

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



**ANNUAL REPORT ACADEMIC YEAR 2023-24**

**Editorial Board**

<b>Sr. No.</b>	<b>Name</b>	<b>Constituent College</b>	<b>Designation</b>
1	Dr. Raghuveer Raghumahanti	Dean (Academics), Ravi Nair Physiotherapy College	Editor – In-Chief
2	Dr. Anita Wanjari,	Dean (Academics), Mahatma Gandhi Ayurved College, Hospital	Member
3	Dr. Jaya Gawai	Dean (Academics), Smt. Radhikabai Meghe College of Nursing	Member
4	Dr. Alka Rawekar	Dean (Academics), Jawaharlal Nehru Medical College	Member
5	Dr. Vidya Lohe	Dean (Academics), Sharad Pawar Dental College	Member
6	Dr. Deepak Khobragade	Dean (Academics), Datta Meghe College of Pharmacy	Member
7	Dr. Pankaj Kumar Anawade	Dean (Academics), Allied Sciences	Member
8	Dr. Pallavi Daigavane	Director, Allied Health Sciences	Member
9	Dr. Shubhada Gade	Dean, Interdisciplinary Health Sciences	Member
11	Dr. Ujwal Gajbhe	Dean, DMMC, Wanadongri	Member
12	Dr. Zahir Quazi	Director, Research & Development Cell,	Member
13	Dr. Utkarsha Pacharaney	Dean (Academics), FEAT	Member
14	Dr. Vaibhav Anjankar	Director, SHER	Member
15	Dr. Sunita Vagha	Director (Offi.), EAE, DMIHER (DU)	Member
16	Dr. Ashish Anjankar	Director, Students Welfare Cell	Member
17	Dr. C. Mahakalkar	CMS, AVBRH	Member
18	Dr. Anjali Borle	CMS, SPDC Hospital	Member
19	Dr. Rishikesh Thakre	CMS, MGAC Hospital	Member
20	Dr. Ram Thombare	Professor of Practice (Quality Assurance)	Member
21	Dr. Snehlata Hingway	Convener, Institutional forum for Women	Member
22	Dr. Nandkishor Bankar	Asso. Prof. Dept. of Microbiology, JNMC.	Member
23	Mrs. Sandhya Deshmukh	Librarian, SPDC	Member
24	Dr. Tanvi Jaiswal	Convener, Attendance Cell	Member
25	Dr. Mrunal Meshram	Convener, Exam. Cell	Member
26	Mr. Pavan Bajaj	Convener, International Students Cell	Member
27	Dr. Punit Fulzele	Convener, IPR Cell	Member
28	Dr. Arti Panchbhai	Convener, Placement Cell	Member
29	Dr. Nilima Thosar	Convener, ICC	Member
30	Mr. Ramakant Gode	Asst. Admin. 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.

## INDEX

<b>SN</b>	<b>Particular</b>	<b>Page No.</b>
1	Vision, Mission, Goals & Objectives	5-6
2	Message from Hon. Chancellor	7
3	Message from Hon. Pro Chancellor	8
4	Message from Hon. Vice Chancellor	9
5	Message from Hon. Pro Vice Chancellor	10
6	Message from Hon. Registrar	11
7	Message from Chief Editor	12
8	Executive Summary	13-17
9	University Profile	18-20
10	Educational programs and intake capacity of Constituent Colleges	21-40
11	Best Practices	41-45
12	Teaching Hospitals and Health care services	46-62
13	Internal Quality Assurance cell (IQAC)	63-75
14	Directorate of Advanced Learning	76-77
15	School of Higher Education & Research	78-91
16	School of Experiential Learning & Simulation Centre	92-95
17	Autonomous cells	96-154
18	Report of Centers of Excellences	155-174
19	NEP Activities at DMIHER (DU)	175-179
20	Report of 15th Ceremonial Convocation	180-185

## **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 employees 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 2023-24, 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  
Chief Advisor, 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, DMIHER (DU), Nagpur  
Former Vice Chancellor, Datta Meghe Institute of Higher Education and Research (Deemed to be 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 2023-24, 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.

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 71<sup>th</sup> in the 'Overall category', 42<sup>nd</sup> in the 'University category', 23<sup>rd</sup> in the 'Medical category', and 24<sup>th</sup> among 'Dental colleges' in the NIRF Rankings 2024.

