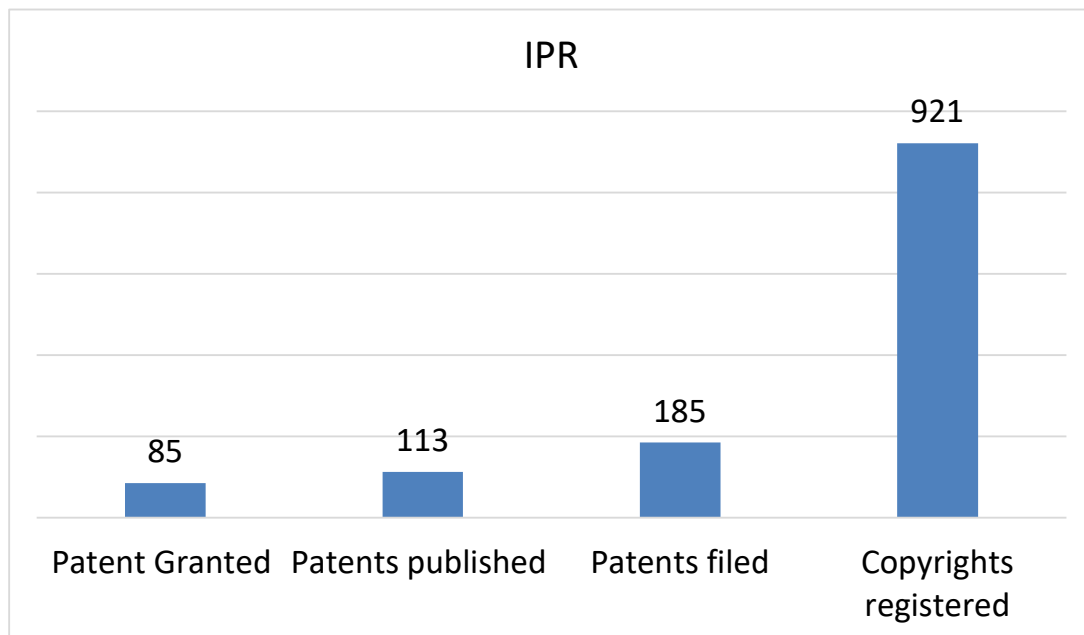
- To channelize the knowledge and the energy of youth towards becoming active partners in the economic development process
- To catalyze and promote development of knowledge-based and innovation-driven enterprises and promote employment opportunities amongst youth specially students
- To inculcate a culture of innovation driven entrepreneurship
- To act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding S&T entrepreneurs.

DMIHER Institutional innovation council (IIC) recognized by Innovation cell, MoE, Govt. of India

#### Functions of IICs

- To conduct various innovation and entrepreneurship-related activities prescribed by Central MIC in time bound fashion.
- Identify and reward innovations and share success stories.
- Organize periodic workshops/ seminars/ interactions with entrepreneurs, investors, professionals and create a mentor pool for student innovators.
- Network with peers and national entrepreneurship development organizations.
- Create an Institution's Innovation portal to highlight innovative projects carried out by institution's faculty and students.
- Organize Hackathons, idea competition, mini-challenges etc. with the involvement of industries.

#### IPR Report



### **Report of Directorate of Advanced Learning**

The Doctoral Programme was established at the University in 2008 with the goal of assisting faculty members in obtaining the highest educational qualifications. Although a doctorate degree is not required by the governing authorities for most health sciences courses, it is nevertheless a sought-after qualification for advancing to higher academic levels.

DMIHER (DU) (formerly DMIMS(DU)) conferred the first Doctorate degree in 2012 during the University's Third Convocation. The number of registered Scholars in the doctorate programme has grown over time.

The doctoral program was initially started in the faculties of Medical sciences and faculty of Dental sciences. At present Datta Meghe Institute of Higher Education and Research deemed to be University Wardha offers the Doctoral degree course and all the faculties namely Medical Sciences, Dental Sciences, Ayurveda Sciences, Nursing Sciences, Physiotherapy Sciences, Pharmaceutical Sciences, Interdisciplinary Sciences, Allied Health Sciences, Commerce and Management, Science and Technology and Engineering and Technology. There are plans of expansion of Doctoral programs to Trans-disciplinary & Multidisciplinary areas and other topics of global importance.

For critical supervision of the programme, the University established a Directorate of Advanced Learning, which is in charge of monitoring the scholar's development from the time he or she enrolls until the degree is conferred. For strengthening the proposed Doctoral Research work in a time bound manner and usage of a digital platform for examination.

*In academic year 2022-23 the following initiatives has been taken by PhD cell-*

1. AIPHCET January-2023 Entrance Exam was 100% online mode from form filling, payment to Provisional Registration of candidates.

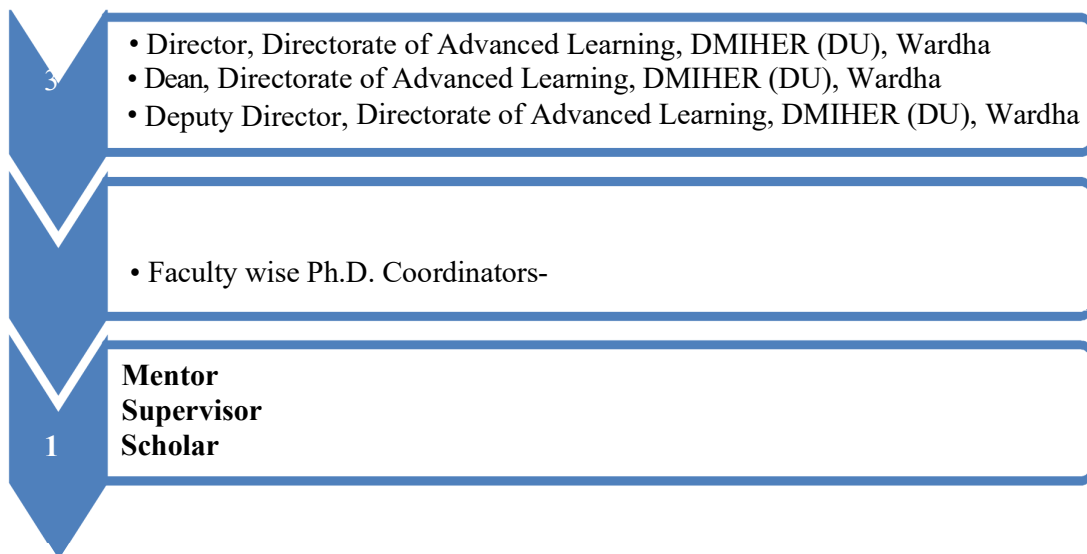
2. Revision of the Norms & Coursework of the Ph.D. Program as per the revised regulation of UGC Nov.2022

3. Identification of Industry based problems for aligning of research work.

4. MoU and recognition of Research Centre for joint & collaborative research.

5. Promotion of JRF scheme in all the faculties of DMIHER (DU).

### Tiers of the E-Mentorship Program



**Total Registered Candidates AY: 2022-23: 337**

Ph.D Programs offered by DMIHER (DU)

S.N	Faculty
1	Faculty of Medicine
2	Faculty of Dentistry
3	Faculty of Ayurveda Sciences
4	Faculty of Physiotherapy Sciences
5	Faculty of Pharmaceutical Sciences
6	Faculty of Nursing Sciences
7	Faculty of Engineering and Technology
8	Faculty of Allied Health Sciences
9	Faculty of Commerce and Management Sciences
10	Faculty of Science and Technology
11	Faculty of Inter Disciplinary Sciences



## Report of School of Higher Education & Research

### Report of SHER 2022-23

The unprecedented growth of Medical Institutions in India in past two decades has led to shortage of teachers and created quality challenges for medical education. In recent years, though medical advances have been understood & adopted by many institutions, the same is not true for educational planning & implementations. Hence there is a need for creation of education programs to resolve the penumbra existing between the Global and national standards of Health education.

DMIHER being a Deemed University has the privilege to design and implement its own education program match able with Global standards, and has led to creation of “School for Higher Education and Research” along with its five departments of Curriculum , Department of Teaching & Learning , Department of Assessment & Evaluation, Department of Educational & Research, Department of Capacity building and NINE Educational Units at the constituent colleges to take care of academic ambience of the university and premier to promote improvement in quality of education at par with Global contest , ultimately leading to quality augmentation of Health care for the mankind.

### VISION & MISSION, AND OBJECTIVES

#### VISION

To provide core competencies that all health/non health professionals need to possess regardless of their discipline as agents of change to meet the expectations and legitimate needs from the 21<sup>st</sup> century effective and meaningful education delivery system.

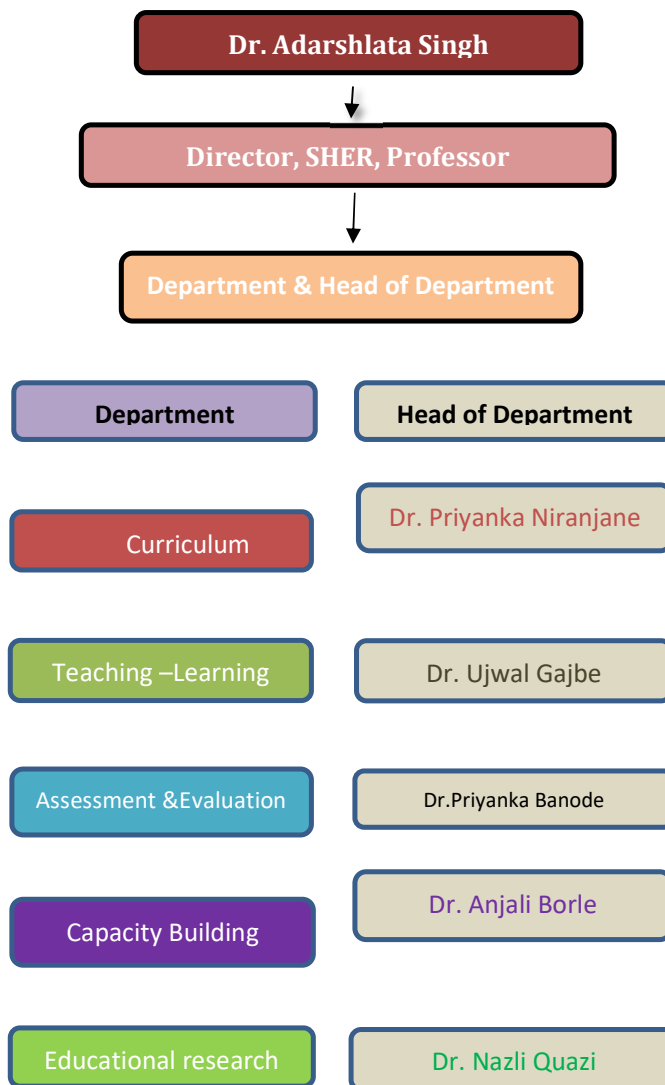
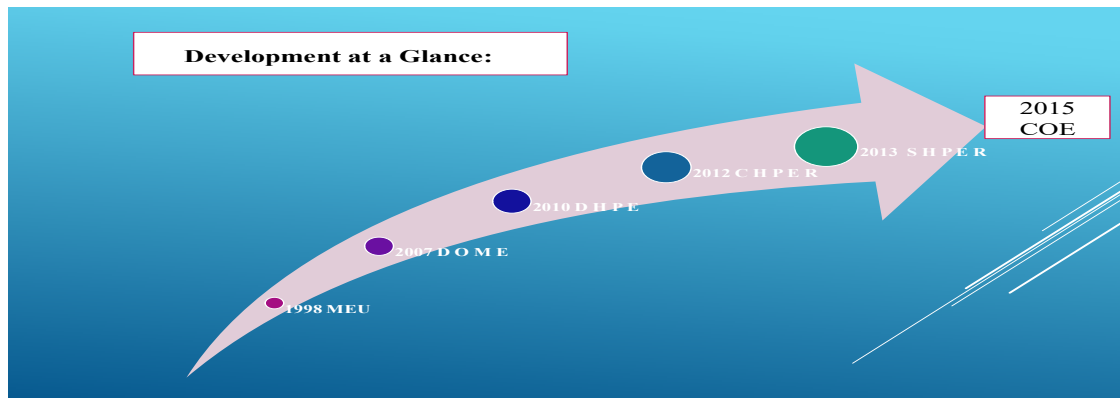
#### MISSION

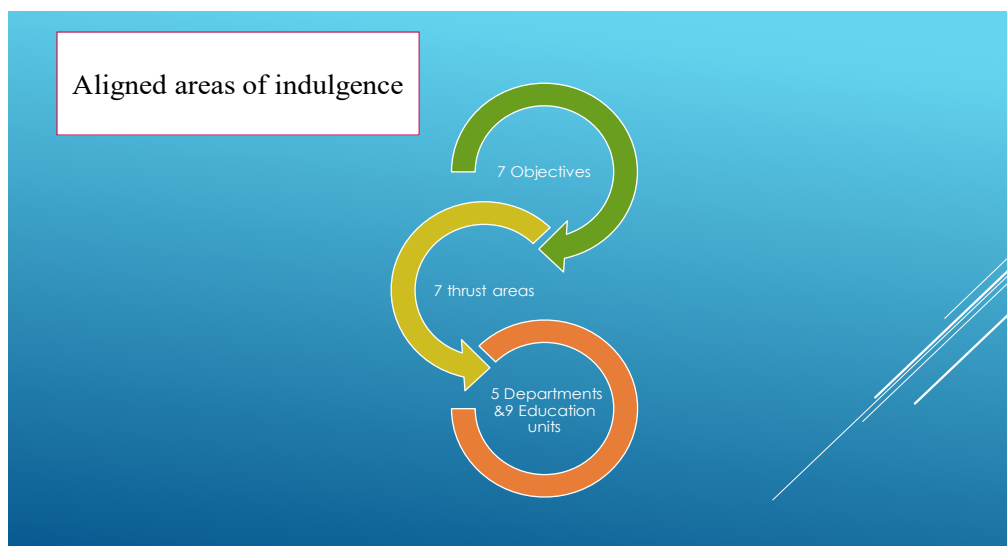
In pursuit of vision to provide high quality educational facilities in all health /non-health professions by developing and evolving such programs that ensure continuous quality sustenance enrichment and enhancement so as to enable the provision of state of art patient care to all concerned.

#### OBJECTIVES

1. To promote systematic approach to curriculum design, update and timely implementation.
2. To validate, standardize and monitor teaching learning activities
3. To create, validate & standardize Assessment and Evaluation Strategies
4. To promote the culture of continuing professionals update.
5. To inculcate Attitudinal. Ethical and Communication skills to make the students globally competent and relevant.
6. To promote educational research in various domains of Health /Non-health Professional Education

7. To train the professionals in Basic and Advanced Courses in collaboration with NMC recognized Nodal Center at Jawaharlal Nehru Medical College, Sawangi (Meghe), Wardha under the rubric training of trainers.





### EDUCATION UNITS

Faculty	Educational unit	Convener
<b>Medicine</b>	DOME Recognized by NMC as Nodal Centre for National Faculty Development	Dr. Tripti Waghmare
<b>Medicine (DMMC)</b>	Medical Education Unit	Dr. Ujjwal Gajbe
<b>Dentistry</b>	Dental Education Unit	Dr. Anjali Borle
<b>Ayurveda</b>	Ayurveda Education Unit	Dr. Bharat Rathi
<b>Nursing</b>	Nursing Education Unit	Dr. Ranjana Sharma
<b>Physiotherapy</b>	Physiotherapy Education Unit	Dr. Vishnu Vardhan
<b>Pharmacy</b>	Pharmacy Education Unit	Ms. Sukeshini Lote
<b>AHS</b>	Allied Health Education Unit	Dr. Pallavi Diagavane
<b>FEAT</b>	Engineering Education Unit	Dr. Utkarsha Pacharaney
<b>SAS</b>	Allied Science Education Unit	Dr. Pankajkumar Anawade

## ACTIVITIES AT GLANCE

The School of Higher Education & Research is associated with various activities, which are depicted as under -

- A) Academics of University
- B) Evaluation of various activities
- C) Continuing Medical Education
- D) Faculty Development activities
- E) Consultancies & Collaborations
- F) Educational Research

### **A) ACADEMICS OF UNIVERSITY**

#### **I). SHER contributes to ACADEMICS OF UNIVERSITY.**

1. Need assessment, Conceptualization and strategic initiatives regarding development and Innovations in Teaching Learning activities.
2. Curriculum updates
3. Validation of new ventures in TLE activities.
4. Creation and incorporation of new modalities in Assessment and Evaluation.
5. Designing of Program Outcome and Course outcome, their matching and monitoring the all alignment of competencies
6. Developing research aptitude, exploring the Research Avenue and conduction of research in medical education technology

#### **II). Capacity building through -Academic courses**

##### **Capacity Building Through**

#### **III). Continuing Medical Education**

- M. Ed in HPE
- P.hD in Health Profession Education

## **B) Evaluation of various activities**

The various activities conducted are evaluated by following ways like-

1. Feedback- from Departments, Students, Teachers, Peers, Society, Alumni, parents' managerial staff & all other stakeholders. Best students & best teachers are rewarded. Rewards are given like cash prize, certificate or prestigious activity of flag hoisting on Independence Day or Republic Day.
2. Monitoring and evaluation of Induction Programs like Fresher's Induction and Clinical induction of all four colleges, Orientation programs like Interns orientation programs of all colleges and Post graduate Orientation program is done by department. The feedback analysis is done for all these activities.

## **C) Continuing Medical Education**

The activity of CMEs of all the colleges is monitored by SHPER. The yearly calendar of CMEs is prepared at the start of academic year. The interdisciplinary CMEs have also been conducted. These CMEs are planned such that the topics of National importance, regional importance, local importance and CMEs based on healthy practices are included.

### **STATUS OF CONDUCTED CME/ WORKSHOPS / CONFERENCES**

#### **July 2022 To June 2023**

Report on conduction of various activities i.e. CMEs, Seminar, Conferences, Workshops etc vis planned during academic session July 2022 to June 2023

	<b>Professional development Programme organised for teaching staff</b>	<b>Dates</b>
1	Guest Lecture on Phsiotherapistas An Enterpreneur	10/06/2022
2	Webinar On Contribution Of Kaumarbhryta In National Health Programs	12/06/2022
3	Hands On Workshop On Postural Drainage	29/06/2022
4	Hands On Training In Cornea	17/07/2022
5	Expert Lecture On Data Science And Analysis	19/07/2022
6	Webinar On Bringing Care Closer To You – Viral Hepatitis Can’T Wait	21/07/2022
7	Workshop On Cleft Care Nasoalveolarmoulding In Unilateral Cleft Lip & Palate(Title Change- Presurgical Naso-Alveolar Molding In Cleft Lip And Palate Cases	27/07/2022
8	Webinar On Virtual Mode Tele Mental Health	27/07/2022
9	Cme On Antimicrobial Resistance And Antimicrobial Stewardship Program (Amsp)	28/07/2022
10	Webinar On Updates Of Cns Tumor	10/08/2022
11	Webinar On Recent Electrotherapy Advances In Wound Care	10/08/2022
12	Workshop On Biomedical Signal Processing	10/08/2022
13	Certificate Course In Ipr	10/08/2022
14	Webinar On Stimulation Protocol + Iui	25/08/2022
15	Cme On Spine	12/09/2022
16	Cme On Sickling Workup	17/09/2022
17	Cme On Hail To Hell” – Medicolegal Aspects In Obstetrics And Gyanaecology	17/09/2022
18	Cme On Digital Screening And Diagnostic Advances In Dentistry	23/09/2022
19	Workshop On Clinical Embryology	17/09/2022
20	Cme On Sleep Apnea And Polysomnography	19/09/2022
21	Workshop On Phd Thesis Writing Research Paper/Proposal Writing	20/09/2022
22	Cme On Human Values & Professional Ethics	24/09/2022
23	Workshop On Tendon Repair And Suture Workshop	24/09/2022
24	Cde On Implants Supported Prosthetic Rehabilitation	24/09/2022

25	Workshop On Pocus (Point Of Care Ultrasound– Emergency Department), Fast (Focus Assessment Sonography In Trauma) 2Decho	27/09/2022
26	Symposium On Pulmonary Imaging In Clinical Practice In Future	08-10-2022
27	Cme On Pediatric Fundamental Critical Care Support	10-10-2022
28	Guest Lecture On No Confusions In Transfusion	11-10-2022
29	Cme On Temporal Bone Dissection	12-10-2022
30	Natrional Conference Ncepe 2022	12-10-2022
31	Workshop On Bioclear Concept	20/10/2022
32	Cme On Animal Handling & Experimentation	20/10/2022
33	Workshop On Comprehensive Stroke Rehabilitation	29/10/2022
34	Expert Lecture On Cyber Forensics And Information Security	08-11-2022
35	Webinar On Scope Of Fundamental Research	11-11-2022
36	Cme On Deformity	12-11-2022
37	Workshop On Today Lifestyle	14/11/2022
38	Webinar On Advancement In Laboratory Sciences	18/11/2022
39	Workshop On Total Laparoscopic Hysterectomy- Practical Tips Vnotes-Practical Tips-	18/11/2022
40	Expert Lecture-Nanotechnology For Healthcare	18/11/2022
41	Workshop On Teaching-Learning Methodologies Rachana Sharir	22/11/2022
42	Go-Blue Campaign Organized By Department Of Microbiology To Observe Global Antimicrobial Resistance Awareness Program	23/11/2022
43	Cme On Recent Advances In Management Of Ca Stomach-Git-Con	26/11/2022
44	Webinar On Musculoskeletal System	26/11/2022
45	Expert Lecture On Expert Systems In Agriculture	26/11/2022
46	Cme On Imaging Of Musculoskeletal	26/11/2022
47	Cme On Approach To Bradykinesia And Its Management (Deep Brain Stimulation)	30/11/2022
48	Workshop On Who Statistical Softwares – Openepi And Epiinfo	14/12/2022

49	Cme On Bird Eye View Of Musculoskeletal Pain	16/12/2022
50	National Conference On Critical Care In Obstetrics	16/12/2022
51	Webinar On Pulmonary Function Testing And Newer Advances	20/12/2022
52	Conference On Cultural And Ethical Issues In Pediatric Nursing	21/12/2022
53	Workshop On Stretch And Strengthen Your Body And Mind	27/12/2022
54	Webinar On Management Of Geriatric Conditions	10-01-2023
55	1St Ieee Dmimsuinternational Conference On Artificial Intelligence In Education And Industry 4.0(Iicaiei)	11-01-2023
56	Cme On Hereditary Malignancies- Applicability Of Surgery	12-01-2023
57	Cme On High Risk Obstetrics / Critical Care In Obstetrics	16/01/2023
58	Cme On Respiratory Mechanics And Anesthesia	18/01/2023
59	Conference On Clinical Perspectives In Agadtantra	19/01/2023
60	Webinar On Foot Drop Management Using Functional Electrical Stimulation	19/01/2023
61	National Level Conference On Controlled And Sustained Drug Delivery Formulations	29/01/2023
62	Guest Lecture-Python Programming	11-02-2023
63	Workshop On Iot Application In Health Care	11-02-2023
64	National Conference On Virtual Interdisciplinary Case Presentation Competition (An Integrated Approach)	12-02-2023
65	Hands On Workshop On Ndt, Brunnstrom, Pnf Approaches	13/02/2023
66	Expert Lecture On Human Vs Machine Intelligence	14/02/2023
67	Webinar On Skill Enhancement Workshop On Upper Extremity Mobilization	15/02/2023
68	Cme On Updates In Treating Tobacco Use Disorders	18/02/2023
69	Workshop On Advance Excel	21/02/2023
70	National Conference On Regenerative Medicine	23/02/2023
71	Webinar On Regional Anesthesia Technique	25/02/2023
72	Certificate Course On : Cyber Forensics And Information Security	10-03-2023
73	Workshop On Evidence Informed Practice In Physiotherapy	13/03/2023