On the research front the University has created an enabling research-intensive environment by providing highly equipped advanced research facilities. In terms of student's 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 governments 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 systems 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 2023-2024. The laurels and lauds that the University has managed to accomplish is being embodied in an Annual Report, a handy document for all the stakeholder's 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 equipment's 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 2023-24 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.

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. Raghumahanti Raghuvver**

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 2023-24. 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 2023-24 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 2023-24. 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 2023-24. 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 **71<sup>st</sup>** in the '**Overall category**', **42<sup>nd</sup>** in the '**University category**', **23<sup>rd</sup>** in the '**Medical category**', and **24<sup>th</sup>** among '**Dental colleges**' in the NIRF Rankings 2024.

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 15<sup>th</sup> and a national ranking of 3<sup>rd</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.

**QS I Gauge Institution of Happiness (IOH) 2024:** DMIHER (DU) has been certified as an Institution of Happiness by QS I Gauge, highlighting the university's commitment to fostering a supportive and engaging campus environment. This certification reflects the institution's focus on the well-being and holistic development of its students and staff.

**10th FICCI Higher Education Excellence Awards 2024:** DMIHER (DU) received the prestigious *Excellence in Institutional Social Responsibility (Private) Award* at the 10th FICCI Higher Education Excellence Awards 2024. This recognition celebrates the university's impactful and transformative Institutional Social Responsibility (ISR) initiatives, positioning it as a leader in social responsibility among private universities.

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 Wanadongri 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: Executive Directorate of Academic Excellence (Quality Assurance), Executive Directorate of Research and Development, Executive Directorate of DMIHER GLOBAL, Directorate of Advanced Learning. 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 six 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, the Journal of Orthopedics and Life Sciences, the Online Journal of Health Sciences Education, and the Journal of School of Advanced Studies and Online Journal of 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) Standardized Patient Program (SPP), infused by Mayo clinic, for teaching clinical skills & reasoning to trainees in Health professions. 2) Tripartite Mentorship program**

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 Wanadongri, Siddharth Gupta Cancer Hospital, Sharad Pawar Dental College and Hospital, the Mahatma Gandhi Ayurvedic College and Hospital. These medical centers have more than 2400 available patient beds of Modern Medicine and more than 370 available patient beds of Indian traditional medicine and over 350 Dental Chairs 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. In the year 2023-24, two new nursing colleges were started—one at Salod (H), Wardha, and the other at the off-campus location in Wanadongri, Nagpur.

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 189.25-acre campus in Sawangi (Meghe), Wardha and Nagpur. The off-campus centre of DMIHER (DU) is established at Wanadongri, Nagpur with faculties of Medicine (Datta Meghe Medical College), Faculty of Nursing, 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 **71<sup>st</sup>** in the

'Overall category', 42<sup>nd</sup> in the 'University category', 23<sup>rd</sup> in the 'Medical category', and 24<sup>th</sup> among 'Dental colleges' in the NIRF Rankings 2024.

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 2024 saw participation from over 1,500 universities worldwide. DMIHER (DU) demonstrated its commitment to the United Nations Sustainable Development Goals (SDGs) through exceptional performance in various categories. The university ranked 15th globally and 3rd nationally for SDG 3 (Good Health and Well-being), reflecting its mission to provide affordable, world-class healthcare and education to underserved rural communities. Additionally, DMIHER (DU) secured a position among the top 101-200 universities worldwide for SDG 4 (Quality Education) and SDG 5 (Gender Equality), achieving 7th and 4th positions in India, respectively. In its maiden participation in SDG 9 (Industry, Innovation, and Infrastructure), the university ranked in the 601-800 band globally and 9th in India. Overall, it was ranked in the 401-600 band globally and 7th in India for the Medicine and Dentistry category.

The Times Higher Education (THE) Rankings 2024 further validated DMIHER (DU)'s global standing, placing the university in the 1001-1200 band globally and 45<sup>th</sup> Nationally in the overall category. These rankings highlight the institution's consistent efforts to excel in higher education at both national and international levels.