74	Cme On Early Detection, Education And Intervention Of Female Reproductive Malignancy	14/03/2023
75	Interdisciplinary Webinar On Pragmatic Trials	15/03/2023
76	Webinar On Update Of Ca Breast	09-04-2023
77	Webinar On Scar Management	10-04-2023
78	Training Of Trainer of Faculty on Trauma Man	19-04-2023
79	Cme On Regenerative And Dermatosurgical Therapy In Dermatology	30/04/2023
80	Conference On Rethinking Of Higher Education In Management, Sci. Technology	01-05-2023
81	Expert Lecture On Biometric Machine Learning And Data Science	09-05-2023
82	Workshop On Medical Imaging	11-05-2023
83	Webinar On Artificial Intelligence	12-05-2023
84	Workshop On Recent Advances In Sports Physiotherapy	17/05/2023
85	Webinar On Neurorehab-Pt Perspective	01-06-2023
86	Anatomico-clinical Aspects of Basal Nuclei".	01-06-2023
87	Workshop On Training Of Nurses & Faculty Working In The Department Of Pediatrics And Obstetrics & Gynecology For Awareness, Sensitization & Training In Breast Feeding	06-06-2023
88	Webinar On Managing Challenging Infections In Intensive Care Unit	28/06/2023

**E.) Faculty Development activities**

<b>Sr.No.</b>	<b>Month/Year</b>	<b>Institutional/college</b>	<b>Name of the Department</b>	<b>Name of the Activity Conducted</b>	<b>Type of Activity</b>	<b>Number of Attendees</b>
1.	23 <sup>th</sup> - 25 <sup>th</sup> August 2022	SHER	SHER	Basic course workshop	Workshop	28
2.	24 September 2022	SHER	SHER	Sensitization session of M.Ed HPE (2022- 23 batch) candidates	Sensitization session of M.Ed	8
3.	18 Feb 2023	SHER	SHER	Sensitization session of PG Diploma HPE(2022-23 batch) candidates	Sensitization session of PG	13
4.	11 <sup>th</sup> - 13 <sup>th</sup> April 2023	SHER	SHER	Basic course in Profession's Education Technology	Workshop	35

## **Report of School of Experiential Learning & Simulation Centre**

Datta Meghe Institute of Higher Education and Research is a NAAC A++ graded University. It comprises of many faculties such as Faculty of Medicine, Dentistry, Ayurveda, Physiotherapy, Pharmacy, Nursing, Allied health sciences and Interdisciplinary sciences. In the period of July 2022 to June 2023, School of Experiential Learning & Simulation Centre has conducted various skill courses for faculties & students. The total of Participants trained in BLS/ACLS provider course is 1759. 52 participants has been trained through the faculty development program for the AHA courses. For BLS/ACLS provider course of students total 537 participants and for BLS provider course total 1170 participant are trained. Faculty development program through SBME was conducted through which total 23 participants were trained. The topics covered were Contemporary issues for the health professions, Being a simulation educator, Delivering technology-based on simulations, Prebriefing & Debriefing in simulation, Developing scenarios with hybrid module, Teaching with task trainers, and simulated patient methodology. Training of trainers program was organized for 175 participant from different colleges on following station like CPR, AED, Defibrillator, General Examination, Airway Care, Nursing Anne, Physical Examination, Specific Task Lab, Basic Suturing, Obstetrics and Gynecological skill lab, Lap Mentor trained at SEL & SC. For Sim Man 1 hour session for orientation to manikin, 1 hour session for orientation to software & 1 hour for CVS/RS/GIT/Case scenario was done. For Sim Mom training 1 hour for orientation to manikin, 1 hour for orientation to software & 4 hours - Normal, Breech, PPH, Eclampsia. Apart from these advanced Suturing, US mentor training & For Human Patient Simulator 1 hour for orientation to manikin, 1 hour for orientation to software & 4 Hours for orientation of System were also conducted efficiently and certificates were provided to the participants.

In the period of July 2022 to June 2023, SEL & SC has conducted various skill courses for students. The stations covered and number of participants trained are as follows:

<b>Stations</b>	<b>Number of participants Trained</b>
Anatontage	1088
SIMMAN	5336
SIMMOM	2032
HPS	951
LAP Mentor	1005
US Mentor	1220
JUNO	864
ALS Simulator	676
Nursing Anne	3376
Obstetric and gynecological skill lab	4431
Airway Care	6880
Suturing Skill	4994
Nursing Simulator	3434
Specific task Lab	8221
Trauma Man	1354
CPR	4415
Allied Machines	337
General Examination	1572

### *Reports of Autonomous Cells*

To decentralize the functioning, the university has created different autonomous cells under its ambit. All the autonomous cells are headed by a convener with co conveners from each constituent unit. The review of the functioning of the autonomous cells is taken in the quarterly college council meetings.

## **University Examination Cell**

### **Objective of examination cell**

1. To take all necessary steps to ensure timely, smooth and transparent conduct of examination (U.G. & P.G.) with desired credibility and uniformity.
2. To co-ordinate with the authorities of the University and the constituent colleges to ensure compliance of objective above.
3. To maintain the record of all pre and post examination activities along with the batch wise, faculty wise results and analysis thereof. (Paper setting, Moderation, Valuation & timely declaration of the result)
4. To identify the underachievers based upon their performance in the I PCT & II PCT faculty for Medicine, Dentistry, Ayurveda, Nursing , Physiotherapy & Pharmacy (Students scoring less than 30% marks) and refer them to the Heads of the Institutions for intense coaching, guidance or counselling as per their need assessment.
5. To encourage and train the students to follow the examination code of conduct and disciplinary rules and discourage & prevent aberrant behaviors to ensure discipline & sanctity of the examination system.
6. To adopt policies like E Question bank; model answer; valuation, improvement and enrichment of the question banks.

### **Summary Report of the Examination**

The DMIHER (DU) conducts examinations in the faculties of Medicine, Dentistry, Physiotherapy, Nursing, Ayurveda, Pharmacy, Allied Health Science, Interdisciplinary Sciences, Faculty of Liberal Arts, Humanities and Social Sciences, Faculty of Science and Technology, Faculty of Commerce and Management sciences and Faculty of Engineering and Technology. The university has recently ventured into the online and distance learning mode for some of its examinations in the faculty of Allied sciences. The University lays great emphasis on practicing the latest teaching learning modalities, the efficacy of which is reflected in high passing percentage and also the increased number of High Achievers i.e. Honors Students in the university Summative Examinations. In the period of 1<sup>st</sup> June 2022 to 31<sup>st</sup> May 2023, examinations in all the faculties were conducted. All the practices in vogue with regards to Teaching Learning and Assessment were duplicated and customized for the newly added faculties. Due to the untiring efforts on the part of all the stakeholders of the University, the examinations were conducted with complete compliance to the set standard and ensuring that confidentiality and transparency were not compromised in any manner. Total **1098** students appeared for the Final/ End semester examinations. Total **1081** students successfully cleared the exam resulting in passing percentage of **98.45%**. The overall passing percentage was in the high 90s. When compared with earlier examination the result percentage either showed an increase or stabilization with respect to passing. This was very encouraging and also a reflection to the commitment to excellence on the part of the University officials. The number of students with Honors also showed a progressive increase on comparison, indicating the success of the University policy for the rapid learners. The decrease in the number of the students with less than 60% marks is indicative of the success of University policy for potential learners. Overall, a stabilization of the teaching learning policies and their successful implementation to the newly introduced faculties of the Universities is observed.

## Summary Report on the Declaration of Results

Datta Meghe Institute of Higher Education and Research (Deemed to be University). It comprises of many faculties such as Faculty of Medicine, Dentistry, Ayurveda, Physiotherapy, Pharmacy, Nursing, Allied Health Sciences, Interdisciplinary sciences, Liberal Arts, Humanities and Social Sciences, Commerce and Management Sciences, Science and Technology and Engineering and Technology. In the period between June 2022 and May 2023, the university conducted **124** examinations. The total number of students who appeared for the examinations was **7229**. The DMIHER prides itself for its valuation system where each answer book undergoes a mandatory double valuation with a third valuation wherever the difference between valuations is more than 15%. In addition, a random scrutiny of 30% of the answer sheets is carried out as an additional precaution. The exam sections make sure that all the guidelines were adhered to and all precautions with regards to the task of valuation were taken. It is indeed a credit to the team at the DMIHER that we were able to declare all our results in the stipulated time of 15 days, thereby ensuring that there was minimum delay in the start of the new semester/year. This was possible only because of the cooperation extended by all the evaluators, moderators and our technical support team. The University in its mandate has stipulated the complete automation processes. Upgradation in the software, online transfer of marks and onscreen valuation were initiatives undertaken as a step towards this process of complete automation.



## **Summary report on the Student Grievance Redressal Committee (Examination Grievances)**

The University Examination Grievance Cell Committee meets at the stipulated date and looks into the applications received with regards to Re-totaling, Xerox copies of answer sheets and Challenge to evaluation. They ensure that quick resolution of the received grievances has been carried out.

In the period comprising of one year that is from 1<sup>st</sup> June 2022 to 31<sup>st</sup> May 2023, a total of **338** grievances were received. The total number of students who appeared for their examinations in this period were **7229**. Therefore, the percentage wise grievances received were **4.67%**. Out of the **338** grievances received **115** were for re-totaling, **81** were for Xerox of the answer sheets and **142** were challenge to valuation. The Re-totaling and Xerox applications were scrutinized by appointed Scrutineers and were found to be in accordance to the declared results. There were no totaling mistakes. Out of 142 challenge to valuation there were no changes except for 2 results contributing to 1.4% of change in the result.

The University has a system of double valuation and the third valuation comes into play when there is a difference of more than 15% between two valuers. In addition, a random scrutiny of 30% of the answer sheets is carried out to mitigate the possibility of any error in valuation.

## **Students Welfare Cell**

### **Objectives of the Student Welfare Cell**

- 1) Coordinating Support Structures: To effectively coordinate with various cells and departments such as the examination cell, attendance cell, and others that focus on student welfare, ensuring that students benefit from the facilities these cells offer.
- 2) Guidance and Encouragement: To guide and encourage students to take full advantage of the support services available to them, enhancing their educational experience and personal development.
- 3) Transparent and Credible Exam Administration: To collaborate with the examination cell to ensure that examinations are conducted in a uniform, transparent, and credible manner.
- 4) Attendance Monitoring: To work with the attendance cell to monitor student attendance rigorously, providing regular updates via notice boards and the university website to keep students informed about their attendance records.
- 5) Grievance Redressal: To incorporate an appropriate grievance redressal mechanism within the cell to address and resolve student concerns promptly and effectively.
- 6) Community Engagement: To facilitate involvement with community service programs such as NSS (National Service Scheme) and the Youth Red Cross, thereby promoting social responsibility among students.
- 7) Personal Guidance and Counseling: Through the Student Guidance Clinic, to offer necessary guidance and counseling to support students in need, helping them overcome personal and academic challenges.

### **Summary report on the Student Welfare Activities**

The Activities of the Student welfare cell are organized in the following heads

1. Co-curricular activities
  - A. Academic & Literary Activities
  - B. Social Activities
2. Extra-curricular activities
  - A. Cultural activities
  - B. Sports activities

Details of these activities

#### **1. Co-curricular activities**

##### **A. Academic & Literary Activities**

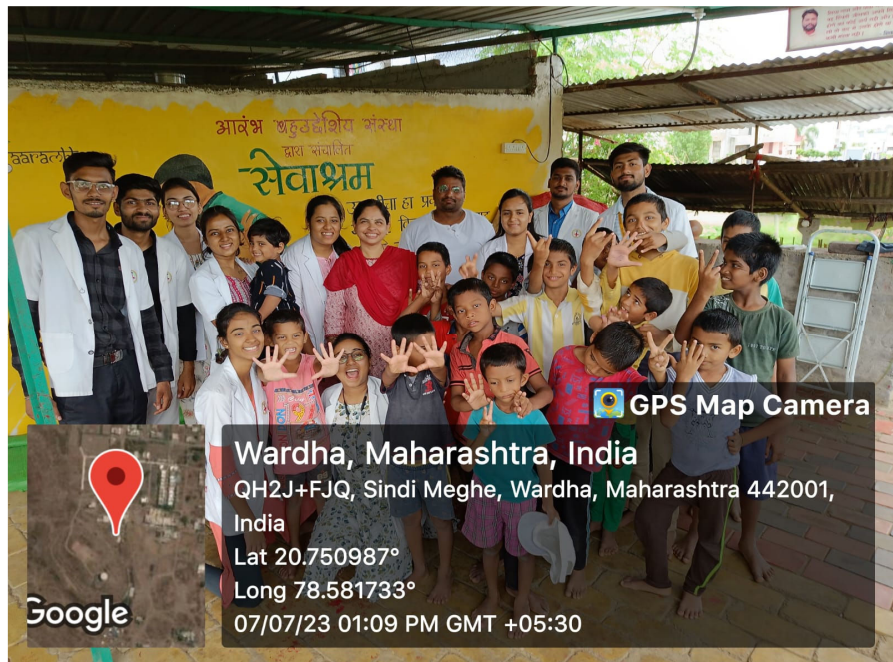
To boost & improve the academic performance of students, various quizzes, guest lectures, and webinars were conducted. To develop ability to express themselves

Academic session (Near-Peer Learning)	07
Quizzes	16
Guest lectures	38
Webinars	14
Debate Competition	10
Poster Competition	16
Essay writing competition	08
Painting Competition	04
Art Competition	05
Slogan writing Competition	02
Reel Making Competition	02
Model Making Competition	03
Health Awareness Sessions	13
Oratory video competition	03

#### **B. Social Activities**

Celebration of various Health related Day's & Weeks	40
Tree Plantation programmes	06
Swachha Bharat Abhiyaan	06
Blood Donation Events	06
Health Awareness Sessions	13
Health Check-up Camps	09
Organ Donation Awareness Session	04
Awareness Skits	09

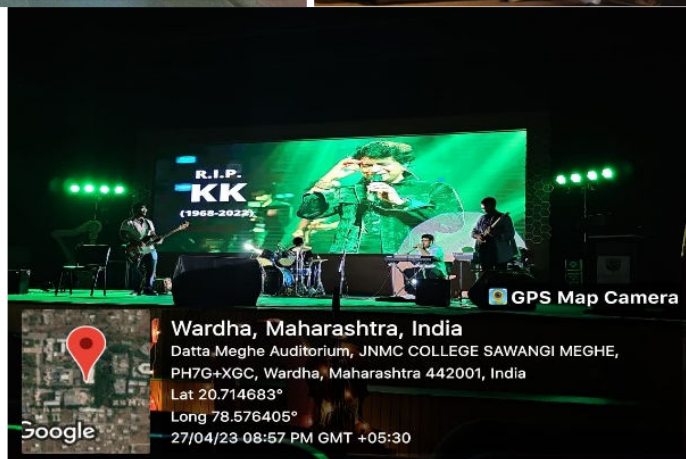
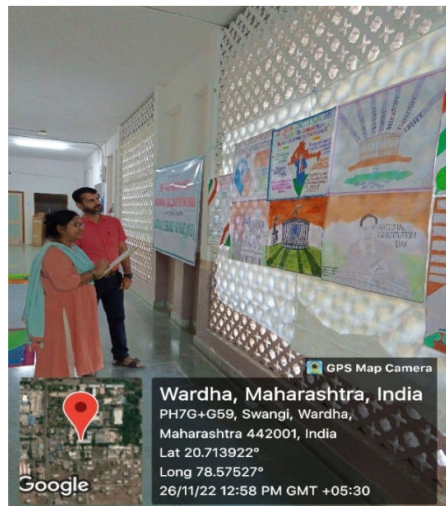




Glimpses of various Co-curricular & Social Activities

## 2. Extra-curricular activities

To prepare students for real life and strengthening their personal skills various cultural activities were conducted Nukkad Natak & drama on various health related awareness, Dhwani, Deadfall - Theatre, Photography contest and Sports activities were conducted.



Glimpses of Extracurricular Activities including Sports

## **Student Guidance Unit/ Happiness Clinic.**

### **Objectives of Student Guidance Unit:**

The main objectives of our program are to help students understand the root causes and progression of emotional difficulties, so that they can take better control of their actions and feelings. We aim to modify maladjusted behaviour, guide students towards realizing their full potential, and help them integrate conflicting elements within themselves. Furthermore, we strive to equip students with the necessary skills, awareness, and knowledge to effectively address social inadequacies.

### **About Counselling:**

Counselling is an integral part of one's life and is important at every stage of growth. People can't progress in the professional world if they do not know how to handle their emotions. In the SGU / Happiness Clinic, students are engaged in the science of happiness to know themselves and in the process discover their core potential. In every step, scientific and research-based tools are used to unravel the science of happiness. This helps us discover a more qualitative way of life.

### **Working Mechanisms of a Student Guidance Unit**

Introduction: A Student Guidance Unit (SGU) plays a crucial role in providing comprehensive support and guidance to students in educational institutions. It focuses on addressing their academic, personal, and career-related needs. The following are the working mechanisms that contribute to the effective functioning of a Student Guidance Unit:

#### **1. Needs Assessment:**

The SGU begins by conducting a comprehensive needs assessment to identify the specific requirements of the student population. This assessment includes surveys, interviews, and data analysis to gather information about students' academic performance, social-emotional well-being, career aspirations, and other relevant factors.

#### **2. Individual Counselling:**

One of the primary functions of the SGU is to offer individual counselling sessions to students. Trained counsellors provide a safe and confidential environment where students can discuss their concerns, such as academic challenges, personal issues, peer relationships, or career dilemmas. Through active listening, empathy, and professional guidance, counsellors help students gain insight, develop coping strategies, and make informed decisions.

### **3. Group Counselling:**

The SGU organizes group counselling sessions and workshops to address common issues and provide support to students who share similar concerns. These group sessions may cover topics such as stress management, time management, study skills, conflict resolution, and interpersonal communication. Group counselling and workshops foster a sense of community, encourage peer support, and provide a platform for students to learn from each other's experiences.

### **4. Academic Support:**

To enhance academic success, the SGU provides academic support mechanisms. This includes study skills workshops, time management strategies, subject-specific tutoring, and guidance on course selection. The unit may also coordinate with teachers and administrators to identify students who require additional academic assistance and implement tailored interventions.

### **5. Referrals and Collaboration:**

The SGU serves as a central hub for connecting students with external resources and services when necessary. They maintain a network of professionals, such as psychologists, social workers, career coaches, and community organizations, to facilitate appropriate referrals. Collaboration with teachers, parents, and other stakeholders is also vital to ensure holistic support for students.

### **6. Monitoring and Feedback:**

The SGU implements a system for ongoing monitoring and evaluation to assess the effectiveness of its programs and interventions. Regular feedback from students, teachers, and parents helps identify areas for improvement. The unit uses data analysis and outcome measures to make informed decisions, allocate resources effectively, and continuously enhance the quality of support provided.

### **Conclusion:**

A well-functioning Student Guidance Unit incorporates a range of mechanisms to address the diverse needs of students. By providing counselling, workshops, career guidance, academic counselling, referrals, and continuous evaluation, the SGU aims to foster the overall well-being, personal growth, and academic success of students in educational institutions.



# Summary Report of the activities of SGU

## ORIENTATION WORKSHOPS CONDUCTED

Dt: 27<sup>th</sup> February 2023,  
**MGAC - Orientation**



Session conducted for the 1<sup>st</sup> Year Old students.  
Point of contact: Dr. Vaishali (Principal)



Dt: 24<sup>th</sup> February 2023, **SAS - Orientation**



Session conducted for the 1<sup>st</sup> Year Old and new students.  
Point of contact: Dr. Panakaj (Principal) & Mr. Cheetak (Faculty)



25<sup>th</sup> February 2023, **SPDC - Orientation**



Session Conducted for all the batches of BDS  
In SPDC Class room.  
Point of contact: Dr. Prasad Dhadse & Dr. Chandak



Dt: 23<sup>rd</sup> February 2023, **SRMMCON - Orientation**



Session Conducted for all the batches of SRMMCON.  
Point of contact: Dr. Indu Alwadkar and Dr Seema Singh



Dt: 24<sup>th</sup> February 2023,  
**MGAC - Orientation**



Session conducted for the 3<sup>rd</sup> Year new students.  
Point of contact: Dr. Vaishali (Principal)



**JNMC - Orientation**

22<sup>nd</sup> February 2023,

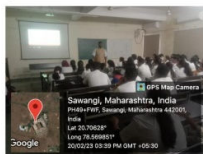
Session Conducted for the 1<sup>st</sup> year MBBS batch in Auditorium.

Time was from 02:00 pm to 02:20 pm

Point of contact: Dr. Sunita Vaghe (Dean) and Dr. Samarth Shukla (V. Dean)



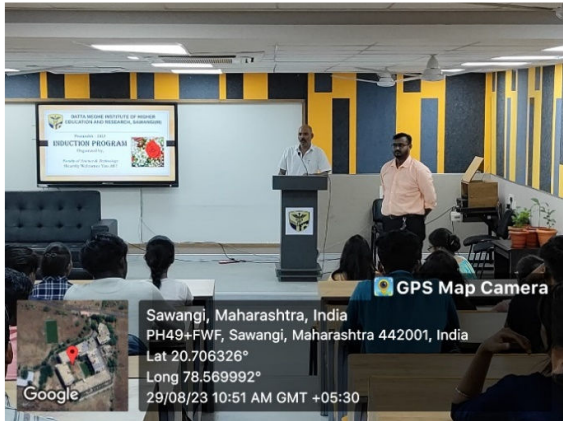
Dt: 20<sup>th</sup> January 2023, **RNPC - Orientation**



Session Conducted for all the batches of RNPC in Class room.  
Point of contact: Dr. Ishard Qureshi (Principal) and Dr Deepali



## Orientation on Mental Health and Well-being (SGU)



## Group Counselling For Students at DMIHER (DU) (SGU)

**Group Counselling for Students at DMIHER is done regularly as the HOI and Conveyer are interested in the over all wellbeing of the students in the University.** Group counselling for students in university is a valuable and commonly utilized service that aims to provide support, guidance, and a sense of community for students facing similar challenges or issues. Here is some information about group counselling in a university setting:

1. **Purpose:** The primary purpose of group counselling is to offer a supportive and confidential space where students can explore their concerns, gain insight, develop coping strategies, and receive feedback from both professional counsellors and peers. It allows students to share their experiences, learn from others, and realize they are not alone in their struggles.

2. **Benefits:** Group counselling offers several benefits for university students, including:

- Shared experiences: Students can relate to others facing similar challenges, which helps normalize their experiences and reduces feelings of isolation.
- Peer support: Group members provide support, empathy, and understanding to one another, creating a sense of belonging and validation.
- Learning from others: Students can learn different perspectives, strategies, and coping skills from their peers' experiences, expanding their own knowledge and skills.
- Skill development: Group counselling often incorporates specific techniques and exercises designed to enhance students' personal growth, communication skills, and problem-solving abilities.
- Cost-effective: Group counselling allows universities to serve more students simultaneously, making it a cost-effective option compared to individual counselling.

3. **Topics:** Group counselling can address several topics based on students' needs, such as:

- Stress management
- Anxiety and depression
- Relationship and interpersonal issues
- Body image and self-esteem
- Academic challenges
- Grief and loss
- Cultural adjustment
- Substance abuse
- Career exploration

4. **Structure:** Group counselling involves regular meetings over a specific date as per students' availability. Groups can be open, allowing new members to join at any time, or closed, with a fixed number of participants who start and finish together. The size of the group can vary, but it is often around 6-12 members to ensure a manageable and supportive environment.

5. **Confidentiality:** Group counselling emphasizes the importance of supporting confidentiality. Members are expected to respect each other's privacy and not share personal information outside of the group. The counsellor sets up guidelines and ensures a safe and non-judgmental atmosphere.

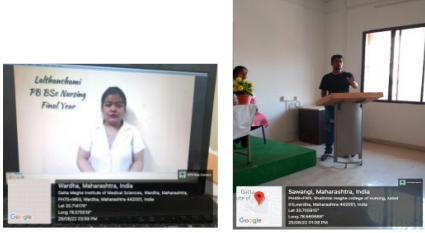

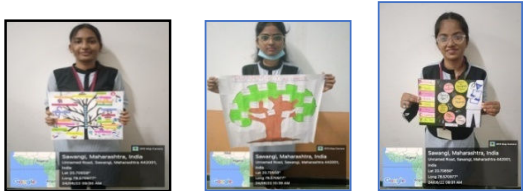
6. **Additional support:** Group counselling does not replace individual counselling or therapy. In some cases, students may receive help from a combination of both group and individual counselling to address their specific needs comprehensively.

### GROUP COUNSELLING PHOTOS



**INSTITUTIONAL FORUM FOR WOMEN (IFFW)**

**ACTIVITIES (JULY 2022 TO JUNE 2023)**

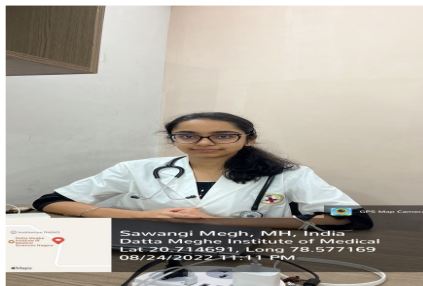
Month	Activity	Status of Activity
July 22	<p><b>Planned Activity</b></p> <p>1(Conducted The Meeting On 21<sup>st</sup> July 2022 About The Planning Of Yearly Activities Of IFFW JNMC Was Involved.</p>	<p>1. Conducted the meeting on 21<sup>st</sup> July 2022 about the planning of yearly activit of IFFW JNMC was involved. All the conveners and co-conveners attended the meeting.</p>
August 22	<p><b>Planned Activity 1) <u>NURSING COLLEGE</u></b></p> <p><b>Video speech competition Poem competition gift</b></p>   <p><b>2) DMCP Wall Magazine Competition</b></p>  <p><b>3) RNPC Painting Competition</b></p>	<p>1. Gender equality day celebration on 26 th August was conducted. A competition of students was organized 3 winners were selected from each institution.Total 107 students participated.</p>



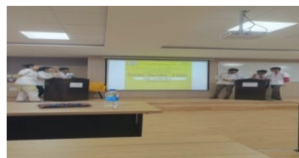
**4) SPDC Digital Logo Making Competition**




**5) JNMC Competition Conducted For UG Student JNMC On Gender Equality**



**6) DMMC DEBATE COMPETITION**



	<p><b>7) SCHOOL OF ALLIED SCIENCE DMIHER (DU) DEBATE COMPETITION</b></p>  <p>Sawangi, Maharashtra, India PH49+FWF, Sawangi, Maharashtra 442001, India Lat 20.706468° Long 78.569852°</p> <p>Sawangi, Maharashtra, India PH49+FWF, Sawangi, Maharashtra 442001, India Lat 20.706388° Long 78.570082° 25/08/22 03:10 PM</p>	
<p>October 22</p>	<p><b>Gender equality workshop in MGACH &amp; RC And SPDC</b></p>	<p>Gender Equality Workshop for teaching and non teaching staff-7<sup>th</sup> october 2022 in SPDC</p> <p>Gender Equality Workshop for teaching and non teaching staff-7<sup>th</sup> october 2022 in JNMC</p> <p>Gender equality workshop for teaching non teaching staff 18<sup>TH</sup> october 2022 in DMMC</p> <p>Gender equality workshop for teaching non teaching staff -19<sup>th</sup> October 2022 in MGAC</p>
<p>November 22</p>	 <p>Wardha, Maharashtra, India Ward no 4, medical college road 5 Meghe, Wardha, Maharashtra 44 Lat 20.718709° Long 78.573722° 25/11/22 03:23 PM GMT +05:30</p> <p>Wardha, Maharashtra, India Ward no 4, medical college road Swangi Meghe, Wardha, Maharashtra 442001, India Lat 20.718709° Long 78.573722° 25/11/22 04:30 PM GMT +05:30</p>	<p><u>Celebration of 25<sup>th</sup> Nov as day of elimination of violence against women.</u></p> <p>.For all institutions together.</p> <p>Gender Equality Workshop for teaching and non teaching staff-29<sup>th</sup> November 2022 in DMCP</p>

**DMCOP**



December  
22

**SRMMCON,SRMMSON and SMCON**



Gender equality workshop in  
Nursing college.



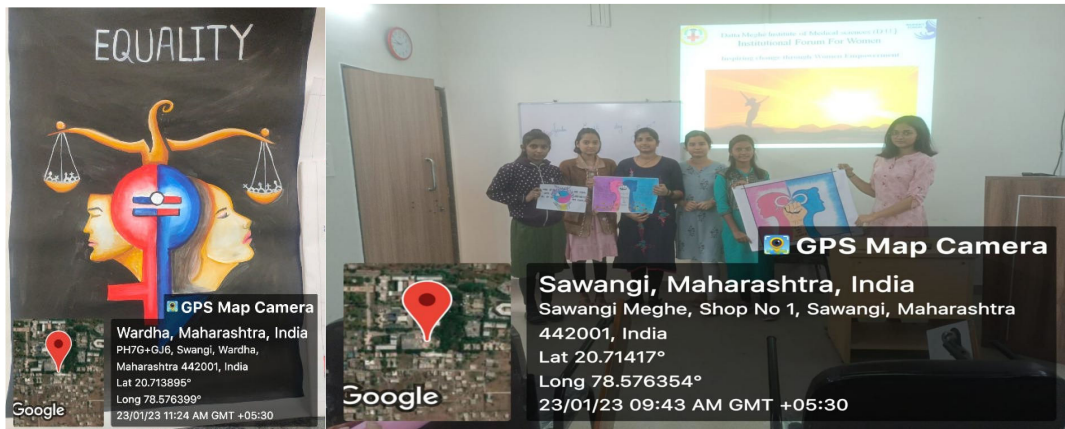
January 23	<b>School of Allied sciences</b>	<p>Gender Equality workshop was conducted School of Allied Helath Sciences for students of 1<sup>st</sup> semester and staff members on date: 23/01/23.</p> <p>Dr. Dhanashri Shelke sensitized about the working of Institutional women forum cell, gender equality cell and VISHAKHA guidelines.</p> <p>Students participated in Logo making competition on Gender Equality. The best three awards were distributed by the Director Dr Om Mahodaya.</p> <p>Pretest score was 31.38 and posttest score was 93.7, average learning gain was 61.88 and narrative score was 81.4.</p>
February 23	<b>SRMMCON</b>	<p>An interactive lecture was organized for students and Faculty of Nursing on “<b>Vitamin D and Life style</b>” on date 07.02.23 in Hippocrates Hall. <b>Dr.Sushma Rawat</b>, a renounced pediatrician from INDORE had given</p>
March 23	<b>School of Allied sciences</b>	<p>On occasion of International Wome Day, <b>Role Play Activity - “Famous women Personality”</b> was organized by School of Allied sciences. Speaker for the program was - Dr. Sweta Kale Pisulkar, Honorable Registrar, DMIHER (DU). Winners for the program were:</p> <p>Winner I: Ms. Shraddha Mohadure (Role of NIRBHAYA)</p> <p>Winner II: Ms. Astha Dubey (Anna Rajam George)</p> <p>Winner III: Ms. Pratiksha Tonekar (Anandi Bai Joshi)</p>
	<b>SRMMCON</b>	<p>Smt. Radhikabai Meghe Memorial College of Nursing had organized the <b>Rangoli competition</b> on date 08/03/2023. Total 15 students participated. Ms. Sonal Nimsatkar, Ms. Kiran Hingwe and Ms. Prajwal Nandgauli received 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> prize respectively.</p>

March 23	<b>DMMC</b>	<b>A sensitization of IFFW</b> was done in Clinical Induction of 2021 batch. Dr Sarita Ugemuge sensitized students about IFFW. Total beneficiaries were 25 students.
March 23	<b>MGACH &amp; RC</b>	<b>Debate competition</b> was organized on the Themes: 1. Is women empowerment myth or necessity in today's era? 2. Is gender equality really achievable in India? Problems and solutions Total 22 students participated and out of that 1st ,2nd & 3rd rank were declared. Winners of competition were - 1 <sup>st</sup> prize, Harvindar Singh Bawri (Final year BAMS), 2 <sup>nd</sup> prize, Atreya Joshi and Siddhi Kale (1 <sup>st</sup> year BAMS), 3 <sup>rd</sup> prize, Urvi Deshmukh (3 <sup>rd</sup> year BAMS)
March 23	<b>DMIHER (DU)</b>	International Women's Day was celebrated on 9 <sup>th</sup> of March by DMIHER (DU). Mr. Noorul Hasan was the Chief guest and Dr. Trupti Waghmare was guest of honor. <b>Dr. Noorul Hasan</b> delivered a talk on <b>POCSO Act</b> , Protection of Children from Sexual offence Act-2012 and told about the act to all audience.  <b>Dr. Punam Ukey</b> , Asso. Professor of Pediatrics, AVBRH also delivered the talk on the <b>“Responsibilities of adolescent”</b> and lastly there was a safely skill demonstration by Mr. Abhijit Pargaonkar. Total 700 Student and faculty of different Institution attend the program.
March 23	<b>DMCOP</b>	On occasion of International women's day <b>Debate competition</b> was organized on the theme - “Is women's empowerment a myth in developing countries”.

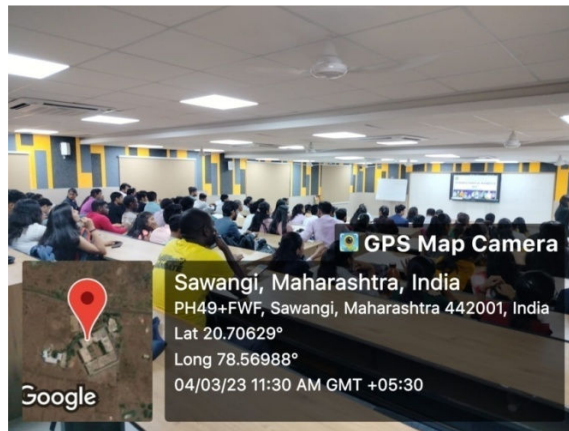
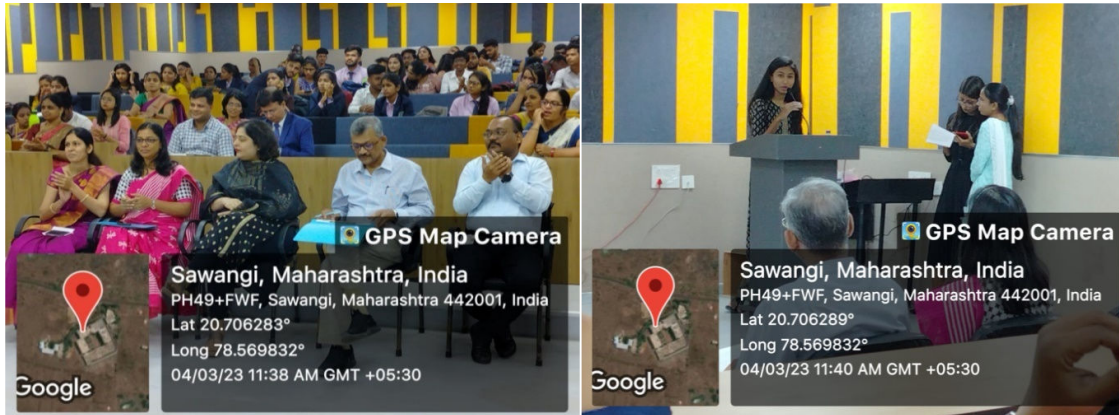
		All the students, teaching and non teaching staff of DMCP are attended the programme.
March 23	<b>SPDC</b>	International Women's Day was organized in SPDC on the theme ' <b>Dry Decoration competition</b> '. Total 49 Undergraduate students (47) and non-teaching staff (2) participated in the competition. Mrs.Pradnya Shende was winner from non-teaching staff category. Students who received awards were: 1 <sup>st</sup> prize - Devyani Adkine and Sharayu Ambekar (3rd BDS), 2 nd prize - Arpita Dhoke and Samiksha Umredkar (3 rd BDS), 3 rd prize - Khushi Zunz unwala and Jasnoor Kaun Makhan (3 rd BDS).
March 23	<b>RNPC</b>	<b>Gender Equality workshop</b> was conducted Ravi Nair Physiotherapy College for Teaching and Non-teaching staff. Total participants were 14.
May 23	<b>RNPC</b>	<b>Gender Equality workshop</b> was conducted Ravi Nair Physiotherapy College for Teaching and Non-teaching staff on date 06/05/23. Total participants were 14.

# PHOTOS

**Gender Equality workshop for students of 1<sup>st</sup> semester and staff members of School of Allied Health Sciences on date: 23/01/23.**



**Role Play Activity - “Famous women Personality” by School of Allied sciences on date:  
04/03/23**



**Rangoli competition by SRMMCON on date 08/03/2023**

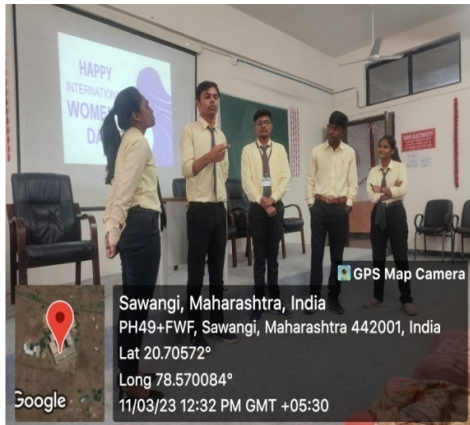


**Debate competition was organized by MGACH & RC on date 08/03/23**

**International Women's Day celebration by DMIHER (DU) on 9<sup>th</sup> of March 2023**



**Debate competition by DMCOP on date 11.03.23**



### Dry Decoration Day competition by SPDC on date 13.03.23



### Gender Equality Workshop by RNPC on date 06/05/23





**INTERNAL COMPLAINT COMMITTEE (ICC)**  
**FOR PREVENTION, PROHIBITION AND REDRESSAL OF SEXUAL**  
**HARASSMENT OF WOMEN AT WORKPLACE**

Internal Complaint Committee (ICC) is constituted according to the act, “the sexual harassment of women at workplace (prevention, prohibition and redressal) act 2013”.The establishment of an Internal Complaints Committee (ICC) is a compulsory requirement for employers, as it serves as a means to address instances of sexual harassment within an organization. ICC is an organizational body that assumes exclusive responsibility for the identification, examination, and resolution of workplace sexual harassment concerns. Furthermore, it ensures that all employees have convenient access to its services. It is imperative for every organization to establish a proficient Internal Control and Compliance (ICC) committee.

**Objectives**

1. **Protection** of women at workplace against sexual harassment and
2. The **prevention** and **Redressal** of complaints of sexual harassment and for matters connected therewith
3. To make the campus safe, free from sexual harassment; with zero tolerance
4. Redressal of complaints of sexual harassment of women of DMIHER (DU)
5. Awareness about the ‘gender equality’, ‘right of life and liberty’ etc.

**INTERNAL COMPLAINT COMMITTEE (ICC) ACTIVITIES**

**(JULY 2022 TO JUNE 2023)**

**A. SENSITIZATION AND AWARENESS ACTIVITIES:**

<b>Sr.No.</b>	<b>Details of ICC activities conducted</b>
1.	<b><u>Sensitization session for Nursing staff of AVBRH</u></b> Sensitization of <b>Nursing staff of AVBRH</b> was conducted by <b>Dr.Kamlesh Choudhary, Professor, Department of Gynecology</b> on date: 07/07/22 in Surgery Seinar room of AVBRH. Total beneficiaries were: 65.
2.	<b><u>Sensitization session for UG and PG students of Faculty of Engineering and Technology</u></b> Sensitization of <b>UG and PG students of FEAT</b> was conducted by <b>Mrs.Sasipriya Assistant Professor (Mathematics), FEAT</b> on date: 16/07/22. Total beneficiaries were: 64.
3.	<b><u>Sensitization session for Teaching and Non-teaching staff of Faculty of Engineering and Technology</u></b> Sensitization of <b>Teaching and non-teaching staff of School of Allied Sciences</b> was conducted by <b>Mrs Sasi Priya AS, Assistant Professor (Mathematics), Faculty of Engineering and Technology</b> on date: 29/08/22. Total beneficiaries were: 25.
4.	<b><u>Orientation session for Nursing staff of AVBRH</u></b> Sensitization of <b>Nursing staff of AVBRH</b> was conducted by <b>Rama Khadatkar sister</b> on date: 19/09/22. Total beneficiaries were: 49.
5.	<b><u>Sensitization session for Non-Teaching staff of AVBRH</u></b> Sensitization of <b>Non-Teaching staff of AVBRH</b> was conducted by <b>Dr Kamlesh Chaudhary</b> on date: 14/10/22. Total beneficiaries were: 28.
6.	<b><u>Sensitization session for Interns of BPT of RNPC</u></b> Sensitization of <b>BPT Interns of RNPC</b> was conducted by <b>Dr Moh'd Irshad Qureshi</b> on date: 17/10/22. Total beneficiaries were: 47.
7.	<b><u>Sensitization session for 1<sup>st</sup> year students of Faculty of Engineering and Technology</u></b> Sensitization during <b>Freshers Induction session at FEAT</b> was conducted by <b>Mrs.</b>

	<b>Sasipriya A.S</b> on date: 20/10/22. Total beneficiaries were: 89.
8.	<b><u>Sensitization during Gender Equality Workshop at SPDC</u></b> <b>Mrs. Sharmila Parihar</b> , member of ICC was invited as Speaker for <b>Gender Equality Workshop</b> on date 7th Oct 2022 and presented the topic “ <b>Legal Aspects In Gender Equality</b> ” Total beneficiaries were: 60.
9.	<b><u>Sensitization session for 1<sup>st</sup> year BPT students of RNPC</u></b> Sensitization of the <b>1<sup>st</sup> BPT students of RNPC</b> during Freshers Induction Session was conducted by <b>Dr Moh’d Irshad Qureshi</b> on date: 04/11/22. Total beneficiaries were: 60.
10.	<b><u>Sensitization session for 1<sup>st</sup> year MPT students of RNPC</u></b> Sensitization of the <b>1<sup>st</sup> MPT students of RNPC</b> during PG Induction Session was conducted by <b>Dr Moh’d Irshad Qureshi</b> on date: 04/11/22. Total beneficiaries were: 18.
11.	<b><u>Sensitization session for Interns of SPDC</u></b> Sensitization of the <b>Interns of SPDC</b> during Interns Orientation Workshop was conducted by <b>Dr Mithilesh Dhamande</b> on date: 09/11/22. Total beneficiaries were: 84.
12.	<b><u>Sensitization session for 1<sup>st</sup> year MBBS students of JNMC</u></b> Sensitization of the <b>1<sup>st</sup> year MBBS students of JNMC</b> during Foundation course was conducted by <b>Dr Swarupa Chakole</b> on date: 21/11/22. Total beneficiaries were: 192.
13.	<b><u>Sensitization session for UG students of Allied Sciences</u></b> Sensitization of the <b>UG students of Allied Sciences</b> was conducted by <b>Mrs.Supriya Narad</b> on date: 23/11/22. Total beneficiaries were: Faculty of Commerce and Management 8, Faculty of Science and Technology 18.
14.	<b><u>Sensitization session for PG students of Allied Sciences</u></b> Sensitization of the <b>PG students of Allied Sciences (MBA, MCA)</b> was conducted by <b>Mrs.Supriya Narad</b> on date: 23/11/22. Total beneficiaries were: Faculty of Commerce and Management 15, Faculty of Science and Technology 20.
15.	<b><u>Sensitization session for 1<sup>st</sup> year BDS students of SPDC</u></b> Sensitization of the <b>Faculty and Nurses of AVBRH</b> was conducted by <b>Dr</b>

	<b>Kamlesh Chaudhary</b> on date: 29/11/22. Total beneficiaries were: 68.
16.	<b><u>Sensitization session for Faculty and Nurses of AVBRH</u></b> Sensitization of the <b>1<sup>st</sup> year MBBS students of JNMC</b> during Foundation course was conducted by <b>Dr Swarupa Chakole</b> on date: 21/11/22. Total beneficiaries were: Faculty 25, Nurses: 49.
17.	<b><u>Sensitization session duering Gender Equality Workshop at DMCP</u></b> <b>Mrs.Reshma Sheikh</b> , member of ICC was invited as Speaker for <b>Gender Equality Workshop</b> of Institutional Forum for Women on date 29 <sup>th</sup> November 2022.
18.	<b><u>Sensitization session for 1<sup>st</sup> year Post graduate students of JNMC and SPDC</u></b> Sensitization of the <b>1<sup>st</sup> year Post Graduate students of JNMC and SPDC</b> during Post graduate Induction Prohram was conducted by <b>Dr Nilima Thosar</b> on date: <b>12/12/22</b> . Total beneficiaries were: 250.
19.	<b><u>Sensitization session for 1<sup>st</sup> year Under Graduate and Post graduate students of Allied Health Sciences</u></b> Sensitization of the <b>1<sup>st</sup> year Under Graduate and Post Graduate students of Allied Health Sciences</b> was conducted by <b>Dr Nilima Thosar</b> on date: <b>31/12/22</b> . Total beneficiaries were: 327.
20.	Sensitization of the <b>Undergraduate 1<sup>st</sup> year PBB.Sc Nursing students during Freshers Induction Program</b> was conducted by <b>Dr. Jaya Gawai</b> on date: 07/02/2023. Total beneficiaries were 22.
21.	Sensitization of the <b>Post graduate 1<sup>st</sup> year M.Sc Nursing students during Induction Program</b> was conducted by <b>Dr. Jaya Gawai</b> on date: 07/02/2023. Total beneficiaries were 26.
22.	Sensitization of the <b>3<sup>rd</sup> BDS students during Clinical Induction Program</b> was conducted by <b>Dr.Mithilesh Dhamande</b> on date: 08/02/2023. Total beneficiaries were 60.
23.	Sensitization of the <b>Nurses of AVBRH</b> was conducted by <b>Mrs.Rama Khadatkar</b> on date: 25/02/2023. Total beneficiaries were 22.
24.	Sensitization of the <b>First year BAMS students of MGAC</b> was conducted by <b>Dr.Jagruti Chaple</b> on date: 01/03/23. Total beneficiaries were 97.