In the National Institutional Ranking Framework (NIRF) 2024, DMIHER (DU) continued to showcase its excellence across various categories. The university was ranked 71st in the Overall category, 42nd in the University category, 23rd in the Medical category, and 24th in the Dental category. These achievements emphasize the university's dedication to maintaining high academic and research standards.

The Quality Council of India (QCI) recognized the achievements of MGAC College, a constituent institution of DMIHER (DU). The college received an 'A' grade with an outstanding percentile score of 97.26, securing 6th position nationally. This accomplishment reflects the institution's commitment to quality and excellence in education.

The FICCI Higher Education Excellence Awards 2024 acknowledged DMIHER (DU)'s impactful contributions to society. The university applied in two categories: Emerging University of the Year and Institutional Social Responsibility (ISR). DMIHER (DU) was honored with the Institutional Social Responsibility Award (Private category) for its

transformative ISR initiatives, solidifying its reputation as a socially responsible higher education institution.

The QS I-GAUGE Institution of Happiness (IOH) certification highlighted DMIHER (DU)'s dedication to fostering a positive and engaging campus environment. This recognition underscores the university's commitment to promoting the well-being and holistic development of its students and staff.

This dream of Honourable Chancellor Shri Dattaji Meghe to provide affordable opportunities of higher education to the students of the rural area at has been realized due to the diligent work and shrewd direction of Dr. Ved Prakash Mishra, Honourable Chief Advisor, Shri Sagarji Meghe, Honourable Principal Advisor, Dr. Lalitbhushan Waghmare, Honourable Vice Chancellor, Dr. Gaurav Mishra, Honourable Pro- vice Chancellor, and Dr. Shweta 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 and Intake capacity of 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, 191 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	MD - Obstetrics & Gynaecology
21	MD – Paediatrics
22	M.Sc. (Anatomy, Biochemistry, Microbiology, Pharmacology, Physiology)
<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
<b>Doctoral (PhD) programs</b>	
1.	Ph.D. in Medicine

### **Datta Meghe Medical College**

Datta Meghe Medical College was started under DMIHER (DU) in 2019 as off campus unit at Wanadongri, Higna, Nagpur in view of providing best medical education and hospital facilities to people of surrounding rural area. DMMC has intake of 150 MBBS seats and M.Sc. It has affiliated hospital named Shalinitai Meghe Hospital and Research Centre with a capacity of more than 895 beds with availability of world class infrastructure and all modern medical facilities. DMMC offers following courses

<b>SN</b>	<b>COURSES</b>
1	<b>Under Graduate</b> MBBS
2	<b>Post Graduate</b> M.Sc. (Anatomy, Biochemistry, Microbiology, Pharmacology, Physiology)

## **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	COURSES
<b>Under Graduate</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)
<b>Doctoral (PhD) Programs</b>	
1.	Ph.D. in Dentistry



## **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 372-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>Courses</b>
<b>Under Graduate</b>	
1.	BAMS
<b>Post Graduate</b>	
1	Ayurveda Vachaspati (MD)–Ayurveda Samhita evum Siddhanta
2	Ayurveda Vachaspati (MD)–Rachana Sharir
3	Ayurveda Vachaspati (MD)–Dravya Guna Vigyan
4	Ayurveda Vachaspati (MD)–Ras Shastra evum Bhaishajya Kalpana
5	Ayurveda Vachaspati (MD)–Agad Tantra
6	Ayurveda Vachaspati (MD)–Panchakarma
7	Ayurveda Vachaspati (MD)–Kayachikitsa
8	Ayurveda Dhanvantri (MS)–Shalya
9	Ayurveda Vachaspati (MD)–Kaumarbhritya-BalRog
<b>Doctoral (PhD) Programs</b>	
1	Ph.D. in Ayurveda

## 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.

S. No.	COURSES
<b>Under Graduate</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
<b>Doctoral (PhD) programs</b>	
1.	PhD in 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:

<b>S. No</b>	<b>Title of the programs</b>
1	Basic BSc Nursing
2	Post Basic BSc Nursing
3	Master of Science in Nursing
4	PhD in Nursing
5	Post Basic diploma in Nursing i. Post basic diploma in critical care nursing ii. Post basic diploma in operation room nursing

### **Shalinitai Meghe College of Nursing**

Shalinitai Meghe College of Nursing (SMCON) was established in 2023-24 at Salod(H), Wardha, and Wanadongri, Nagpur, offering B.Sc. Nursing with an intake of 100 students per location. Committed to excellence in nursing education.