25.	Sensitization of ICC was conducted during <b>Clinical Induction of MBBS 2021 batch</b> by <b>Dr Pratibha Dawande</b> on date: 10/03/2023. Total beneficiaries were 25.
26.	The sensitization session for <b>1st BDS students of SPDC</b> during <b>Capsulated module of Foundation course</b> was conducted by <b>Dr. Nilima Thosar</b> on date 18.03.2023. Total beneficiaries were 13.
27.	Sensitization of the <b>Interns (2018-19 batch) of MGAC</b> was conducted by <b>Dr.Jagruti Chaple</b> on date: 15/04/23 during the <b>Interns Induction Program</b> . Total beneficiaries were 61.
28.	Sensitization of the <b>1<sup>st</sup> year PG students of MGAC</b> was conducted by <b>Dr.Jagruti Chaple</b> on date: 24/04/23 during <b>PG Induction Program</b> . Total beneficiaries were 37.
29.	The sensitization session for <b>Non-Teaching staff of SPDC</b> was conducted by <b>Mrs.Sharmila Parihar, Chief Administrative Officer, SPDC</b> on date 27.04.2023. Total beneficiaries were 34.
30.	The sensitization session for <b>Teaching staff of RNPC</b> was conducted by <b>Dr Moh'd Irshad Qureshi, Convener, ICC</b> on date 06.05.2023. Total beneficiaries were 19.
31.	The sensitization session for <b>Teaching staff of SPDC</b> was conducted by <b>Dr.Nilima Thosar, Convener, ICC</b> on date 09.05.2023. Total beneficiaries were 19.
32.	The sensitization session for <b>Teaching and Non-teaching staff of AHS</b> was conducted by <b>Namrata Chaudhary</b> , on date 25.05.2023. Total beneficiaries were 9.
33.	The sensitization session for <b>Teaching and Non-teaching staff of Allied Sciences</b> was conducted by <b>Ms Supriya Narad</b> on date 30.05.2023. Total beneficiaries were 20.

## **B. MEETINGS OF ICC:**

<b>Sr.No.</b>	<b>Details of Meetings</b>
1.	<p><b>Quarterly meeting of ICC</b> was conducted on date <b>21/09/22</b> in seminar room of Pediatric Dentistry All the members attended meeting except Mrs Jaya Gawai, Dean (Academics), SRMMCON and Mrs.Supriya Narad, Associate Professor, School of Allied Sciences who expressed their inability to attend meeting.</p> <ul style="list-style-type: none"><li>• To review the activities conducted since last quarterly meeting of June 2022, dated 18/06/22</li><li>• To discuss the activities conducted for the month of August 2022 as per Annual Calendar of ICC for the year 2022-23</li><li>• To decide for reconstitution of the ICC committee after including member of Allied Health Sciences</li></ul>
2.	<p><b>Quarterly meeting of ICC</b> was conducted on date <b>13/12/22</b> in seminar room of Pediatric Dentistry. All the members attended meeting except Dr.Mohd. Irshad Qureshi, Dr.Swarupa Chakole, Mrs.Jaya Gawai and Mrs. Namrata Chaudhary who expressed their inability to attend meeting.</p> <p>Agenda discussed for the quarterly meeting was:</p> <ol style="list-style-type: none"><li>1. To review the activities conducted since last quarterly meeting of September 2022, dated 21/09/22</li><li>2. To discuss the activities conducted for the month of November 2022 and activities pending since September 22 as per Annual Calendar of ICC for the year 2022-23.</li></ol>
3.	<p><b>Quarterly meeting of ICC</b> was conducted on date <b>23/03/23</b> in seminar room of Pediatric Dentistry. All the members attended meeting except Dr.Jagruti Chaple who expressed her inability to attend meeting.</p> <p>Agenda discussed for the quarterly meeting was:</p> <ol style="list-style-type: none"><li>3. To review the activities conducted since last quarterly meeting of December 2022, dated 13/12/22</li><li>4. To discuss about the activities pending since December 2022 as per the Annual Calendar of ICC for the year 2022-23.</li><li>5. To discuss about any other activities of ICC, apart from sensitization sessions.</li></ol>

4. **Quarterly meeting of ICC** was conducted on date **19/06/23** in seminar room of Pediatric Dentistry. All the ICC members attended meeting except Dr.Swarupa Chakole, Dr.Jagruti Chaple and Dr.Rama Khadatkar who expressed their inability to attend the meeting.

Agenda discussed for the quarterly meeting was:

1. To review the activities conducted since last quarterly meeting of March 2023, dated 23/03/23
2. To discuss about the activities pending since March 2023 as per the Annual Calendar of ICC for the year 2022-23.
3. To discuss about any other activities of ICC, apart from sensitization sessions.

**D. OTHER ACTIVITIES RELATED TO ICC:**

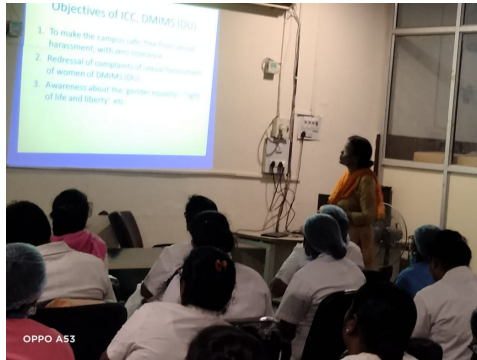
1. Annual report of Internal Complaint committee was submitted to District Officer, Wardha and its copy to department of Women and Child Welfare, Wardha on date 24/01/23.
2. With respect to reference No. 10 of 2023, Date 3<sup>rd</sup> may 2023, ICC was re-constituted by including the new ICC member, Dr.Sarita Ugemuge, Associate Professor, dept. of microbiology in place of Dr.Pratibha Dawande.

**CONCLUSION:**

- Sensitization sessions: 33
- Quarterly meeting conducted: 4
- Annual report submitted to District officer on date 24/01/23
- ICC reconstituted on date 03/05/23

**PHOTOS**

**Sensitization session of Nursing staff, AVBRH, Date: 07/07/2022**



Sensitization session of UG, PG students of FEAT Date: 16/07/2022



Sawangi, Maharashtra, India  
PH49+FWF, Sawangi, Maharashtra 442001, India  
Lat 20.70648°  
Long 78.570208°  
16/07/22 10:32 AM

Sawangi, Maharashtra, India  
PH49+FWF, Sawangi, Maharashtra 442001, India  
Lat 20.70648°  
Long 78.570208°  
16/07/22 10:32 AM

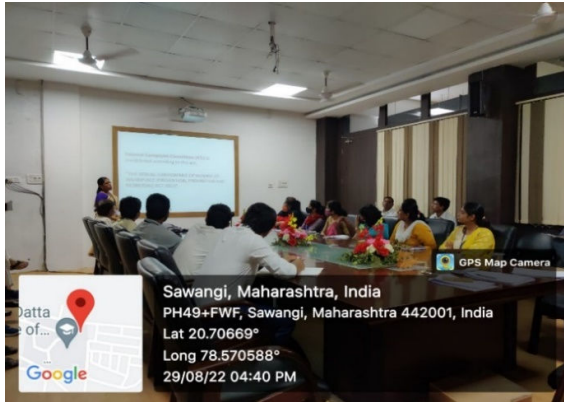


Sawangi, Maharashtra, India  
PH49+FWF, Sawangi, Maharashtra 442001, India  
Lat 20.70648°  
Long 78.570208°  
16/07/22 10:32 AM

Sawangi, Maharashtra, India  
PH49+FWF, Sawangi, Maharashtra 442001, India  
Lat 20.70648°  
Long 78.570208°  
16/07/22 10:32 AM

Sensitization session Teaching and non-teaching staff of FEAT Date: 29/08/2022





**Quarterly meeting of ICC conducted on date: 21/09/2022**



**Mrs Sharmila Parihar as invited Speaker in Gender Equality Workshop at SPDC,  
Date: 07/10/2022**



The image shows a blue poster for a 'GENDER EQUALITY' workshop. The poster includes the following text: 'DMIHER Presents INSTITUTIONAL FORUM FOR WOMEN (IFFW), SPDC WORKSHOP GENDER EQUALITY For all teaching and nonteaching staff'. The date is '7<sup>th</sup> Oct 2022' and the time is '2:00 PM to 3:00 PM'. The speakers listed are Dr. Swati Patil, Dr. Mrunal Meshram, Dr. Suvarna Dangore, and Mrs. Sharmila Parihar. Below the poster is a photograph of Mrs. Sharmila Parihar speaking at a podium. The photo includes a GPS overlay with the following data: 'PH7G+P93, Sawangi, Maharashtra 442001, India', 'Latitude 20.7148594°', 'Longitude 78.5754771°', 'Local 03:05:04 PM', 'GMT 09:35:04 AM', 'Altitude 11.92 meters', and 'Friday, 07.10.2022'.

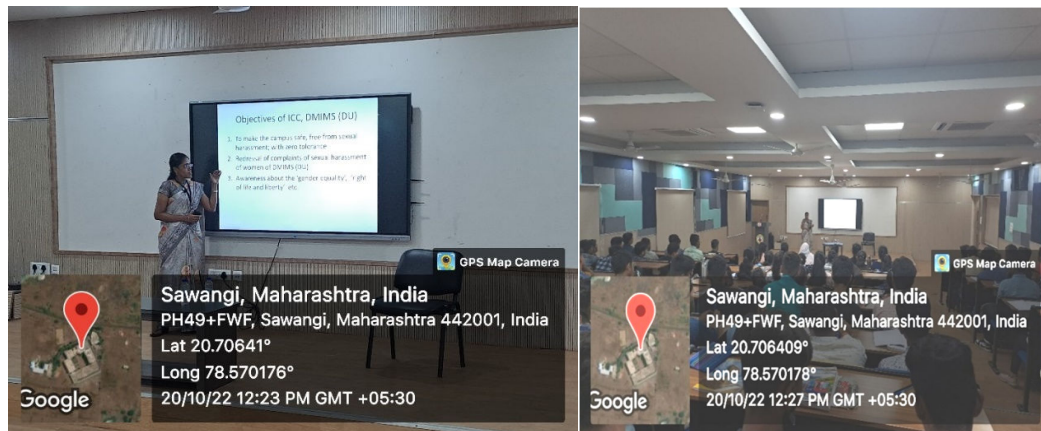
**Sensitization session for BPT Interns of RNPC, Date: 17/10/2022**



**Sensitization of Non-Teaching staff of AVBRH conducted by Dr Kamlesh Chaudhary,  
Dt: 14/10/22**



**Sensitization session during Freshers Induction Program at FEAT, Date: 20/10/2022**



**Sensitization of the 1<sup>st</sup> BPT students of RNPC during Freshers Induction Program conducted by Dr Moh'd Irshad Qureshi, Date: 04/11/22**



**Sensitization of the 1<sup>st</sup> MPT students of RNPC during PG Induction Program conducted by Dr Moh'd Irshad Qureshi, Date: 04/11/22**



**Sensitization session for Interns of SPDC, Date: 09/11/2022**



Wardha, Maharashtra, India  
 In Front of Food Court, DMIMS(DU), Sawangi (Meghe, Wardha, Maharashtra 442001, India  
 Lat 20.714975°  
 Long 78.575924°  
 09/11/22 09:32 AM

Wardha, Maharashtra, India  
 In Front of Food Court, DMIMS(DU), Sawangi (Meghe, Wardha, Maharashtra 442001, India  
 Lat 20.714926°  
 Long 78.575912°  
 09/11/22 09:31 AM

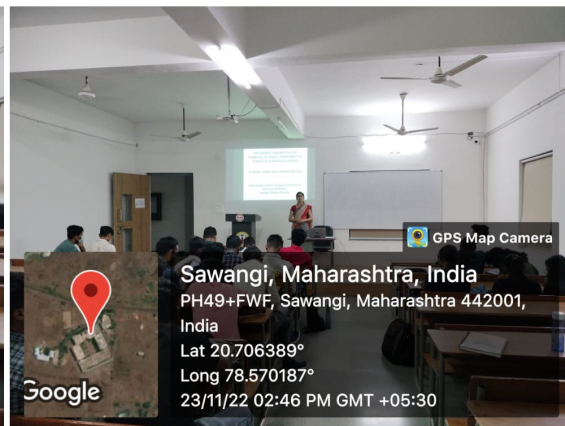
**Sensitization session for the 1<sup>st</sup> year MBBS students of JNMC during Foundation course conducted by Dr Swarupa Chakole, Date: 21/11/22**



Sawangi Megh, MH, India  
 Datta Meghe Institute of Medical Sciences, Sawangi Megh, 442001, MH, India  
 Lat 20.714823, Long 78.576402  
 11/21/2022 12:31 PM GMT+05:30  
 Note : Captured by GPS Map Camera

Sawangi Megh, MH, India  
 Datta Meghe Institute of Medical Sciences, Sawangi Megh, 442001, MH, India  
 Lat 20.714823, Long 78.576402  
 11/21/2022 12:31 PM GMT+05:30  
 Note : Captured by GPS Map Camera

**Sensitization of the UG students of Allied Sciences conducted by Mrs.Supriya Narad, Date: 23/11/22**

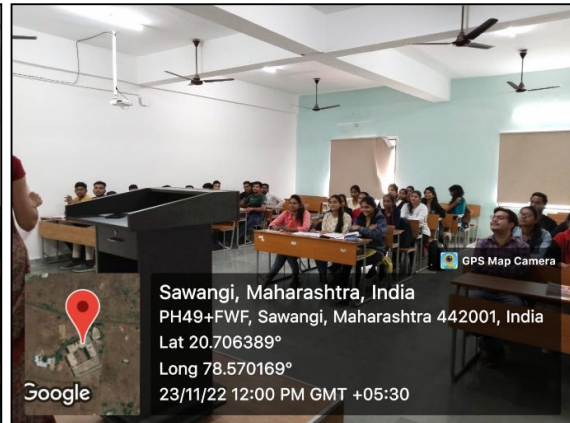


Sawangi, Maharashtra, India  
 PH49+FWF, Sawangi, Maharashtra 442001, India  
 Lat 20.706392°  
 Long 78.570183°  
 23/11/22 02:45 PM GMT +05:30

Sawangi, Maharashtra, India  
 PH49+FWF, Sawangi, Maharashtra 442001, India  
 Lat 20.706389°  
 Long 78.570187°  
 23/11/22 02:46 PM GMT +05:30

**Sensitization of the PG students of Allied Sciences conducted by Mrs.Supriya Narad,**

**Date: 23/11/22**



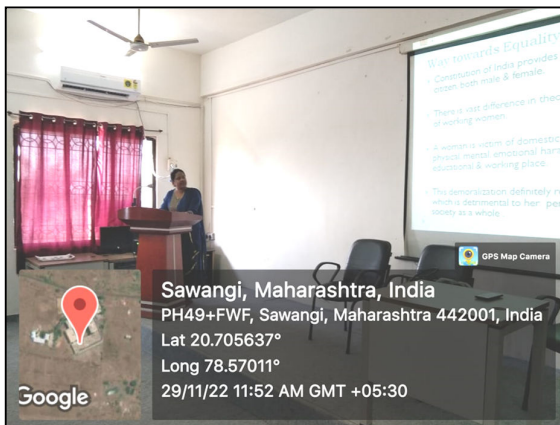
**Sensitization of the Faculty and Nurses of AVBRH conducted by Dr Kamlesh**

**Chaudhary, Date: 29/11/22**



**Mrs Reshma Sheikh was invited as Speaker in Gender Equality Workshop at DMCP,**

**Date: 29/11/2022**



**Sensitization of the Faculty, Nurses and Non-Teaching staff was conducted by  
Dr.Jagruti Chaple, Date: 09/12/22**



**Sensitization of the 1<sup>st</sup> year Post graduate students of JNMC and SPDC conducted by  
Dr Nilima Thosar, Date: 12/12/22**



**Quarterly meeting of ICC conducted on date: 13/12/2022**



**Sensitization of the Teaching and Non-teaching staff of DMCP conducted by Dr Deepak Khobragade, Date: 13/12/22**



**Sensitization of the B.Pharm, 1<sup>st</sup> year students of DMCP conducted by Dr Deepak Khobragade, Date: 14/12/22**



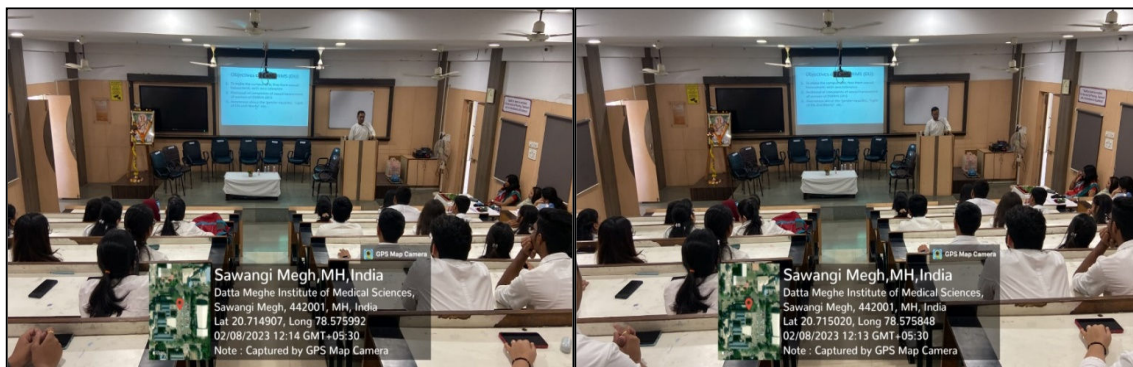
**Sensitization of the 1<sup>st</sup> year B.Sc Nursing students of SRMMCON was conducted by Mrs.Jaya Gawai, Date: 18/12/22**



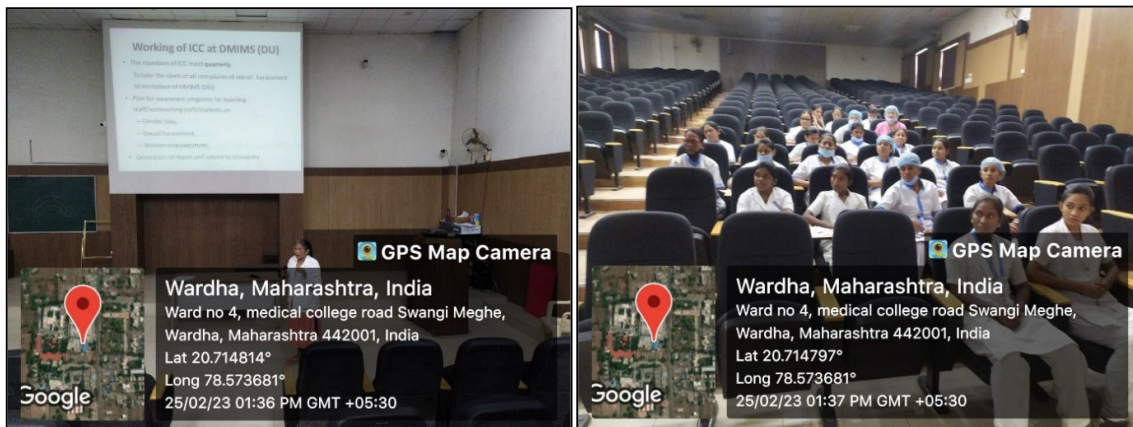
**Sensitization of the 1<sup>st</sup> year Under Graduate and Post graduate students of Allied Health Sciences conducted by Dr Nilima Thosar, Date: 31/12/22**



**Sensitization of the 3<sup>rd</sup> BDS students during Clinical Induction Program conducted by Dr.Mithilesh Dhamande on date: 08/02/2023.**



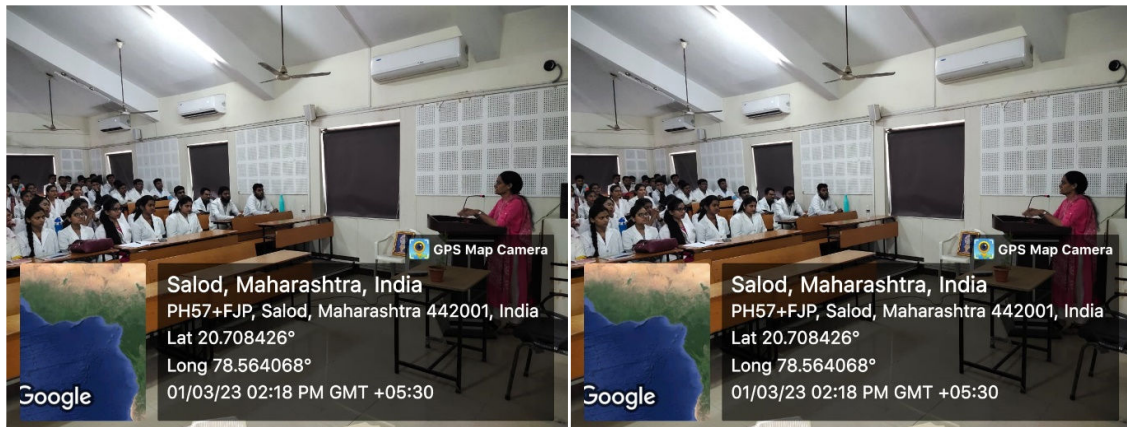
**Sensitization of the Nurses of AVBRH conducted by Mrs.Rama Khadatkar on date: 25/02/2023.**





**Sensitization of the First year BAMS students of MGAC conducted by Dr.Jagruti**

**Chaple on date: 01/03/23**



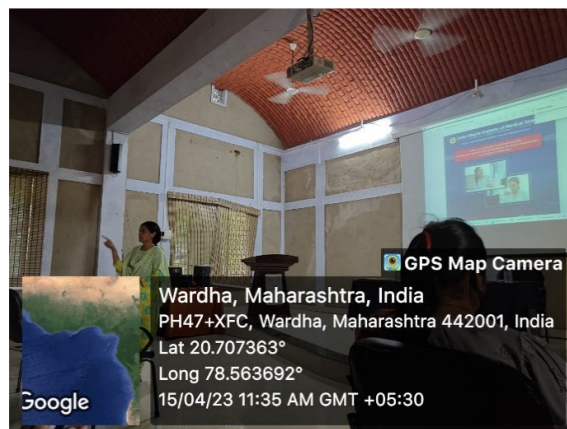
**Sensitization of ICC was conducted during Clinical Induction of MBBS 2021 batch by**

**Dr Pratibha Dawande on date: 10/03/2023**



**Sensitization of the Interns (2018-19 batch) of MGAC conducted by Dr.Jagruti Chaple**

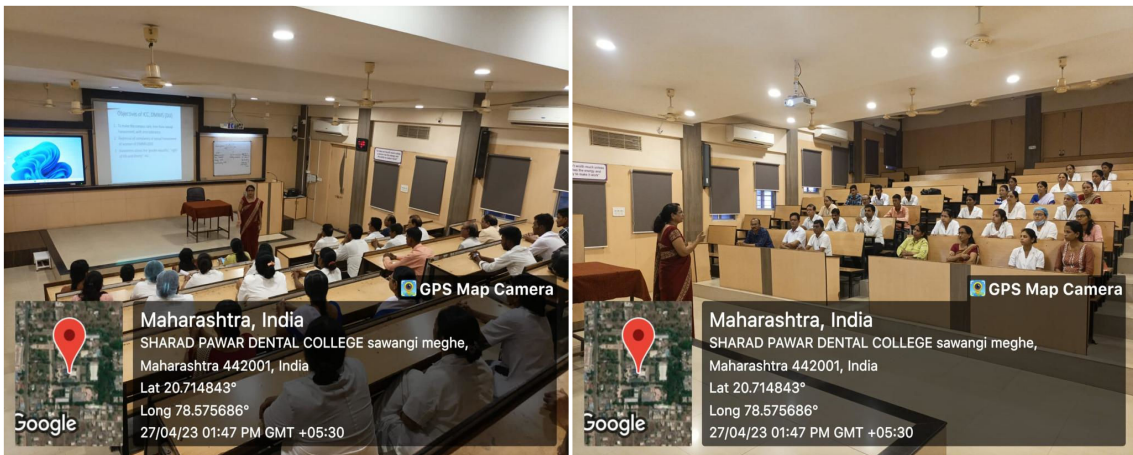
**on Date: 15/04/23**



**Sensitization of the 1<sup>st</sup> year PG students of MGAC conducted by Dr.Jagruti Chaple on date: 24/04/23**



**The sensitization session for Non-Teaching staff of SPDC was conducted by Mrs.Sharmila Parihar, Chief Administrative Officer, SPDC on date 27.04.2023**



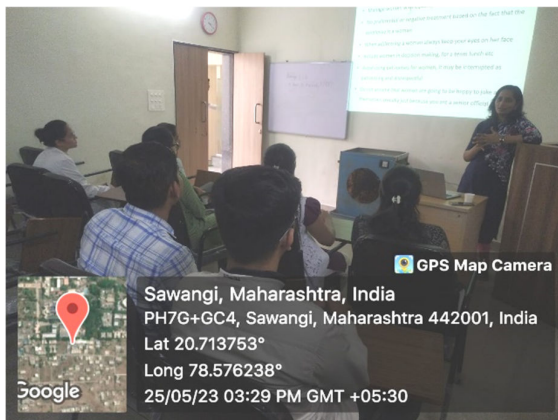
**The sensitization session for Teaching staff of RNPC was conducted by Dr Moh'd Irshad Qureshi, Convener, ICC on date 06.05.2023.**



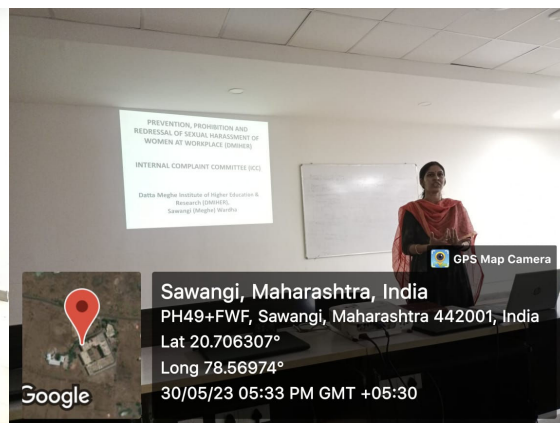
**The sensitization session for Teaching staff of SPDC was conducted by Dr.Nilima Thosar, Convener, ICC on date 09.05.2023**



**The sensitization session for Teaching and Non-teaching staff of AHS was conducted by Namrata Chaudhary, on date 25.05.2023**



**The sensitization session for Teaching and Non-teaching staff of Allied Sciences was conducted by Ms Supriya Narad on date 30.05.2023**



## EQUAL OPPORTUNITY CELL

### Objectives of Equal Oppurtunity Cell:

- The work of the Centre for Social Justice is based on the underlying principle that all human beings are equal in dignity and rights and that equality is one of the fundamental factors which enables human beings to live a life of dignity and to enjoy it to its full potential. The approach of the committee is to enhance among all, the social conceptions and implications of justice and to develop socially spirited and responsible individuals. Where today in the blind race of materialism, people are getting individual-centric surpassing their duties towards society, the Centre aims at developing a sense of affection, connectedness and responsibility towards society. The Committee wholeheartedly undertakes the following objectives-
- To break the obsolete conceptions of social hindrances prevalent in the society that inhibit social growth.
- To uphold 'social justice' through developing a sense of social sensitivity, connectedness, and responsibility among students, teachers members and non-teaching staff and their surroundings.
- To create opportunities and a platform for the students where they could practically analyse and evaluate the role of law and the legal system in the fast-changing society in bringing forth social justice.
- To contribute materially to the intellectual discourse and academic efforts in developing an analytical attitude through which social realities can be evaluated and enveloped by ideals of social justice.
- To provide information and act as a counseling-cum-guidance centre for students belonging to the marginalized sections, especially with regard to academic, financial and other matters.
- To ensure implementation of policies, schemes and programmes for the inclusion of underprivileged groups within the framework of policies and guidelines of the GOI/UGC.



## Attendance Cell

### **Objectives of Attendance Cell:**

- To monitor student's attendance in theory, practicals and clinics.
- To monitor the proper conduction classes as per university norms.
- To address the students' grievances regarding attendance.
- To identify and counsel students with less attendance and chronically absent.
- To maintain communication with parents/guardians.
- To maintain and ensure transparency of records.

The university conforms to the following attendance criteria (subject-by-subject) for eligibility in University examinations:

Theory: greater than or equal to 75%, Clinical/practical: greater than or equal to 80%

(Remaining 20 percent includes all absence like sickness, other leaves, etc.) Students who do not meet the required progressive attendance requirements in a subject are not entitled to sit for University Examinations in that subject.

Each constituent college within the university has its own Attendance Cell unit. The university's Attendance Cell is led by a convener, and each constituent college has a co-convener to oversee its respective Attendance Cell. The university has its policy guidelines regarding leave of under graduate students in various situations like date of joining after admission, leave application on personal grounds, leave application on medical grounds, for representing institution in conference/sports/cultural meet/ other extracurricular activities etc. Parents of First Year students are given usernames and passwords so that they can track their children's attendance on a daily and monthly basis.

Each of the constituent institute took proactive measures to improve student's progressive attendance in theory and practical/clinic. Students were identified with low attendance and referred to respective preceptorship coordinator and HOD to counsel students having academic/ non academic issue. The students with psychological/Emotional and Social issues were further referred to Student guidance unit for the counselling. Letter sent to parents of students who were falling short of attendance on quarterly basis. Students who were unlikely to compensate the shortfall of attendance, capsulated teaching was conducted after Preliminary examination to fulfill the eligibility criteria.

## Students` Grievance Redressal Cell

The students often find themselves in situations where they are at loss to understand how to cope up with the situation in which they are confronted with problems, difficulties and grievances'. In such situations, they require some person' more mature and senior, or somebody in authority who will be able to provide desired help and guidance or a platform where they can approach with their problems and find the solutions' This is essential as prompt redressal of grievances provide desired succor to the aggrieved students.

### **Objectives:**

- To streamline and strengthen mechanism of grievance reporting and handling
- Redressal of grievances at various levels in stipulated time frame
- To create a healthy working atmosphere for students, staff and faculties

### **THE MECHANISM:**

To appropriately address this felt need of the students DMIHER (DU) has established a three tier Grievance Redressal Mechanism as forth with.

1. Tier-I - HOD of concerned Department
2. Tier -II - Institutional Grievance Redressal committee
3. Tier- III - Grievance Redressal committee of the University

### **Observations:**

- **Grievances received: 446**

SN	Category	Number of Grievance reported	Number of Grievance resolved
1	Students (UG/PG)	438	438
2	Faculty	03	03
3	Nonteaching staff	05	05

S n	Institute	Number of Grievance reported	Status of Grievance resolved	Number of Grievance rejected
1	Constituent colleges/schools	171	Resolved	-
2	Exam Cell	338	Resolved	-

### Highlights

- Revised mechanism and composition of committees prepared and circulated to all HOIs
- SOP prepared so as to resolve the grievance without delay
- Revised committee uploaded on website
- As per directives, the grievance should be resolved within in 2-7 days as far as possible

## Training and Placement cell Report

The Training and Placement Cell, also known as the T&P Cell, plays a crucial and dynamic role within educational institutions by serving as a connection between academics and the professional realm. The fundamental objective of this institution is to support and enhance the smooth progression of students from their educational endeavors to purposeful and fulfilling professional paths. The primary function of this crucial department is to provide guidance to students in order to help them identify and pursue possibilities that are in line with their individual talents, knowledge, and goals. Additionally, the department actively fosters strong connections with industry partners, thereby establishing a platform for successful recruitment endeavors. The purpose of the cell is to develop/train the students so that the students will be competent enough for recruitment and to facilitate the students to choose the right career or assist the students in finding the job.

The Talent and Placement Cell serves as more than just a facilitator of job placements; it also functions as a platform for fostering the growth and development of individuals' talents. The program facilitates many activities aimed at enhancing students' skill sets, including resume construction, interview readiness, effective communication, and personal growth. In addition, the institution arranges job fairs, workshops, and seminars with the purpose of facilitating the presence of industry professionals and employers on campus. This initiative aims to provide students with valuable perspectives on the professional realm and its requirements.

### **Objectives:**

To guide students to choose the right career

Recruitment activities to assist students in obtaining placement

To give knowledge, skill and aptitude to the students

To assist the students in developing/clarifying their academic and career interests

Identifying the needs and expectations of the companies to assist them in recruiting the most suitable candidates

Maintaining and regularly updating the database of the students

### **Activities conducted**

Career guidance activities conducted	Placement drives conducted	Interviews organized
32	21	03



### Anti-Ragging Cell

- In view of the directions of the Hon'ble Supreme Court in the matter of "University of Kerala v/s. Council, Principals, Colleges and others" in SLP no. 24295 of 2006 dated 16.05.2007 and that dated 8.05.2009 in the Civil Appeal number 887 of 2009, and in consideration of the determination of the Central Government and the University Grants Commission to prohibit, prevent and eliminate the scourge of ragging according to the directives from the Hon'ble Supreme Court, which are in turn based on the recommendations of the Raghvan Committee. Higher Educational Institutions (HEIs) are required to take appropriate, preventive and corrective steps to make the campus ragging free from the menace of ragging. Any conduct by any student or students whether by words spoken or written or by an act which has the effect of teasing, treating or handling with rudeness to a fresher or any other student, or indulging in rowdy or indisciplined activities by any student or students which causes or is likely to cause annoyance, hardship or psychological harm or to raise fear or apprehension thereof in any fresher or any other student or asking any student to do any act which such student will not in the ordinary course do and which has the effect of causing or generating a sense of shame, or torment or embarrassment so as to adversely affect the physique or psyche of such fresher or any other student, with or without an intent to derive a sadistic pleasure or showing off power, authority or superiority by a student over any fresher or any other student, in all the constituents colleges of DMIHER(DU) , and thereby, to provide the healthy development, physically and psychologically, of all students, the DMIHER (DU) in consultation with deans and administrative authorities of constituent colleges will enforce strict discipline and vigilance

#### **Objectives of Cell**

- Ragging free campus with zero tolerance.
- To make environment conducive for fresher's for their easy acclimatization in the college, hostel and promote healthy interpersonal relationship with seniors.
- Punishment those who indulge in ragging as provided in the anti-ragging regulations and appropriate law in force.

#### **Following Anti Ragging Measures taken to curb the menace of ragging:**

Anti-Ragging Posters and Hoardings placed in different parts of Medical College, Hospital, Hostels, Mess etc.

Anti-Ragging Committees, Squad, Monitoring Cell and Mentor Cell formed. Hoardings placed at different places of Institutions and hostels.

Anti-Ragging Squad Members takes vigilance rounds of fresher's hostels as per UGC guidelines.

Anti-Ragging Monitoring Cell, Committee, Squad Members and Mentor Cell Meetings held every month with students' representative.

Brochure and prospectus of admission incorporated all directions of Hon'ble Supreme Court of India that Ragging is totally banned in all institutions under university.

CCTV Cameras are installed in all vulnerable places of constituent colleges .hospital and hostels. Online undertaking of each student and parent taken at the time of admission undertaking from students and Parents taken about non indulgence in Ragging Anti Ragging Undertaking of Stake Holders Completed Fresher's accommodated in separate hostel having CCTV, Warden and Security Guard in the hostel.

Psychological counseling of senior and junior students by students guidance cell by psychiatric counselor Sensitization of the fresher's, senior students and faculties done every year by the Dean and Convener Anti Ragging Monitoring Cell at fresher's and clinical induction programme.

Online compliance submitted on the Anti-Ragging Portal of UGC.

Fresher's welcome programme: As per the recommendations of the Raghvan Committee and Medical Council of India, the fresher's day programme organized by the Pre-clinical departments of the constituent colleges every year in the month of August by Mentor cell & immediate senior batch.

Anti-Ragging Survey: As per the guidelines of University Grants Commission the online anti ragging survey is conducted every student after a couple of months after admission.

**Website of DMIHER (DU):** Anti Ragging Monitoring Cell, Committees, Squad and Mentor Cells uploaded and updated regularly.

**Outcome:** Datta Meghe Institute of Higher Education and research (Deemed to be University) is proud to disclose that there is no reported untoward incidence of ragging in the university campus including all constituent colleges and hostel.

### Central Preclinical Research Facility

The Central Preclinical Research Facility at DMIHER (DU) is an indispensable asset within the domain of biomedical research. It is of the utmost importance in facilitating and optimizing preclinical investigations, which are critical for evaluating the safety and effectiveness of prospective treatments prior to their progression to clinical trials. Utilizing specialized resources, state-of-the-art technology, and a central preclinical facility, researchers are able to conduct exhaustive preclinical investigations with rigor and accuracy. By serving as an intermediary between basic research and translational medicine, this establishment guarantees the conversion of encouraging findings into practical medical progress. Within this particular framework, this introductory section delineates the importance of a Central Preclinical Facility and its diverse range of goals.

#### **Objectives:**

The objectives are to provide accessibility to the facility's resources and services for researchers affiliated with different universities and organizations. Additionally, the aim is to conduct outreach initiatives to increase awareness of our capabilities and foster prospective collaborations.

The primary objective of this initiative is to enhance interdisciplinary preclinical research across several domains such as medicine, biology, and pharmaceuticals. This will be achieved by providing researchers with the necessary tools, knowledge, and resources to conduct cutting-edge investigations.

1. **Facilitate Collaboration:** Cultivate an environment conducive to collaborative research by facilitating the integration of scientists, clinicians, and researchers, thereby fostering the exchange of knowledge and expertise, encouraging interdisciplinary collaboration, and ultimately improving research outcomes.
2. **Promote Animal Welfare:** Guarantee the implementation of optimal animal care practices and ethical treatment throughout preclinical investigations, while advocating for the conscientious and compassionate utilization of animals in scientific research.
3. **Advocate for Innovation:** Advocate for researchers in their endeavors to create and apply innovative experimental models and methodologies, hence fostering innovation and facilitating scientific progress.
4. **Education and Training:** Offer comprehensive training and educational initiatives to researchers, students, and staff, with the aim of augmenting their proficiency and expertise in preclinical research methodologies and protocols.

5. The implementation of comprehensive data management and sharing policies is crucial in promoting transparency and facilitating the dissemination of research findings, thereby making a valuable contribution to the wider scientific community.
6. Regulatory Compliance: The facility must adhere to all relevant rules, norms, and ethical standards in order to uphold the integrity and validity of preclinical research.

**1. Institutional Animal Ethics Meetings (IAEC):**

<b>Date of IAEC Meeting</b>	<b>No. of research protocols presented</b>	<b>No. of research protocols approved</b>	<b>No. of protocols deferred</b>
30 <sup>th</sup> July 2022	12	11	01
28 <sup>th</sup> December 2022	21	19	02
15 <sup>th</sup> April 2023	10	09	01
<b>Total</b>	<b>43</b>	<b>39</b>	<b>04</b>

**2. Animal house renewal of registration with CPCSEA:**

- Renewal of Registration of Animal House was processed in the last week of July 2022
- Solved all queries sought by CPCSEA during the process of renewal
- Animal house registration with CPCSEA was finally renewed and received a **renewal of registration letter dated 07<sup>th</sup> December 2022**

**3. ISO Certification of Animal house:**

The ISO Certification process for the animal house commenced on 20th December 2022. An initial meeting with the ISO Lead Auditor was held on 11th January 2023, followed by the start of documentation work. Subsequent document review meetings with the auditor were conducted on 6th February and 2nd March 2023. After a final ISO inspection on 24th March 2023, the certification process concluded with the ISO Certificate being awarded by the Lead Auditor on 27th April 2023.

**Consultancy Projects**

<b>Name of PI</b>	<b>Title of Project</b>	<b>Amount (INR)</b>	<b>Status</b>
Dr. Vijay Lambole & Mr. Manish Deshmukh	Acute toxicity study of 10 products of Gayatri Ayupharma, Ahmedabad	₹2,70,000.00	Completed
Dr. Punam Khobarkar & Dr. Vijay Lambole	Safety Evaluation (Acute Toxicity Study) of Gomutra- Haritaki Extract in Albino Wistar Rats	₹69,750.00	Approved
Dr. Punam Khobarkar & Dr. Vijay Lambole	Safety Evaluation (Sub acute Toxicity Study) of Gomutra- Haritaki Extract in Albino Wistar Rats	₹1,24,500.00	Approved
	<b>Total</b>	<b>₹4,64,250.00</b>	

#### 4. Collaborative funded Projects

Name of PI	Title of Project	Amount	Status
Dr. Sheenam Rani	Evaluation of Immunomodulatory Activity of Dhatryadi Rasayana Churna and its Granules	₹33,500.00	Completed
Dr. Tarang Rawat	Evaluation of Anti-pyretic, Anti-inflammatory and Analgesic activity of Tribhuvan Kirti Rasa and Sanjivani Vati	₹46,400.00	Completed
Dr. Kanika Dhiman	Evaluating the efficacy of Navkarshik Kashay Ghanvati & Erandadi Kashay Ghanvati for its anti hyperuricemic activity	₹63,800.00	Completed
Dr. Deepika Verma	Evaluation of Anti-Pyretic, Anti-inflammatory Activities of Anand Bhairav Rasa and Jaya Vati Along With Their Toxicological Assessment	₹76,500.00	Completed
	<b>Total</b>	<b>₹2,20,200.00</b>	

#### 5. Intramural Projects

Name of PI	Title of Project	Amount	Status
Dr. Vijay Lambole	Pharmaceutical standardization with drug dosage modification of <i>Panchabhadra Kwatha</i> and assessment of its antipyretic activity in albino wistar rats	₹100,000.00	Completed
Mrs. Sukeshini Lote	Evaluation of acute toxicity of <i>Trushnadya Loha</i>	₹100,000.00	Completed
Dr. Anil Pethe	Acute toxicity study of <i>Porrona paniculata</i> roxb. extract in albino wistar rats	₹100,000.00	Ongoing
Dr. Deepak Khobragade	Safety evaluation (Acute toxicity study) of <i>Trushnadya Madur</i> in Albino Wistar rats.	₹ 82,818.00	Completed

## 6. In house Projects

Name of Scholar	Title of project	Status
Mrs. Smita Mujbaile	Development and evaluation of microparticulate formulation of lantana camera for antithrombin and thrombolytic activity	Completed
Dr. Rashmi Chahande	Comparative evaluation of efficacy of bromalain with MTA against conventionally used MTA as direct pulp capping material	Completed
Dr. Sonali Chalakh	Evaluation of anti-histaminic and anti-inflammatory study of DA	Completed
Mrs. Monali Wavre	Formulation and development of Cow ghee based semi solid formulation of <i>Vitex negundo</i> leaves extract for effective burn wound healing	Completed
Dr. Mrunal Meshram & Dr.Priyanka Paul	Safety evaluation (Acute toxicity study) of Ghee Geru based oral gel in albino wistar rats	Completed
Dr. Utkarsha J Kandalkar	Pharmaceutical analytical study of vidarikandadi churna and its modified dosage form compared to standard in albinon rats for strengh, stamina and growth	Completed
Dr. Harlin Swer	Pharmaceutical analytical study of Tryushandya loha and its modified dosage form Tryushandya mandura and its comparision of antidiabetic activity in wistar rats	Completed
Ms. Pranali Shastrakar	Anticataleptic activity of Pine oil in haloperidol induced catalepsy in mice model	Completed
Ms. Pranali Shastrakar	Anticataleptic activity of Nutmeg oil in haloperidol induced catalepsy in mice model	Completed
Dr. Hardik Patel	Experimental comparative study between autologous activated platelet-rich plasma (A-PRP) and non-activated platelet-rich plasma (AA-PRP) in wound healing of skin on rabbit model	Completed
Dr. Swati Karkare	Evaluation for the efficacy of hemocoagulase agent (Botroclot) as pulpotomy agent as compared to ferric sulphate - an animal study	Completed
Dr. Milind Gharpinde	An Experimental study on role of PRP in bone healing in rabbits	Ongoing
Dr Kaushik Chatterjee, Mr. Ujwal	4D Printed Programmable Shape-morphing Hydrogels as Implantable Nerve Conduits for Suture less	Ongoing

Vyas, Dr Ashutosh Bagde	Neuropathy	
Dr Kaushik Chatterjee, Mr. Ujwal Vyas, Dr Ashutosh Bagde	3D Printed NIR Responsive composites as deployable bone scaffolds: a rabbit defect study	Ongoing
Dr. Pankaj Dangre	Preparation of topical gel containing DESs.	Completed
Mrs. Pooja Vyas	A critical appraisal and preclinical study of validated and processed platelet rich PRP in diabetic wound healing.	Completed
Dr Sachin Khedikar	Validation of Medhara Kala in context to structural correlation with visceral fats - an experimental study.	Completed
Dr. Kalpana Talwalae	Assesment of solitary and combined effect of Guduchi and punarnava on structural and functional changes of aging in liver and kidney of wistar rats.	Completed
Mrs. Mrunalini Potbhare	Acute toxicity study of Polyherbal extract.	Completed
Mrs. Mrunalini Potbhare	Polyherbal activity of Neurogenrative activity.	Completed
Dr. Vijay Lambole	Antipyretic activity of panchabadra kwath & panchabadra ghanvati in wistar rats.	Completed
Dr. Pankaj Dangre	Development of deep eutectic solvent based antifungal gel for transdermal drug delivery	Completed
Mrs. Sukeshini Lote	Evaluation of acute toxicity of Trushnadya Loha	Completed
Dr. Abhijit Gawai	Evaluation of hepatoprotective activity of Nagdawyad Ghrita in Paracetamol induced hepatotoxicity in wistar rats	Completed



**7. Animal Trading (Selling)**

Sr. No	Date	Institute Name	Animal species	Qty	Amount
1	28/09/2022	Priyadarshini JLCP, Nagpur	Wistar Rats	24	₹ 9,600.00
2	12/11/2022	Department of Zoology, RTMNU, Nagpur	Wistar Rats	23	₹ 9,200.00
3	24/01/2023	Department of Zoology, RTMNU, Nagpur	Wistar Rats	26	₹10,400.00
4	02/05/2023	P. Wadhvani College of Pharmacy, Yavatamal	Swiss Mice	33	₹13,200.00
5	30/06/2023	Department of Pharmacology, MGIMS, Sewagram	Swiss Mice	04	₹1,600.00
6	30/06/2023	Department of Pharmacology, MGIMS, Sewagram	Wistar Rats	04	₹800.00
		<b>Total</b>			<b>₹44,800.00</b>

**8. Animal Purchasing**

Sr. No	Date	Supplier Name	Animal species	Qty	Amount
1	26/12/2022	Mahaveera Enterprises	New Zealand Rabbits	10	₹17,000.00
2	26/12/2022	Mahaveera Enterprises	Wistar Rats	150	₹38,250.00
3	26/12/2022	Mahaveera Enterprises	Sprague Dawley	50	₹12,750.00
4	03/06/2023	Vab Biosciences	New Zealand White Rabbits	14	₹36,000.00
			<b>Total</b>		<b>₹1,04,000.00</b>

## **9. Prospective plan: GLP Certification of Animal House**

- As per instructions of Hon. Dr. S. S. Patel Sir, Visit of Dr. Prahalad Wangikar from Prado Preclinicals, Pune regarding GLP Certification of our Animal house facility was arranged.
- Dr. Wangikar visited to our animal house facility on 26/06/2023 and had detailed discussion about GLP certification with Dr. S. S. Patel Sir, Dr. Deepak Khobragade and Dr. Vijay Lambole.
- We will also take his consultation services for getting the GLP certification
- Furthermore, with the consultation and guidance of Dr. Wangikar, we will file application for GLP to National GLP Compliance Monitoring Authority of India.