<b>S. No</b>	<b>Title of the programs</b>
	<b>Undergraduate</b>
1	B.Sc. 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

<b>S. No.</b>	<b>COURSES</b>
<b>Under Graduate</b>	
1	Diploma in Pharmacy
2	Bachelor of Pharmacy
<b>Doctoral (PhD) programs</b>	
1.	PhD in Pharmaceutical Sciences

## School of Allied Health Sciences

The report 'From Paramedics to Allied Health Professionals: Landscaping the Journey and Way Forward' that was published in 2012, marked the variance in education and training practices for the allied and healthcare courses offered by institutions across the country.

As estimated by the World Health Organization, by the year 2030, the global economy is projected to create around forty million new health sector jobs mostly in the middle- and high-income countries and despite the anticipated growth in jobs there shall be projected shortage of fifteen million health workers to achieve the sustainable development goals in low and lower middle-income countries.

With the advancement in the health sector, changing preferences of consumer and provider, it is now warranted to create a fresh vision of healthcare delivery with a patient centric approach and focus on moving to a multi-disciplinary team-based care. There is a need to implement new ways of using health workers, strengthening the workforce by testing task shifting models and improving and increasing access to quality services through qualified and competent set of allied and healthcare professionals.

As the Ministry of Health and Family Welfare in India gets ready to undertake a facelift for the entire allied health workforce by establishing national and regional institutes of distinction, DMIHER extends their excellence by starting Allied healthcare courses under School of Allied Healthcare Professionals Learning, so that the health services can reach to rural as well as remote area and skilled healthcare workforce can be generated to fulfil the present need of India. To accomplish the vision and mission of School, University started the first course in BSc MRIT under Allied healthcare Science in 2006 which is followed by 3 more courses vide; BSc Respiratory Therapy; BSc Dialysis Therapy technology and B optometry in 2017.

<b>COURSES</b>	
<b>Sr.No.</b>	<b>Under Graduate</b>
1.	B.Sc. Anesthesia Technology
2.	B.Sc. Accident and Trauma Care Technology
3.	B.Sc. Blood Bank Technology
4.	B.Sc. Biomedical Sciences
5.	B.Sc. Cardiac Technology
6.	B.Sc. Cardiovascular Technology

7.	B.Sc. Cosmetology and Dermatology
8.	B.Sc. Clinical Nutrition & Dietetics
9.	B.Sc Clinical Psychology
10.	B.Sc. Dialysis Therapy Technology
11.	B.Sc Endoscopy and Laparoscopy Technology
12.	B.Sc. Health Sciences
13.	B.Sc. Health Information Management
14.	B.Sc. Intensive Care Technology
15.	B.Sc. Medical Laboratory Technology (MLT)
16.	B. Sc. Medical Radiology Imaging Technology
17.	B.Sc. Neuro Electrophysiology
18.	B.Sc. Neuroscience Technology
19.	B.Sc. Operation Theatre Technology
20.	B.Sc. Orthopedic Technology
21.	B Optometry
22.	B.Sc. Physician Assistant
23.	B.Sc. Respiratory Therapy
24.	B.Sc. Radiotherapy Technology
25.	B.Sc. Yoga & Naturopathy
<b>Sr.No. Post Graduate</b>	
26.	M.Sc Accident and Trauma Technology
27.	M.Sc. Clinical Embryology
28.	M.Sc Clinical Research
29.	M.Sc. Medical Laboratory Technology
30.	M.Sc. Medical Radiology Imaging Technology
31.	MHA Master in Hospital Administration
32.	MPH
33.	M.Sc. Radiotherapy Therapy
34.	M. Sc Human Genetics
<b>Doctoral (PhD) program</b>	
35.	Ph.D. in Allied Health Sciences

## 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. This 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>COURSES</b>	
Sr. No	<b>Under Graduate</b>
1.	BBA (Bachelor of Business Administration)
2.	BCA (Bachelor of Computer Application)
3.	B.Sc. (Artificial Intelligence & Data Sciences)
<b>Post Graduate</b>	
1.	MBA (Master of Business Administration)
2.	MCA (Master of Computer Application)
<b>Post Graduate Integrated</b>	
1.	M.Lib (Master of Library Science) -Integrated
2.	MA (Master of Arts) -Integrated
3.	M.Com (Master of Commerce) -Integrated
<b>Doctoral (PhD) program</b>	
1.	Faculty of Commerce and Management
2.	Faculty of Science and Technology