### **Summary**

- Institutional Animal Ethics Meetings (IAEC): Total protocols Approved= 39 No. of protocols differed = 04 Total research protocols presented = 43
- ISO Certification of Animal house: Received ISO certification on 27<sup>th</sup> April 2023
- Consultancy Projects: Completed = 01 Approved = 02 Total Projects = 03
- Collaborative funded Projects: Completed = 03 In Process = 01 Total Projects = 04
- Intra-mural Projects: Completed = 02 In Process = 02 Total Projects = 04
- In-house Projects: Completed = 21 In Process = 03 Total Projects = 24
- Animals sold: Wistar Rats = 77 Swiss Mice = 37 Total animals sold = 114
- Animals purchased: New Zealand White Rabbits = 24, Wistar Rats = 150, Sprague Dawley Rats = 50
- Processing and leading to get GLP Certification of Animal house Facility

## **REPORT OF CENTERS OF EXCELLENCES**

The Centre's of Excellence are created for the advancement of knowledge and to develop excellence in the chosen areas in order to meet the great challenges of the 21st century. The Institute brings together the most brilliant minds to drive cutting-edge discovery and scholarship for the betterment of mankind. The Centers of Excellence are characterized by the innovation and uniqueness of their activities as well as the effectiveness and National and International visibility. The emphasis of COEs is on creating an environment that nurtures creativity, flexibility and original thought.

## Centre for Health Sciences Education Policy and Planning

Director: - Hon. Dr. Vedprakash Mishra

### **Vision:**

To **institutionally** evolve a **standing mechanism** which would with **onus and responsibility** fulfill the required mandate of providing **timely and desired inputs** to the policy making and planning authorities in the country in respect of medical education and healthcare delivery which acts as a **scientific, cogent and credible edifice**, so as to enable the generated policies and planning to be **sound, focused and purposive** resulting in actualization of the larger goal of emancipation of all under the rubric of the '**Welfare State**'.

### **Mission:**

In a committed manner to avail the centre to be a causative and catalytic agent for generation of such desired inputs invoked scientifically in a credible manner for the consideration of policy making and planning authorities pertaining to medical education and healthcare delivery system in larger societal interest.

### **Objectives:**

The objectives attributable to the centre are :

To generate **appropriate and timely inputs** through required scientific analytical studies for the consideration of the various policy making authorities governing medical education and healthcare services at various levels which could be availed towards the desired policy making and diligent planning by them from time to time.

The centre in its quest for catering to the cause of educational planning in the domain of health sciences especially from the point of view of desired policy intervention in larger academic and public interest has worked tirelessly in a committed manner. Centre has achieved all targets.

- Total Advisory: 22
- Report and Observations: 07
- Concept Establishment: 02
- Communications and Suggestions: 04
- Slogan Tagline: 01
- Tubular Comparison: 01
- Updatations: 01
- Comments: 01

**Advisory:**

1. Worked out the guidelines for conferment of Titles of Honorary Professor by IMA for Indian Medical Association Headquarters, New Delhi in the capacity as Dean Academics and Accreditation Board, Indian Medical Association, Headquarters, New Delhi.
2. Worked out an Advisory for Indian Medical Association, New Delhi in regard to Fellowship/Certificate Course in Cancer Management for Primary Care Physicians to be conducted by IMACGP (HQS) with Cancer Centre Ruby Hall Clinic in his capacity as Dean IMA Standing Committee for Academic and Accreditation Board of Indian Medical Association Headquarters, New Delhi.
3. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) in regard to Doctoral Degree (Ph.D.) in the Faculty of Interdisciplinary Sciences in the context of Internationalization of the Ph.D. Programme, which came to be availed for appropriate amendment in the Governing Byelaw of the University through its approval by the Competent Authorities of the University.
4. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) Compilation of the Convocation Addresses delivered at the respective convocations of the University to be included in the 93 year old journal titled 'University News', which is a weekly journal of higher education brought out by the Association of Indian Universities as per the communication dated 22nd December, 2022 from the Secretary General Association of Indian Universities, New Delhi, which was availed for appropriate dispensation
5. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) in regard Depiction of 'Specialty' in the Notification and also Doctoral Degree Certificate in the Faculty of Physiotherapy i.e. nomenclature of the Faculties be rephrased as 'Faculty of Physiotherapy Sciences', instead of the present nomenclature as 'Faculty of Physiotherapy',
6. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) pertaining to rechristening the nomenclature for 'School of Virtual Learning'. It was advised that in order to give the nomenclature the desired broader rubric to have within its fold the widen ambit of the 'Virtual Learning' that includes simulation, standardized patient and several other modalities, it may be rechristened as 'School of Operant Learning' in the fitness of things.
7. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research,

(Deemed to be University) in regard to Registration of Doctoral Degree Scholars in the Faculty of Nursing Sciences of the University in the context of Regulations notified by the Nursing Council of India pertaining to registration of Ph.D.(Doctoral Degree) Scholars in the Faculty of Nursing Sciences by various Nursing Teaching Institutions.

8. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) as per the letter received from The Association of Indian Universities for launch of Academic and Administrative Development Centres in terms of their set out policy recognized Member universities.
9. Worked out an Advisory for Krishna Vishwa Vidyapeeth (Deemed to be University) Karad as per the letter received from The Association of Indian Universities for launch of Academic and Administrative Development Centres in terms of their set out policy recognized Member universities.
10. Worked out an Advisory for Datta Meghe Institute of Medical Sciences (Deemed to be University) in regard to Admission of students in Higher Educational Institutions on CBSE Result Declaration as per the communication dated 12th July, 2022 from Secretary, University Grants Commission, New Delhi.
11. Worked out an Advisory for Krishna Institute of Medical Sciences (Deemed to be University) Karad in regard to Admission of students in Higher Educational Institutions on CBSE Result Declaration as per the communication dated 12th July, 2022 from Secretary, University Grants Commission, New Delhi.
12. Worked out an Advisory for Datta Meghe Institute of Medical Sciences (Deemed to be University) in regard to Profile of Centre for Health Professions Education and Research.
13. Worked out an Advisory for Datta Meghe Institute of Medical Sciences (Deemed to be University) pertaining to initiatives undertaken by leading higher educational institutions in the country' in regard to implementation of National Education Policy, 2020 to bring out in a special issue of its official publication by Association of Indian Universities, New Delhi.
14. Worked out an Advisory for Krishna Institute of Medical Sciences (Deemed to be University) Karad pertaining to initiatives undertaken by leading higher educational institutions in the country' in regard to implementation of National Education Policy, 2020 to bring out in a special issue of its official publication by Association of Indian Universities, New Delhi

15. Worked out an Advisory for Datta Meghe Institute of Medical Sciences (Deemed to be University) regarding the conduct of National Exit Test by National Medical Commission, New Delhi by order dated 23rd September, 2022 issued from the Ministry of Health and Family Welfare, Govt. of India.
16. Worked out an Advisory for Krishna Institute of Medical Sciences (Deemed to be University) Karad regarding the conduct of National Exit Test by National Medical Commission, New Delhi
17. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) in regard to Simultaneously pursuance of two Academic Programmes by the learner as communicated on 30th September, 2022 from the Secretary University Grants Commission, New Delhi, which were incorporated in the Governing Byelaws of the University as required amendments as adopted by its competent authorities.
18. Worked out an Advisory for Krishna Institute of Medical Sciences (Deemed to be University) Karad (Deemed to be University) in regard to
19. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) in regard to Modification to M.Ed. (HPE) Programme to make it in tune with relevant inclusions in NEP-2020 as advised by the Advisory Committee of the Centre for Health Professions and Research, which were duly notified by Honorary Director School of Health Professional Education and Research of the University.
20. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) in regard to Recommendations evolved at the meetings of School of Oral Oncology need to be given effect in larger academic interest including the need of reviewing the earlier decisions taken facilitating operationalization of the recommendations so evolved with immediate effect in the context of the fact that the same was desired to be effected from 1st November, 2022, which came to be accordingly effected.
21. Worked out an Advisory for Datta Meghe Institute of Higher Education & Research (Deemed to be University) in regard to Appointment of 30. 'Full Time Director' for Doctoral Degree (Ph.D.) and Advance Learning including eligibility and educational qualification thereto, as the increased workload in terms of substantial Doctoral Degree Registrations in the University due to broadening the scope and ambit through multiple

disciplines and the collateral works entailed thereto getting into substantial magnitude, which came to be operationally effected.

22. Worked out an Advisory for Krishna Institute of Medical Sciences (Deemed to be University) Karad (Deemed to be University) in regard Change of name of Krishna Institute of Medical Sciences (Deemed to be University) Karad to Krishna Vishwa Vidyapeeth, Karad as per Gazette Notification dated 21st November, 2022 issued by the Ministry of Education Department of Higher Education, ICR Division, New Delhi, Government of India, which facilitated their operationalization on the required count.

**Report and Observations:**

1. Worked out an Academic observations on affidavit filed by Govt. of India in respect of issue of “Mixopathy” in his capacity as Dean IMA Standing Committee for Academic and Accreditation Board of Indian Medical Association Headquarters, New Delhi. Worked out and updation in the draft revised WMA policy on Medical Ethics during PH Emergencies in my capacity as Member, WMA Working Group for ‘Medical Ethics during PH Emergencies’.
2. Worked out a detailed comprehensive report including the observations on the draft of the New Drugs, Medical Devices and Cosmetics Bill 2022 placed in public Domain by the Ministry of Health and Family Welfare , Govt. of India, as the Chairman of the Committee constituted by the National President, Indian Medical Association, Headquarters, New Delhi.
3. Worked out a detailed comprehensive report of the Committee on Rajasthan Right to Health Bill (Bill No. 21 of 2022) specially with reference to its inadequacies, infirmities and contradictions if any, as the Chairman, Academic and Accreditation Board, IMA Headquarters, New Delhi and submitted the same to the National President, IMA Headquarters, New Delhi.
4. Worked out an exhaustive report including the observations on “Registration of Medical Practitioners and License To Practice Medicine Regulations, 2023” notified by the National Medical Council, New Delhi through its Ethics and Registration Board on 10th May, 2023 in the official Gazette of the Government of India and submitted as the Chairman of IMA Academics and Accreditation Board to the National President, IMA Headquarters New Delhi for its further consideration and transmission to the Competent Authorities including National Medical Council, Ministry of Health and Family Welfare, Government of India.



5. Worked out observations sought on the draft Establishment of Medical College Regulations (Amendment) 2022 put into public domain by the Secretary National Medical Commission for public comments in the capacity as Dean Academics and Accreditation Board, Indian Medical Association, Headquarters, New Delhi.
6. Worked out 'Observations' sought on the draft "Teachers Eligibility Qualifications in Medical Institutions Regulations, 2022" put into public domain of National Medical Commission for public comments, which were duly adopted by Indian Medical Association, Headquarters, New Delhi and were passed on to the Competent Authorities including National Medical Commission, New Delhi and Ministry of Health and Family Welfare, Govt. of India New Delhi.
7. Worked out 'observations' brought out in terms of posers by the International Programme Officer of German Medical Association, Berlin in regard to specialty training in internal medicine and rheumatology or rheumatology in India and Fellowship in Rheumatology and were communicated to the International Programme Officer which were duly acknowledged.

**Concept Establishment:**

1. Worked out a Concept on establishment of Centre of National School of Drama at Nagpur to be submitted to the concerned in the Ministry of Culture, Government of India.
2. Worked out a Concept Note on Indian Medical Association as a 'Complimentary State' within the scope and meaning of Article 12 of the Constitution of India for the National President, Indian Medical Association, Headquarters, New Delhi.

**Communications and Suggestions:**

1. Simultaneously pursuance of two Academic Programmes by the learner as communicated on 30th September, 2022 from the Secretary University Grants Commission, New Delhi which were incorporated in the Governing Byelaws of the University as required amendments as adopted by its competent authorities.
2. Worked out a draft communication to be sent to Chairman National Medical Commission pertaining to the Section 50(1) of the National Medical Commission Act and has invoked recommendations, which aim at promoting what can be designated as 'Mixopathy'.
3. Worked out a valuable inputs and suggestions on 'Professional Development Curriculum in Medical Education- Need of the Hour' for Senior Director and Head Dept. of Obst. & Gyne. Max Super Speciality Hospital, New Delhi.
4. Worked out an suggestions/advice in the interactive discussion meeting with the designated representatives of the said Association with the Members of the Academic and Accreditation Board of the IMA in regard to the requisition and queries of Dr. Vasan S.S.

President South Asian Society for Sexual Medicine (SASSM), Bangalore made to National President, IMA Headquarters, New Delhi pertaining to the entitlement of running and sponsoring of the academic masters Courses of Sexual Medicines under the aegis of SASSM, Bangalore.

**Slogan Tagline:**

1. Worked out an slogan tagline for Datta Meghe Institute of Medical Sciences (Deemed to be University) in terms of the rechristened names of the University availed as a caption for the functioning of the University and would also act as an inspiration to all the functionaries of the University committed to its credit, credence and credibility order dated 23rd September, 2022 issued from the Ministry of Health and Family Welfare, Govt. of India.

**Tubular Comparison:**

1. Worked out tabular comparison between UGC (Institutions Deemed to Universities) Regulations, 2019 and the proposed draft of UGC (Institutions Deemed to be Universities) Regulations, 2022, for its critical appraisal, analysis and comments to be submitted to the University Grants Commission, New Delhi, which was adopted by the Executive Committee of the Education Promotion Society for India, New Delhi and made known to the UGC for suitable action thereon.

**Updation :**

1. Worked out an updation in the proposed revision of WMA Statement on Medical Workforce in my capacity as Member, WMA Working Group.

**Comments:**

1. Worked out comments on Revised WFME Global Standards for Quality Improvement for Postgraduate Medical Education (PGME) in consultation with Director IQAC Cell, DMIMS (DU).

The centre in its quest for catering to the cause of educational planning in the domain of health sciences specially from the point of view of desired policy intervention in larger academic and public interest has worked tirelessly in a committed manner.

## Centre for Regenerative Medicine

**Hon. Director:- Dr. Sandeep Shrivastava**

1. Center has achieved all the targets set except PhD registrations, center achieved 3 PhD against 5.
2. Academic and research targets are achieved
3. Dr.Sandeep Shrivastava was elected as President Elect for ISCGA-2024-25

### 1. ACADAMIC

A1	Courses	Target/ Comment	Status			
A1.1	Ph.D	5	3			
			1.Prof.Deepak Jumani- KEM ,Mumbai			
			2. Dr. Natesh Prabhu- Trichy			
			3. Dr. Mahendra Kudchdkar- Goa			
A1.2	DRIM - EDP	In collaboration with Industrial Partner	New Batch started from 1 <sup>st</sup> Oct with 16 students.			
A.1.3	FRIM	In collaboration with Industrial Partner	New Batch started from 1 <sup>st</sup> Oct with 1 student			
A1.4	Other-EDP	PRP Workshop-4	4 Conducted + 1 planned for Dec2023.			
A2	Adjunct Faculty		Vis it	Online	Research	Consultancy
	Internatio nal	Dr. Ashok Kadamb, UAE	-	Y.	-	Y
	National	Prof. Manish Khanna	Y	Y.		Y
	National	Dr. K. Mishra	Y	-	-	Y
	National	Dr. V. Ravi.	Y	-	Y.	-

## 2 .RESEARCH

R		Targeted	Status	Remark
R.1	International Key Notes/ Guest lecture/ Presentation	2	4	-
	National	4	4	-
R.2	Publications	4	4	-
R.3	Book	1 (Progressive)	1	Illustrated Guide on PRP
R. 4	Copyrights	1 (Progressive)	3	.STARSTherapy .SPIN Pul. Rejuventaion Protocol
R.5	Projects	-	1	E-YUVA -BIRAC
R. 6	PG Dissertation on RM related topics	2	4	Wound healing OA Plantar Fasciitis MCL Healing

## 3. SERVICES

S1	PRP, Clinic, AVBRH	Total Beneficiaries	Total Revenue	Remark
	Wound Care	930 session	Rs 444147/-	The launch of RM clinic at DMMC. Has been discussed with CEO & CMS, but is awaited.
	Fracture Impairment			
	Tendinopathies			
	Others			
S2	PRP Lab	Activities		
		Training of Manpower	External Drs PG/ UG/ E-Yuva Fellows	
		Major Equipment	2 centrifuge	Working
			HPLC	Not Working
S3	Manpower	Technician	1	NA
		Nursing	1	1

## **School of Epidemiology and Public Health (SEPH)**

**Honorary Director:- Abhay Gaidhane**


### **VISION AND MISSION**

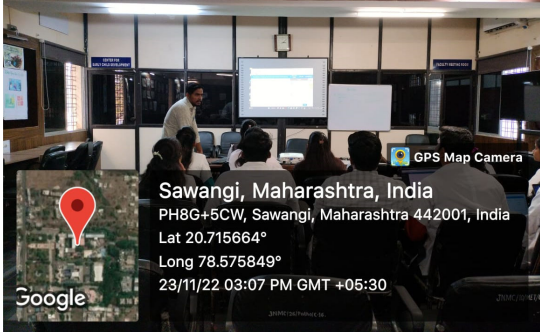
The school was established in 2019 with the **VISION** of school is to be the leader in epidemiology and public health education, research community interventions with local impact and global significance. The **MISSION** of school is to prepare leaders in epidemiology, public health science and practice. Create and sustain a thriving 'Academic Community' environment that embraces diversity in expertise and interests in public health and related issues.

**OBJECTIVES** of school are:

1. Develop and run globally competitive & practice-based programs with focus on Epidemiology and public health (*Masters, Doctoral, Post-Doc*)
2. Promote & undertake collaborative, interdisciplinary epidemiological research.
3. Evidence synthesis & repositories to guide policies & programs
4. Develop local, National, and Global partnerships
5. Care, nurture and empower individuals and communities to live better lives by developing evidence-based models / programs for promotive, preventive and referral care services

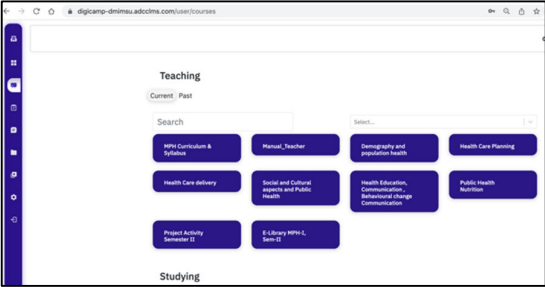
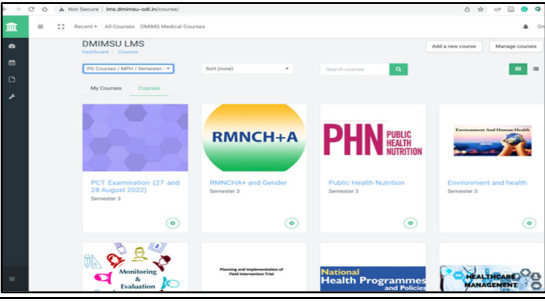

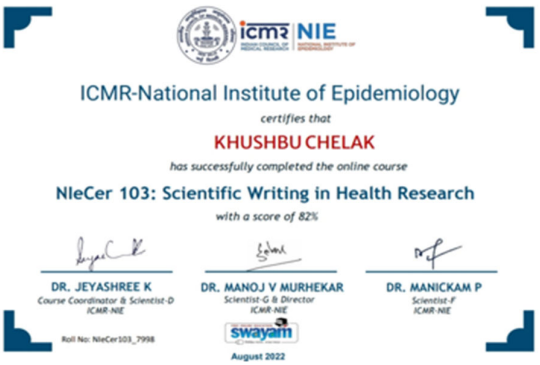
Center has achieved targets except target for IPR which is in process, one copyright submitted and Patent is in process.


Activity/Task	Target	Status / Compliance
<b>Divisions</b>	<b>Divisions= 6</b>	<p><i>At present the school has divisions as under</i></p> <ol style="list-style-type: none"> <li>1. Social Epidemiology</li> <li>2. Global Health</li> <li>3. Evidence synthesis</li> <li>4. Clinical Epidemiology</li> <li>5. Public health technology</li> <li>6. <b><u>One Health</u></b></li> </ol> <p><i>Division of one health received an accreditation as an affiliated branch to the Center for One Health Education, Research, and Development (COHERD), which is a joint effort by the Indian Institute of Public Health Gandhinagar (IIPHG), India &amp; Institute for Hygiene &amp; Public Health (IHPH), University Hospital Bonn, Germany</i></p>
<b>Collaborative/Joint Event</b>	Target 1/year	<p><b>Complied</b></p> <p><i>One Health workforce -Capacity Building workshop- Jointly organized by DMIHER and <b>Indian Institute of Public Health, Gandhinagar</b>. On 07/10/2023 Staff from Veterinary Health sciences, Forest and Health Dept participated. Total participants= Around 45</i></p> 
<b>Academic Programs -</b>	1) Admission	<b>Regular Mode - Two batches are ongoing</b>

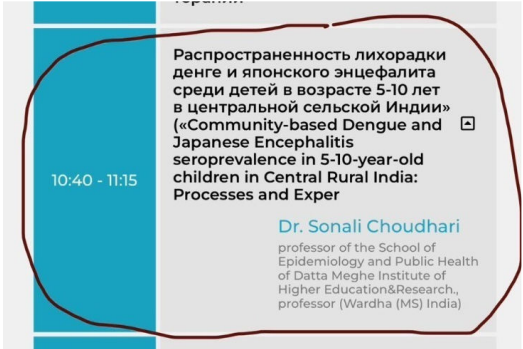
<p>Master of Public Health (<i>Two years Full time/Regular Program</i>)</p>	<p>Target (Minimum 50%) <b>Year-Intake</b> 2023 = 30 (Wardha, 20 for Wanadongri) 2022 = 30 2021 =20 2020 =20</p>	<p><b>Year - Admissions / Target Intake</b> Total full time PG students on roll = 34 2022 = 16/ 30 - Sem 1 ending 2021 =18/ 20 - Sem 3 ending 2020 =16/ 20 (Passed out)</p> <ul style="list-style-type: none"> <li>• <b>2020 Batch</b> - 16 students appeared for University Examination. <ul style="list-style-type: none"> <li>○ 100% Result of the batch announced.</li> <li>○ Convocation held and degree conferred in May 2023.</li> </ul> </li> <li>• <b>2021 Batch</b> - 18 students enrolled. Third semester University examination is awaited. Approvals for the Research proposal synopsis received from Institutional Ethical committee (IEC).</li> <li>• <b>2022 Batch:</b> Semester 1 University Examination completed.</li> <li>• <b>Academic activities-</b> PG activity, JC presentation, Monthly Quiz, Problem based exercises are undertaken as per the academic calendar for I &amp; III Semester batches</li> <li>• <b>OUTREACH Activities:</b> Field Visits, Postings in Research &amp; Development , Community medicine, Hospital, Mega Camps, CHCP camps, Mega Camps.</li> <li>• <b>HANDS-ON:</b> Hands on training on Excel, Turnitin, Zotero, Grammarly for Regular batch MPH students.</li> </ul>
		


		<ul style="list-style-type: none"> <li>• <b>PLACEMENT CELL:</b> Public Health Career Website - <a href="http://www.publichealthcareer.org">www.publichealthcareer.org</a> launched for the placement guidance of alumni students. Placement groups created for the information to the alumni students regarding the employment opportunities.</li> </ul>
<b>Master of Public Health (Blended/Integrated and ODL)</b> <i>(Two years postgraduate online blended/integrated degree program)</i>	1) Admission Target/Intake <b>Year - Target Intake</b> 2021 July =120 Jan. = 60 2020 Jan =60	<b>Open and Distance Mode and Work Integrated - Status:</b> Admissions as per intake Year wise admissions <b><u>Total ODL/Online PG MPH students on roll = 187</u></b> <b><u>Passed out students = 45</u></b> <ul style="list-style-type: none"> <li>• Batch II 2021=127</li> <li>• Batch I 2021=60</li> <li>• Batch 2020=30 (Passed out)</li> <li>• Batch 2019=15 (Passed out)</li> </ul> <b>Two batches</b> Academic Activities: Weekend Classes for both the batches on Friday, Saturday & Sunday. Monthly Quiz for internal assessment. Research proposal received from 91 students from Semester-II, mentored by the faculty of SEPH. University Theory Examination of Semester III is awaited.
	2) <b><u>Evening classes</u></b> - every weekend	<b><u>Status - Complied</u></b> Every week, Friday, Saturday and Sunday 6 pm onwards, Classes/webinars are conducted, every semester
	3) <b><u>Target-</u></b> Updation of Learning Resource Material and Recordings of evening classes on LMS on	<b><u>Status - Complied</u></b> Two LMS (Learning Management System) - Batch Jan 2021 - School Guru LMS (Course completed) - Batch July 2022 - ADCC LMS



	weekly basis	 	
Guest Lecture	<u>Target</u> 1 per six months	<u>Target Complied</u> Total Guest sessions held in this quarter= 01 i) Guest Lecture by Dr. Manish Sharma, Dist Health Officer, Akola - Employment opportunities after MPH 13/05/2023	
Capacity building through SWAYAM		All MPH students successfully completed SWAYM NIE certification for Research methodology coursework  	
Health	Days	<u>Target</u>	<u>Complied</u>

<p><b>celebration</b></p>	<p>1 health day observation per Six months</p>	<p>Total number of health days observed in this quarter = 01</p> <p><b>World Health Day- 07/04/2023</b></p> <ul style="list-style-type: none"> <li>- Theme: Health for all</li> <li>- Activity: Health Education Session for school students</li> <li>- Total Beneficiary= 45</li> </ul> 
<p><b>PhD</b></p>	<p><u>Target</u> 2 registrations per year</p>	<p><u>Complied</u></p> <p>Registration by MPH alumni in 2023=. 1 Registration till date by MPH alumni =. 5 Conferment of PhD degree =01 (Dr. Priti Kogde)</p>
<p><b>Research Projects</b></p>	<p><u>Target</u> Minimum 2 Projects per year</p>	<p><u>Complied</u></p> <p><b>Extramural ongoing funded projects = 10</b></p> <ol style="list-style-type: none"> <li>1. Early Child Development - funded by ICMR &amp; PHRI</li> <li>2. Health Technology - funded by NewGen IECD, Dept of Science and Technology, GoI</li> <li>3. Soil Transmitted helminths in Pregnancy - funded by Public Health Research Initiative, PHFI New Delhi</li> <li>4. Review of commercially available nutrition foods for children in India, Sri Lanka, Thailand. Funded by World Health Organization, SEA office</li> <li>5. ICMR - NARI COVOVAX (Covid vaccine trial) -is completed and an article related to this trial, got <u>published</u> in Lancet. The project is completed, and an article related to this trial, got <u>published</u> in Lancet.</li> </ol> <p><b>New extramural funded projects initiated in the</b></p>

		<p><b>reporting quarter:</b></p> <p>6. Women + Water project end point assessment - <i>funded by Institute for Development Impact, USA</i></p> <p>7. Developing the NPM model for the South-East Asia Region - <i>funded by WHO-SEARO</i></p> <p>8. <b>BIRAC -E Yuva Fellowship Project-</b> Under Division of Public health technology, SEPH, a BIRAC- E yuva fellowship project is ongoing. It is carried out by a team of 3 UG students, mentored by a faculty. Grant of 2.5 lakhs is sanctioned.</p> <p><b>Extramural funded project completed in the reporting quarter</b></p> <p>9. TemMed - Biomedical Device to improve adherence of TB patients - <i>funded by IIPH, Gandhinagar</i></p> <p>10. Mental Health of Covid Warriors -<i>funded by ICSSR</i></p> <p>Report submitted.</p> <p><b>Total funding of extramural projects is approximately 5.2 crores</b></p> <p><b>New proposal submitted for extramural funding:</b></p>
<p><b>Capacity building workshops and trainings</b></p>	<p>Target was one per quarter.</p>	<p><u>Target Complied</u></p> <p><b>External workshop/Conference Attended by Faculty =01</b></p> <p>Dr Sonali Choudhari delivered a session at the International conference on epidemiology organized by Kazan University Russia on 30/03/2023.</p> 
<p><b>Publications</b></p>	<p><u>Target</u></p> <p>Minimum 2</p>	<p><u>Target Complied</u></p> <p>- Total 15 publications from January 2023 till date (10</p>

	<p>publications per Six months</p>	<p>faculty + 5 students' publications) including 3 publications in Lancet.</p>  <p>ORIGINAL RESEARCH article</p> <p>Front. Public Health, 03 February 2023 Sec. Children and Health Volume 11   2023   https://doi.org/10.3389/fpubh.2023.1013005</p> <p>This article is part of the Research Topic The Use of Digital Technologies in The Promotion of Children's Health View all 5 Articles &gt;</p> <p><b>Rapid-cycle evaluation and learning for the effective delivery of integrated interventions in early childhood in rural India</b></p> <p>Abhay Gaidhane<sup>1</sup>, Shital Tetrandhe<sup>2</sup>, Manoj Patil<sup>3</sup>, Penny A. Holding<sup>4</sup>, Mahalaxmi Nazki Khatib<sup>5</sup>, Shilpa Gaidhane<sup>6,7</sup>, Zahruddin Quazi Syed<sup>8,9</sup>, Sonali G. Choudhari<sup>10</sup>, Roshan Umate<sup>11</sup> and Aniket Pathade<sup>12</sup></p> <p><sup>1</sup> Centre of One Health, Department of Community Medicine, School of Epidemiology and Public Health, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>2</sup> Centre of Early Childhood Development – Stepping Stones Project, Department of Research and Development, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>3</sup> Health Consortium, School of Epidemiology and Public Health, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>4</sup> School of Epidemiology and Public Health, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>5</sup> Global Evidence Synthesis Initiative, Division of Evidence Synthesis, Department of Physiology, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>6</sup> Department of Medicine, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>7</sup> Department of Clinical Epidemiology, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>8</sup> Department of Community Medicine, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>9</sup> South Asia Infant Feeding Research Network (SIFAIRN), Wardha, India <sup>10</sup> Department of Community Medicine, Jawaharlar Nehru Medical College and Faculty, School of Epidemiology and Public Health, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India <sup>11</sup> NewGen EDC, Department of Research and Development, Datta Meghe Institute of Higher Education and Research, Wardha, Maharashtra, India</p> <p><b>Background:</b> Effective and real-time data analytics plays an essential role in understanding gaps and improving the quality and coverage of complex public health interventions. Studies of public health information systems</p> <p>Open Access Review Article DOI: 10.7759/cureus.40438</p> <p><b>Menstrual Hygiene Problems and Challenges Faced by Adolescent Females in Rural Areas: A Narrative Review</b></p> <p>Vijaya Kashyap<sup>1</sup>, Sonali G. Choudhari<sup>2</sup></p> <p><sup>1</sup> Public Health, School of Epidemiology and Public Health, Datta Meghe Institute of Higher Education and Research, Wardha, IND; <sup>2</sup> Community Medicine, School of Epidemiology and Public Health, Jawaharlar Nehru Medical College, Datta Meghe Institute of Higher Education and Research, Wardha, IND</p> <p>Corresponding author: Vijaya Kashyap, vijaya.kashyap210405@gmail.com</p> <p><b>Abstract</b> Menstruation is a vital sign of reproductive health and development. Menstrual hygiene practices are consequently a significant public health issue. However, menstrual practices are still tainted by taboos and other sociocultural constraints, which adversely affect health since adolescent females in rural areas are unaware of the scientific facts regarding menstrual hygiene practices. The Indian government has recognized the significance of menstrual hygiene and developed and implemented several programs and schemes for menstrual hygiene management (MHM). But due to a lack of, little, or inaccurate knowledge and cultural practices and socio-economic status, adolescent females face many obstacles and suffer from health issues. A comprehensive literature and data search was done using key databases such as PubMed and Google Scholar and other sources such as the Ministry of Health and Family Welfare (MHFW), the United Nations International Children's Emergency Fund (UNICEF), the World Health Organization (WHO), and</p>
<p>IPR</p>	<p>Target Copyright- 1 per year Patent- 1 per 2 years</p>	<p>Target - In process Copyrights: • 1 copyright application is submitted.</p>

## Intel Unnati Labs on Emerging Technologies

Honorary Director:- Mr. Gaurav Shrivastava

**Introduction:** The Intel® Unnati Program at FEAT, DMIHER (DU) is focused on technology inclusion, and advancing students' skills in emerging technology. Programs under Unnati are curated to equip engineering students with relevant data-centric skills and cultivate them to be industry-ready, providing a strategic impetus to India's digital economy transformation. Intel Unnati lab include hardware and software stack recommendations from Intel experts, sample course content including hands on exercises and co-branded course completion certificates for students.

### **Aim and Objectives of centers:**

The Intel Unnati Program at FEAT, DMIHER (DU) aims to:

- Bridge the technology skill gap among the students.
  - Build industry-ready emerging technology competencies.
  - Provide strategic impetus to India's digital economy transformation.
  - Equip engineering students with relevant data-centric skills.
  - Cultivate students to be industry-ready.
  - Provide a greater focus on research and innovation.
  - Provide a unique opportunity for Indian college students to work for one month on industry relevant problems.
1. Center is conducting activities for undergraduate students in the lab

Software made available:

Software Details: •Rocky Linux •Intel® oneAPI Base Toolkit •Intel® AI Analytics Toolkit

•Horovod + Intel® MPI (optional, for distributed DL training with TensorFlow)  
•JupyterHub and JupyterLab •Keras, ipykernel, Seaborn + other packages as required by exercises

Total Number of Lab Activity Hours: 22

Activity Conducted at Intel Unnati Labs on Emerging Technologies:

- TTT Program Conducted by Intel & EdGate

- Predictive Modeling with AI Kit and Inteloptimized XGBoost
- Intel(R) Unnati Ignite Exclusive: Webinar on Basics of Probability Theory and Application to Generative Modelling
- Optimize Distributed Training with Intel® oneCCL
- Intel(R) Unnati Ignite Exclusive: Workshop on Embedded System Design using Intel SoC FPGAs
- DevCon Workshop: Harness Generative AI Acceleration
- Beyond the Continuum: The Importance of Quantization in Deep Learning
- How To Build a Smart Queue Management System Step by Step? From Zero to Hero

## **IBM Centre of Excellence**

Director:-Dr. Utkarsha Pachraney

### Introduction of IBM Centre of Excellence

IBM Centre of Excellence at FEAT is a training centre for faculty and students to train on topics like Artificial Intelligence/Machine Learning/STEM careers and conduct orientation sessions/Webinars/Mentoring Workshops/Technology Boot campus/Innovative Workshops/ Career workshops for students of FEAT.

### Objective of IBM

IBM centre of Excellence-Skills Build objective is to train the students/employees for the said trainings

1. Center is conducting activities like webinars, projects and internship for undergraduate students

- **Internship Activities:** The internship program encompassed various activities to facilitate the learning process and encourage practical implementation of AI concepts. These activities included:
- **Live Webinars:** Interactive webinars were conducted by AI experts from IBM, providing insights into AI technologies and real-world use cases. The webinars also offered opportunities for Q&A sessions, encouraging active participation from the interns.
- **Hands-on Projects:** The interns were assigned hands-on projects to apply the concepts learned during the webinars. These projects allowed them to work on real-world datasets, develop AI models, and evaluate their performance.
- **Virtual Labs:** Access to IBM's AI platforms and tools was provided to the interns, enabling them to gain hands-on experience in using popular AI frameworks and libraries, such as Tensor Flow and PyTorch.
- **Mentoring and Support:** A team of experienced mentors was available throughout the internship to guide and support the interns, addressing their queries and providing feedback on their projects.

## Center of Excellence of Early childhood Development

**Honorary Director:- Dr S Z Quazi**

**Observations:**

1. Center has achieved targets

Activity/Task		
Interventions under the center	Responsive Parenting Package	Responsive parenting sessions, Nutrition garden and demonstration centers, Toy making workshops, Community mobilization, Early intervention, and School readiness programs.
	Cluster randomized control trials	Center successfully conducted two cluster randomized trials, recruited 1600 (ISRCTN87426020) and 656 children (CTRI/2017/05/008553); funded by ICMR; Grands Challenges Canada-Saving Brains initiatives.
Guidelines	Home Visiting Guidelines	Home visiting guidelines are prepared to provide a variety of play and communication activities.
Training Modules		<p>We developed training modules as</p> <ul style="list-style-type: none"> <li>• Parenting Guidebook</li> <li>• Activity Booklet</li> <li>• Nutrition Booklet</li> <li>• Toy Making Guidebook</li> <li>• Picture Book</li> </ul>
Book		<p>Created and inaugurated a book titled “<i>A Decade of Reflection Book - Early Childhood Development Initiatives at DMIHER</i>”. The journey of early childhood development started in 2013. The book outlines the progress of the Stepping Stones Program and earmarks the achievement in the last 10 years.</p>
IPR		A patent application filed for Khelpeti.



CDSCO		Applied to CDSCO for test manufacturing license with ref File no. - MFG/MD/2023/105127. Product ready and available Device classification: Class A
PhD		One student will submit the thesis for defense by November 2024
Research Projects	Proposal submission to funding agency (Minimum one half-yearly)	Target met for the year Total three proposal were submitted to funding agencies.
	Ongoing projects extramural projects	Six projects are ongoing funded by <ol style="list-style-type: none"> <li>1. Early Child Development - ICMR &amp; PHRI</li> <li>2. Health Technology - NewGen IECD, Dept of Science and Technology, GoI</li> <li>3. Soil Transmitted helminths in Pregnancy - PHRI</li> <li>4. Review of commercially available nutrition foods for children in India, Sri Lanka, Thailand. World Health Organization, SEA office</li> <li>5. Characterization of the nutrient profile and labelling and marketing practices of commercial complementary foods in the WHO South-East Asia Region</li> <li>6. Assessment of the food environment around young children (&lt; 5 years of age) with regard to the availability and consumption of commercial complementary foods, other commercial snack foods and out-of-home foods</li> </ol> <p><i>Total funding amount of extramural projects is approximately = 5 crores</i></p>
Capacity building workshops	Workshop on topics/themes of Public Health	Capacity building on positive parenting and understanding child development for: <ul style="list-style-type: none"> <li>● Preschool teachers</li> </ul>

	Research (Minimum one half- yearly)	<ul style="list-style-type: none"> <li>Field Research Officers</li> </ul> <p>Total three workshops were organized in the year till date</p>
Publications		<p>Total 10 publications</p> <p>One publication in BMC ME</p> <ul style="list-style-type: none"> <li>Two manuscript (Photostory-ECD, REAL) published in Frontiers in Public health (Q1 Rank) journal.</li> <li>Four GBD collaborative publications in Lancet</li> </ul>
		<ul style="list-style-type: none"> <li>One manuscript accepted for publication in Public Health (Q1 Rank) journal.</li> <li>One manuscript accepted for publication in AIP Conference 2023.</li> </ul> <p><b>Edited two series of Frontiers in Public Health and Pediatrics. Impact as under</b></p> <ul style="list-style-type: none"> <li>32 papers</li> <li>All funded by Porticus Global - Approx. 2900 USD per paper</li> <li>Total views over 50000</li> </ul> <p>Downloads - over 10000</p>

## Center of Excellence of Indian Biomedical Skill Consortium (IBSC)

### Hon. Director:- Dr Punit Fulzele

Center of excellence for the Indian Biomedical Skill Council (IBSC) under the aegis of the health technology wing of the School of Epidemiology and public health, Datta Meghe Institute of Higher Education and Research. The Andhra Pradesh MedTech Zone (AMTZ), Association of Indian Medical Devices Industry (AiMeD) and National Accreditation Board for Certification Bodies (NABCB) under the Quality Council of India (QCI) have jointly established “Indian Biomedical Skill Council (IBSC)” to provide certification system for Biomedical Engineers in the country who serve as the backbone of the healthcare services.

Indian Biomedical Skill Council (IBSC), aims to strengthen the Biomedical Skill Sector in the country through job roles approved by the National Skill Development Agency (NSDA) and aligned with the National Skill Qualification Framework (NSQF) under the Ministry of Skill Development & Entrepreneurship (MSDE). IBSC also signed an MoU with the Association for the Advancement of Medical Instrumentation (AAMI) USA for International recognition & equivalence of IBSC Certified professionals. This MoU benefits the IBSC-certified candidates who will have equal opportunities to practice the biomedical profession globally.

DMIHER is among the first Institute in India to establish the Centre of Excellence for IBSC for the student's benefit. The collaboration will benefit in terms of

- Collaborative industrial-oriented training/courses for industrial readiness level.
- IBSC will provide FDP/ STTP for enriching the faculty/staff knowledge in the biomedical domain
- IBSC shall facilitate industrial visits & placement to the students.
- Internship support for the students after completing training modules of the IBSC programs
- Access to the Common Scientific Facilities (CSFs) at AMTZ for future research

The IBSC execute many courses like ISO 13485:2016 Lead Auditor training workshop, Certificate in Biomedical Engineering (1 month), Industrial Training program: Level 1 Critical care equipment, level 2: Operation Theatre equipment, level 3: Radiological equipment, level 4: Laboratory equipment, Certificate in Biomedical maintenance and Entrepreneurship development training and many more.

#### Activity 1: Industrial Training Program

The “Industrial Training Program - level -I - Critical care equipment” was organized at Datta Meghe Institute of Higher Education and Research in collaboration with Indian Biomedical Skill Consortium (IBSC), Andhra Pradesh MedTech Zone (AMTZ) for five days starting from 19<sup>th</sup> Jan 2023 to 23<sup>rd</sup> Jan 2023. There was total 32 registrations from DMIHER and Ramdeobaba of college of engineering and Management.

Activity 2: Guest lecture by Mr. Mrutujay Jena, Scientist G heat Training and Accreditation IBSC AMTZ.

A guest lecture on the role of IBSC in skilled manpower development was organized by DMIHER(Du). A total 50+ participants were registered for the lecture. Mr Jena has elaborated the various activity performed by IBSC to develop the skilled manpower for the biomedical student.

Activity 3: Course on AR VR Platform for biomedical students.

Three days course on AR VR for biomedical students has been organized by IBSC in online mode. Total 15 participants were part of the course and received a certificate for completion of course.

## **Centre of Excellence for Preclinical safety & efficacy studies, Interdisciplinary Research and Therapy Evaluation**

**Hon. Director:- Dr. S.S Patel**

Centre of Excellence for Pre-Clinical Safety & Efficacy Studies, Inter-Disciplinary Research and Therapy Evaluation was established in the year 2018 to promote interdisciplinary approach in Research and Academics.

The centre was established under the leadership of Hon'ble Dr. S. S. Patel, Hon. Director of Centre of Excellence, DMIHER (DU).

### **Divisions**

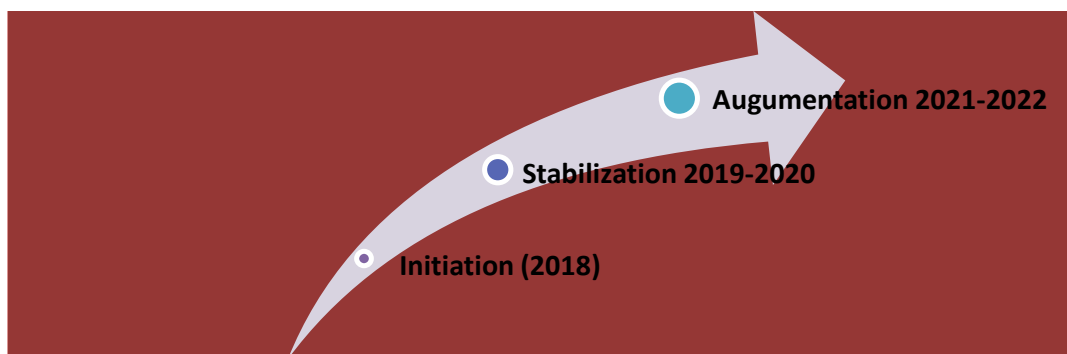
Centre of Excellence for Pre-Clinical Safety & Efficacy Studies, Inter-Disciplinary Research and Therapy Evaluation has three divisions,

1. Division of Preclinical Safety and Efficacy Studies
2. Division of Inter-Disciplinary Research
3. Divisions of Therapy Evaluation

### **Objectives**

1. Excellence through disseminated focused learning.
2. Contribution to national development through research.
3. Fostering global competencies through capacity building.
4. Therapy evaluation through Pragmatic Trials.
5. Interdisciplinary research through Reverse Pharmacology.

### **Developmental Phases**

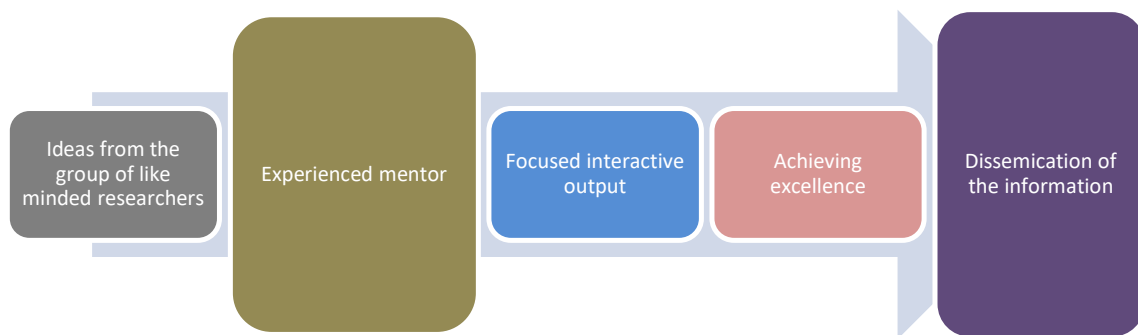


### **Excellence through disseminative focused learning (EDFL)**

- The Ancient Greeks had a concept of *arete* which meant an outstanding fitness for purpose. This occurs in the works of *Aristotle* and *Homer*.
- Another related concept was *eudaimonia* which was the happiness that resulted from a life well-lived, being prosperous and fulfilled. The equivalent concept in Muslim philosophy is *Ihsan*.
- **Excellence** is a talent or quality which is unusually good and so surpasses ordinary *standards*. It is also used as a standard of performance as measured.
- Studies have shown that the most important way to achieve excellent performance in fields such as sport, music, professions and scholarships is to *practice*. Achievement of excellence in such fields commonly requires approximately 10 years of dedication, comprising about 10,000 hours of effort.