### 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**:

<b>COURSES</b>	
<b>Under Graduate</b>	
1.	BBA (Bachelor of Business Administration)
2.	BCA (Bachelor of Computer Application)
<b>Post Graduate</b>	
1.	MBA (Master of Business Administration)
2.	MCA (Master of Computer Application)



### **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

<b>COURSES</b>	
<b>S. N.</b>	<b>Under Graduate</b>
1	Artificial Intelligence and Data Science
2	Artificial Intelligence and Machine Learning
3	Computer Science and Design
4	Computer Science and Medical Engineering
5	Computer Science and Engineering
<b>Post Graduate</b>	
1.	M. Tech Artificial Intelligence and Data Science
2.	M. Tech Biomedical Engineering
<b>Doctoral (PhD) programs</b>	
1.	Ph.D. in Engineering and Technology

B.Voc Programs

Level	Course
Under Graduate [B.Voc.]	Animation and Graphic Design
	Animation and Multimedia
	Animation and VFX
	Software Development
	Cybersecurity
	Retail Management
	Optometry
	Renal Dialysis Technology
	Radiology and Imaging
	Medical Laboratory Technology

### 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 promotes 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>S. No.</b>	<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 Otology
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
19	Fellowship in Chest, Abdomen and Pelvic Imaging
20	Fellowship in Neurovascular Intervention

21	Fellowship in Arthroplasty
22	Fellowship in Surgical Oncology
23	Fellowship in Addiction Psychiatry
<b>Faculty of Dentistry</b>	
1	Fellowship in Micro endodontics
2	Fellowship in Oral Oncology
3	Fellowship in Cleft and Craniofacial surgery
4	Fellowship in Maxillofacial Prosthodontics
5	Fellowship in Esthetic Dentistry
6	Fellowship in Maxillofacial Trauma
<b>Faculty of Ayurveda</b>	
1	Fellowship in Panchakarma
2	Fellowship in Ayurveda Oncology
<b>Faculty of Nursing</b>	
1	Fellowship in Evidenced Based Nursing
<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>	Master's in Education in Health Professional Education
<b>2</b>	Ph.D. in Medical Education Ph.D. in Interdisciplinary Sciences

### 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>S. No.</b>	<b>Advance Courses</b>
1.	Advance Airway management
2.	Emergency Nursing
3.	Essentials of Nursing
4.	Trauma Care
5.	Basic Fetal Sonography
6.	Basic Adult Echocardiography
7.	Basics of Obstetrics and Gynecology Ultra sonography.
8.	Basics of Ultra sonography for Radiologist
9.	Transesophageal Echocardiography
10.	Advance Laparoscopy Skills
11.	Basic life care (CPR & code blue management)
12.	Foundation of Nursing
13.	Ventilator Management
14.	Abdominal Sonography in Trauma
15.	Advance Fetal Sonography
16.	Advance Adult Eco cardiography
17.	Advance Obstetrics and Gynecology Ultrasonography
18.	Advance Ultrasonography for Radiologist
19.	Basics of Laparoscopy Skills
20.	Virtual dissection course

**Comprehensive courses for Nurses & paramedic**

<b>1.</b>	Basic life support (CPR & Code Blue management)
<b>2.</b>	Emergency nursing
<b>3.</b>	Foundation of nursing
<b>4.</b>	Essentials of nursing
<b>5.</b>	Basic Ventilator management
<b>6.</b>	Basic Trauma care
<b>7.</b>	Virtual dissection model
<b>8.</b>	Basic Airway management
<b>Scenario based courses</b>	
<b>1.</b>	Bradyarrhythmia management
<b>2.</b>	MI and Cardiogenic Shock
<b>3.</b>	Cardiac Shock
<b>4.</b>	Shock
<b>5.</b>	Pulmonary Embolism
<b>6.</b>	Tension Pneumothorax
<b>7.</b>	Septic Shock
<b>8.</b>	OPP Poisoning
<b>9.</b>	Status Asthmatics
<b>10.</b>	Status Epilepticus
<b>11.</b>	Trauma
<b>12.</b>	Management of Normal Labor
<b>13.</b>	Management of Emergencies in Obstetrics like Obstructed Labor
<b>14.</b>	Eclampsia, & Pre- Eclampsia, Postpartum Hemorrhage (PPH) Sepsis, Uterine Inversion, Ruptured Uterus
<b>15.</b>	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: Standardized Patient Program (SPP), infused by Mayo clinic, for teaching clinical skills & reasoning to trainees in Health professions.**