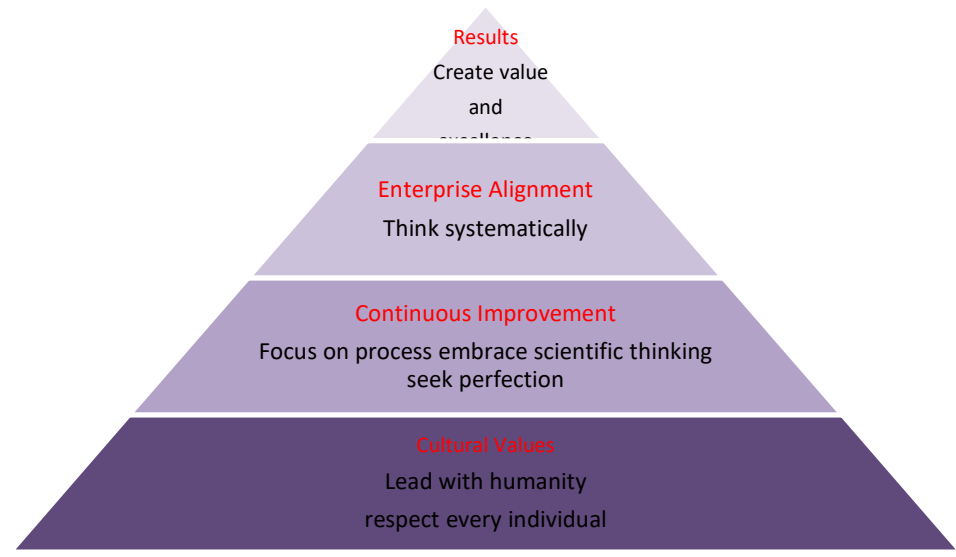
### **Disseminative focused learning - A novel approach**

A new approach is proposed to achieve excellence using the disseminative focused learning. It is a methodology in which the likeminded researchers are grouped under an experienced mentor. The ideas discussed are systematically converged to prepare an action plan. The action plan to achieve excellence is monitored closely till achievement of goals. Once the goals are achieved the information is disseminated in a systematic manner so that the knowledge and the ways of achieving the excellence can be shared on the larger platform for national and international benefit.

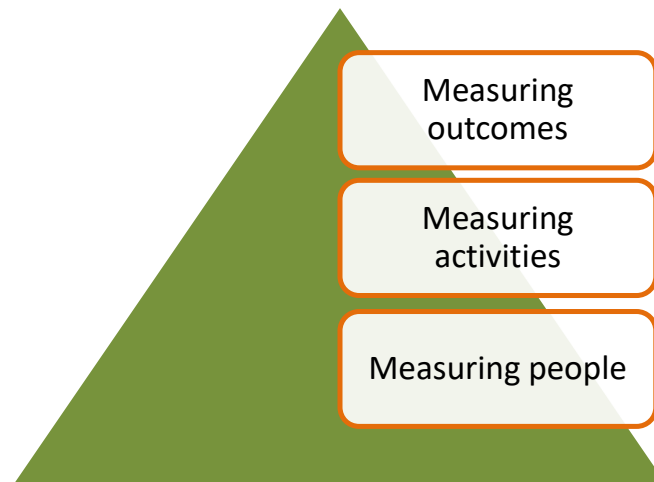


## Interrelated elements in achieving excellence

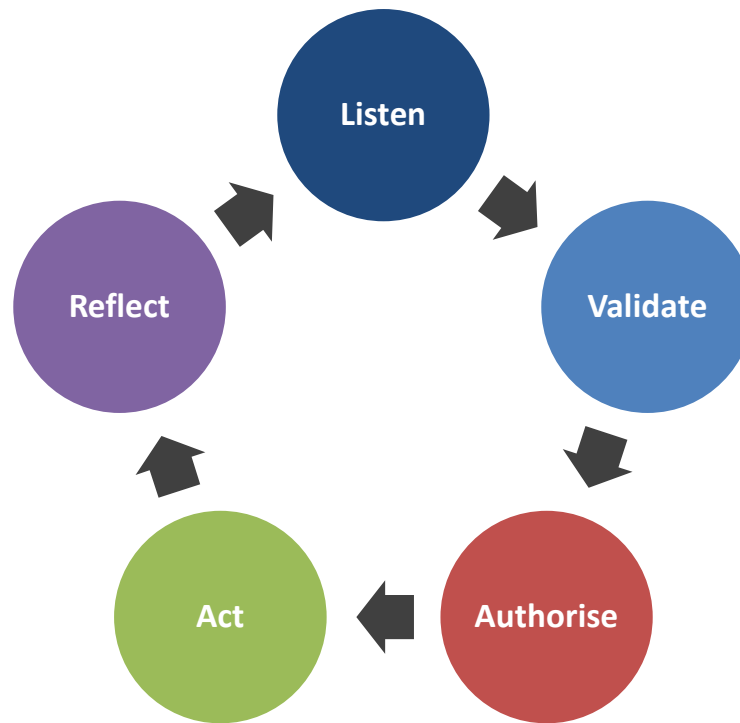
These can be described in the form of a pyramid



## Target Setting and Outcomes Measurement



**Cycle of Disseminative-focused Learning**



**Observations:**

1. All three divisions of the CoE has achieved set target
2. The center has notable achievement of research funding of Rs. 5.3 Cr in the year

No	Heading	Target set	Target met
1.	<b>Creation of new knowledge</b>	<ul style="list-style-type: none"> <li>• One new pragmatic trial initiation.</li> <li>• RCTs initiation</li> </ul>	One pragmatic trial [pRCT] Ph.D. research project cleared the DRC and 5 RCTs initiated
2.	<b>Dissemination of the new knowledge</b>	<ul style="list-style-type: none"> <li>• scientific activity on PRECIS -2 tool in clinical trials</li> </ul>	Scientific activity on the PRECIS 2 tool is planned was conducted in November 22  CME conducted on prescription patterns and practices in the month of March 2023



3.	<b>Preservation of the new knowledge in the identified areas</b>	<ul style="list-style-type: none"> <li>• Patent</li> </ul>	Antiresorptive herbal drug with mineral-rich antioxidants for the treatment of osteoporosis patent granted from Australian patent agency
4.	<b>Contribution to national cause through the thrust and major thematic areas</b>	<ul style="list-style-type: none"> <li>• Osteoporosis</li> </ul>	One reverse pharmacology trial in the area of osteoporosis completed
5	<b>Collaborations</b>	<ul style="list-style-type: none"> <li>• And other possible centers associated with pragmatic clinical trials in India</li> </ul>	<p>There are no established academic centers in India conducting the pragmatic trials pharma company AstraZeneca has conducted a few pragmatic trials and we are in the process of MOU with AstraZeneca</p> <p><b><u>ICMR National Task Force for rational use of medicines</u></b> Applied for the center and the application has cleared the first step Meeting of ICMR officials on 5<sup>th</sup> for the instructions of the second step of the project</p> <p>Applied for the ICMR project funding for the treatment of second degree burn wounds the final result form ICMR is awaited</p>

Division of Reverse Pharmacology Report:

1. Total 5 synopsis approved on Reverse Pharmacology and all received DRC recognition.
2. Three protocol on Reverse Pharmacology is published
3. One systematic Review is published
4. Two Copy rights on Reverse Pharmacology synopsis published
5. Certificate course in Reverse Pharmacology was initiated from 15 October 2022 with intake capacity of 10 admissions and completed in Feb.2023
6. National Webinar on Reverse Pharmacology was conducted on 22<sup>nd</sup> Aug. 2022 with 135 participants and ALG 74.18 %

Achievements -

1. Dr Bharat Rathi member of CoE, received **Best PG Teacher Award** by All India Ayurveda Teachers Association, Pune on 16<sup>th</sup> Aug 2022.
2. Dr. Mujahid Khan awarded **Best PhD Thesis Award** (Supervisor- Dr. Bharat Rathi) and Best paper award.
3. One poster presentation on Reverse pharmacology by PG scholar of Dravyaguna at National Conference by NIMA Nagpur on 18<sup>th</sup> Sept 2022.
4. Dr. Bharat Rathi Awarded with **Utkrishta Guru Vaidya Puraskar** at Shirdi Ayurved Parva -2022 organized by Ministry of AYUSH and Akhil Bhartiya Ayurved Mahasammelan on 25<sup>th</sup> Sept 2022
5. Dr. Bharat Rathi, Professor attended for 6 days Training Program **“Current Trend in R&D, Modern Scientific Advances & Technology for Scientific Understanding”** Organized by CSIR- IIM Jammu from 10th - 15th OCT 2022

**Division of Pre-Clinical Research:**

- Institutional Animal Ethics Meetings (IAEC): Total protocols Approved= 46 No. of protocols differed = 06 Total research protocols presented = 52,
- ISO Certification of Animal house: Received ISO certification on 27<sup>th</sup> April 2023
- Revenue generated through consultancy and research project Rs 4,67,000
- Consultancy Projects: Completed = 01 Approved = 02 Total Projects = 03
- Collaborative funded Projects: Completed = 03 In Process = 01 Total Projects = 04
- Intra-mural Projects: Completed = 02 In Process = 02 Total Projects = 04
- In-house Projects: Completed = 21 In Process = 03 Total Projects = 24
- Animals sold: Wistar Rats = 77 Swiss Mice = 37 Total animals sold = 114
- Animals purchased: New Zealand White Rabbits = 24, Wistar Rats = 150, Sprague Dawley Rats = 50
- Processing and leading to get GLP Certification of Animal house Facility.

## Centre of Excellence (ARYOGYA-SETU)

Honorary Director:- Dr. Abhyuday Meghe

### **VISION:**

“To Foster Sustainable Health Care for Local Community”

### **MISSION:**

Bridging the gap between tertiary care centre (AVBRH) and local community by developing, Implementing and promoting the relevant health care services.

### **Aim & Objectives:**

To preserve, sustain and enhance practices towards effective holistic health care delivery for local population by bringing “hospital to home and taking home to hospital” through suitably catering to

- 1. Community Health Care Innovations**
- 2. Clinical Health Care Innovations so as to achieve Promotion of Health; Prevention, Early Diagnosis, Care and Cure for disease.**

### **Observations:**

1. Center has achieved targets except Geriatric (MGAC) Services to elderly people health check up

## Center of Excellence for Evidence Based Nursing

### **Hon. Director: - Dr. Seema Singh**

Evidence-based nursing (EBN) is an approach to making quality decisions and providing nursing care based upon personal clinical expertise in combination with the most current, relevant research. The goal of EBN is to improve the health and safety of patients while also providing care in a cost-effective manner to improve the outcomes for both the patient and the healthcare system.

### **Vision**

The Centre envisages the new standard of professional nursing, in providing safe, high-quality patient and family centered care.

### **Mission**

Evidence based nursing provides evidence based information for nurses to deliver effective and efficient patient care based on the best research resolve trouble in the clinical setting; accomplish brilliance in care delivery, even beyond quality assurance principles; and to introduce modernization with humanity to serve society.

### **Objectives**

- To provide the high quality, cost effective and efficient nursing care.
- To advance the quality of care provided by nurses.
- To transform the nursing practice from habits and tradition to evidence and research.
- To develop, promote, and coordinate programs through national/international collaboration on evidence based nursing.
- To develop educational materials for facilitating workshops to promote evidence based nursing.

Center of Excellence for Evidence Based Nursing was started in the 2016 at Smt. Radhikabai Meghe Memorial College of Nursing under the ambit of Datta Meghe Institute of Medical Sciences (Deemed to be University). Center consists of expertise faculty in the particular areas. This center contributes in both academic and clinical excellence.

As we are living in the modern era of computers and modern technologies, where the quality of care counts the highest at the patient's care scenario at the health sectors. Nursing also

needs to advance and grow up to meet this need. Evidence Based Practice can help nurses and nursing profession to bridge this gap and bring the change all around.

**Observations:**

1. Center has achieved targets

- **FUNCTIONAL STATUS**
- Research Projects Target Set

S.N	Titles	Status
1	Compare the efficacy of ultrasound therapy versus routine care in prevention of postpartum mastitis among postpartum mothers.	Completed
2	Effectiveness of sensitization of staff nurses regarding pressure ulcer scale for healing (PUSH) for bed sore management	Completed

**Academic:**

- Fellowship in Evidence Based Nursing. -2 students for 2022-23.
- Final theory Examination completed.
- Final practical and dissertation viva completed.

**Publication:**

- 01 copyright received
- 2 articles send for publication
- 4 articles published

S.N	Titles	Status
1	Compare the efficacy of ultrasound therapy versus routine care in prevention of postpartum mastitis among postpartum mothers.	Send for publication
2	Effectiveness of sensitization of staff nurses regarding pressure ulcer scale for healing (PUSH) for bed sore management	Send for publication
3	Effectiveness of protocol on Endotracheal tube suctioning among ICU staff nurses	Published in IJCRR
4.	Efficacy of nursing skin care protocol on prevention of skin related problems among newly diagnosed diabetic patients	Published in IJRI
5.	Application of modified Lowa model evidence based practice on trauma care nurses regarding head injury	Published in IJRI
6.	Evidence generation pertaining to standard nursing protocol regarding nasogastric tube feeding among staff nurses	Published in IJRI

**Other Activity**

- International conference was conducted on 16<sup>th</sup> and 17<sup>th</sup> of June 2023 in collaboration with Society of Nursing Practices and Jakarta, Indonesia on theme Nurses together for Global Health Advancements.
- Evidence based nursing protocol teaching started in Shalinitai Meghe Hospital and Research Centre

## **Rekhi Center of Excellence for the Science of Happiness**

**Honorary Dr. A. Srihari Krishna**

### **MISSION**

The Rekhi Centre of Excellence for the Science of Happiness aims to promote research, training and education and the practice of well-being for students and teachers through the application of happiness and well-being. Our research is based on the concept of improving the quality of people's lives by focusing on strength that enhances positive emotions and positive relationships. Based on the science of happiness, our mission is to promote community, family and individual thriving, wellbeing and holistic self-development.

The mission of the Centre is to facilitate a transformative journey by (a) developing insights into the self and awareness for (and also about) the others; (b) harnessing a sustained positivity for all and adaptability to stressful experience; (c) imbibing between-ness with compassion, interpersonal skill and within-ness with passion, wisdom; and (d) enabling and evolving all with a sense of gratitude, contentment and satisfaction.

There is no formula for happiness or else all of us would be mastering it. It is a desired emotional state coveted by all but achieved by few. Several attempts have been made worldwide for developing tools to measure happiness by filling a questionnaire or non-invasively by software. The tools suffer from limitations which include lack of a 360° assessment and an understanding of happiness, among other things.

By setting up a lab under the Rekhi Centre of Excellence for the Science of Happiness, we intend to achieve but not restrict ourselves to the understanding and promotion of positive emotions and wellbeing. The three key features that we identify for the lab include:

1. A virtual reality and eye tracker lab for mood induction and monitoring
2. Biofeedback instruments for bio-physical assessments
3. Psychometric and self-assessment lab for wellbeing exercises

### **Benefits**

- The facilities of the lab would be used to conduct research on an individual's cognitive, behavioral and affective behavior that enhance the scientific understanding of positive emotions at large and happiness in specific. Implications of such behavior on consumers, groups and organizations would be considered.
- The aim of this lab would be to examine how performance can be enhanced and well-being promoted



Happiness is an affective, cognitive, and psychological state of well-being. It is about finding meaning and purpose in life. It is the joy experienced in sharing rather than receiving. In the workplace, this happiness is reflected in the employees work output by being more productive, creative, enjoying one's work, and being there for others. Human beings have often pursued the art of happiness to understand and practice happiness. Developing a scientific understanding of happiness will help individuals be more optimistic and appreciative about themselves and others. This can be validated and replicated as it would be evidence-based leading to the possibility of creating mass happiness.

The Rekhi CoE for the Science of Happiness was established at Datta Meghe Institute for Higher Education and Research - (DU) to promote research, training and education. The practice of well-being for students and faculty will be made possible through the application of principles of happiness and well-being techniques. The CoE will attempt to understand and promote the science and practice of happiness for fostering human well-being through: *Knowledge dissemination, Academic programs, and Training and outreach activities.*

Based on the science of happiness, the mission of the Rekhi CoE is to promote community, family and individual thriving, well-being and holistic self-development. Research will be focused on the concept of improving the quality of people's lives - strength that enhances positive emotions and positive relationships. Towards this end, the CoE aims to establish a Mind Lab to engage in *fundamental and applied research* under the mentorship of The Rekhi CoE for the Science of Happiness, IIT-Kharagpur. Broadly, it would cover the following:

- **Academics** - Credit courses on "Science of Good Life", "Cultivating Happiness as a Life Skill", "Science of Well-being", and "Emotional Intelligence for Happiness" was rolled out for students, faculty, and staff to create self-awareness, emotional regulation, cultivate resilience, learn for well-being, and prepare for success.
- **Services** - Workshops on "Science of Positive Transformation", "Science of Happiness & Well-being" would be held for other sister and partner academic institutions as well as third-party corporate entities as an outreach activity.

**Observations:**

- Center conducted activities on Spiritual Outing, Science of Positivity & Productivity, Science of Good Life, Happiness Clinic and Happiness Workshop

No.	Date	Event	Venue	Coverage
1	March 3rd, 2023	Spiritua l Outing	Vishwa Shanti Sarovar, Brahma Kumaris, Jamtha	Around 150 students participated in the program alongwith the faculty members.
2	May 3-10, 2023	Science of Positivity & Productivity	JNMC, Wardha	A five-day training program was rolled out to 51 non- teaching staff who gave positive feedback about the program.
3	April-June, 2023	Science of Good Life	JNMC, Wardha	Around 250 students of MBBS - 1st year participated in a 10-hour workshop in batches of 50 each spread over 25 sessions of 2 hours spells to make it more focused.
4	May 15-30, 2023	Happines sClinic	AVBRH, Wardha	Conducted a hospital audit to assess the pain points across all the touch points in the patient journey. This was juxtaposed with the MIS reports and process maps to spot areas of improvement. Identified a list of actionable for elevating patient happiness.
5	June 5th, 2023	Happines s Workshop	Jawahar Bal Sadan, Nagpur	Around 30 students ranging from Class VI-XII attendedthe workshop and are from the orphanage of the Sai Ashram.
6	June 19 <sup>th</sup> , 20 <sup>th</sup> , 26 <sup>th</sup> & 27 <sup>th</sup> 2023	Happines s Workshop	<b>School of Scholars</b> -Wardha, Nagpur, Akola, Amravati	Around 120 teachers who cater to the learning needs ofaround 20,000 students are subjected to one-day workshops to spread happiness amongst learners of CBSE schools in different locations.
7	June 28th 2023	Workshop on “Compassionate Communication, &Care Delivery”	<b>AVBRH - Wardha.</b>	Around 70+ nurses, both genders that carter to the patients in IPD and OPD, were exposed to compassionate and empathetic communication to enhance the healing touch.

## **Report of 14<sup>th</sup> Ceremonial Convocation of**

### **Datta Meghe Institute of Higher Education and Research (Deemed to be University)**

**Held on 13<sup>th</sup> May, 2023**

The 14<sup>th</sup> Ceremonial Convocation of Datta Meghe Institute of Higher Education and Research (Deemed to be University) was held on 13<sup>th</sup> May, 2023 3.00 pm. It was streamed live also through Facebook/ Youtube which was watched by faculties, students and their parents.

Hon'ble Chancellor Shri Dattaji Meghe presided over the convocation ceremony. Hon'ble Dr. Bhagwat Karad, Union Minister of State for Finance, Government of India was the Chief Guest and delivered the convocation address. Hon'ble Pro Chancellor of DMIHER (DU) Dr. Ved Prakash Mishra, Hon'ble Vice-Chancellor Dr. Lalitbhusan Waghmare, Hon'ble Shri. Sagarji Meghe, Hon'ble Pro Vice Chancellor Dr. Gaurav Mishra, Hon'ble Vice Chancellor Krishna Institute of Medical Sciences (DU) Dr. Neelam Mishra, Hon'ble Members of Board of Management, Registrar, Dr. Sweta Kale Pisulkar, Director Examinations, Evaluation & Assessment Dr. Minal Chaudhary, Dean Examinations, Dr. Priyanka Jaiswal Banode, Deans of Constituent Colleges, Deans of Faculties and Officers of the University were present.

The convocation ceremony began with playing the university song. Thereafter, the Hon'ble Vice-Chancellor requested the Hon'ble Chancellor to declare the Convocation open and the Hon'ble Chancellor obliged by declaring the 14<sup>th</sup> Convocation open.

Hon'ble Vice-Chancellor presented the University profile and the distinctive achievements of the University since its inception. Shri Satyanarayan Nuwal, Chairman and Executive Director at Solar Industries India Ltd. was conferred upon D. Sc. Honoris Causa on this occasion.

The Hon'ble Chancellor admitted all the eligible students to the convocation and declared that all of them have been conferred the degrees. A total of 1245 students were conferred the degrees which included Doctoral Degrees, M. Phil, Fellowship, Super Specialty, UG & PG Degrees from various faculties - 441 from Medicine faculty, 147 from Dentistry faculty, 91 were from faculty of Ayurveda, 148 from faculty of Nursing, 157 from Allied Health Sciences, 74 from faculty of Physiotherapy, 07 from the Faculty of Interdisciplinary sciences, 35 from the Faculty of Pharmacy, 145 from the faculty of Commerce and Management.

Hon'ble Dr. Bhagwat Karad, Union Minister of State for Finance, Government of India congratulated all the graduands in his convocation address. He said that the convocation ceremony is like the beginning of a new life for students. Apart from knowledge from the books, students should enrich themselves with practical knowledge and hands-on experience. Utilize your education and knowledge to build "Aatmanirbhar Bharat". He further said that private universities in the country were also performing very well and he also showered praise on DMIHER DU.

Meanwhile, Final year student of Jawaharlal Nehru Medical College, Miss. Priyal Vishnukant Mundhada won the maximum of 15 Gold Medals at the Convocation. She also bagged 4 Prize Awards. Miss. Prachi Yadav bagged 4 Gold Medals and 1 Prize Award. Post graduate student Dr. Dhruv Talwar won 7 Gold Medals, Dr. D Rajesh won 4 Gold Medals, and Dr. Sana Parveen won 2 Gold Medals. Miss. Bulbul Manoj Baid from Sharad Pawar Dental College won 2 Gold Medals, Miss. Raipure Anushka Satish won 1 Gold and 1 Silver Medal, Miss. Prastuti Dhande from Mahatama Gandhi Ayurveda College took home 3 Gold Medals, 1 Silver Medal and 3 Prize Awards. Young scientists Miss. Ansari Ayesha Asif from JNMC, Miss. Wankhede Kasturi Chetan from SPDC, Mast. Bawari Harvindarsing Panjabsing from MGACHRC, Miss. Chafle Samiksha Shriwanji form SRMMCON, Miss. Thakare Vaishnavi Mukund from RNPC and Miss. Rutika Prashant Vagal from DMMC bagged Medicon-22 Young Researcher Gold Medals.

They said that the Convocation ceremony is a day of pride for any Institution and the students because academic recognition is coming their way for the hard work they have put in. The medical students are the health force of the Nation. In the last 2 years patients have come to India from more than 140 countries for getting better health care.

The world and the country need millions of health human resources and large number of medical healthcare institutions. They further congratulated DMIHER (DU) for having contributed in producing skilled healthcare human resource.

The Hon'ble Pro-Chancellor Dr. Vedprakash Mishra also blessed the graduands on this auspicious occasion.

At the end Pasaydan was recited on this occasion and the convocation ceremony was concluded with the singing of National Anthem.

## Glimpses of the 14<sup>th</sup> Ceremonial Convocation



The Dias - 14<sup>th</sup> Ceremonial Convocation



The convocation address by Chief Guest :  
Hon'ble Dr. Bhagwat Karad, Union Minister  
of State for Finance, Government of India



Address by Hon'ble Pro Chancellor of  
DMIHER (DU) Dr. Ved Prakash Mishra



Address by, Hon'ble Vice-Chancellor  
Dr. Lalitbhusan Waghmare



Address by Honoris Causa recipient  
Hon'ble Shri Satyanarayan Nuwal



The Degree recipients and audience -14<sup>th</sup> Ceremonial Convocation