#### **Standardized Patient Program (SPP): Revolutionizing Clinical Skills Training in Health Professions**

The **Standardized Patient Program (SPP)** at **Datta Meghe Institute of Higher Education and Research (DMIHER)**, inspired by the global standards set by the Mayo Clinic, is a pioneering initiative designed to enhance the teaching of clinical skills and reasoning for trainees in health professions. The program embodies innovation in medical education, providing a safe, controlled, and ethical environment for students to develop essential clinical competencies.

#### **Context and Rationale**

Training in health professions demands the uniform inculcation of clinical skills, ensuring every learner gains equal opportunity to practice and master essential competencies. Traditional training models often face limitations in providing consistent exposure to real-life clinical scenarios. Simulation-based learning, including the use of **Standardized Patients (SP)** and **Simulated Patients**, bridges this gap, creating a standardized and structured approach to medical education.

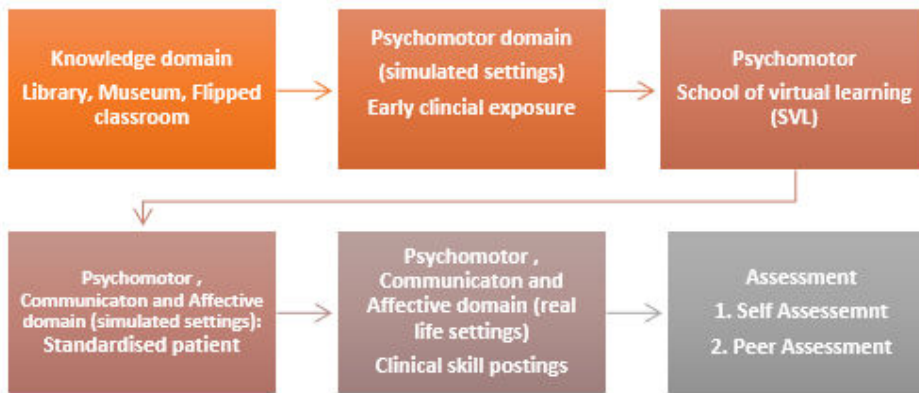
- **Simulated Patients (SP):** Trained individuals portraying clinical scenarios for history taking, physical examination, and communication skills.
- **Standardized Patients:** Real patients coached to consistently present specific medical conditions or cases.

Both approaches ensure students practice in realistic settings while receiving constructive feedback, enhancing their clinical and interpersonal skills.

#### **Objectives**

The program aims to:

1. Provide an ethical and controlled environment for practicing clinical skills.
2. Foster mastery in key competencies such as history taking, physical examination, procedural skills, communication, clinical reasoning, and professionalism.
3. Offer equal learning opportunities to all trainees, irrespective of contextual limitations in clinical material availability.



### Implementation Process

The **Standardized Patient Program (SPP)** was integrated into the curriculum across various faculties, including Medicine, Dentistry, Ayurveda, Nursing, and Physiotherapy. Key aspects of the process include:

1. **Development of SP Scripts:** Clinical competencies to be taught are identified, and SP scripts are created and validated in both English and vernacular languages to ensure effective communication.
2. **Training SPs:** A pool of 52 SPs was recruited and trained by subject experts to simulate medical conditions accurately.
3. **Teaching Modules:** The SPP follows a structured approach starting with classroom teaching, transitioning to SP-based training in simulation labs, and culminating in hospital and community-based training.
4. **Assessment:** Students are assessed through SP-based Objective Structured Clinical Examinations (OSCEs), long cases, and short cases. Direct observation of student-SP interactions forms the basis of evaluation.

### Faculty-Wise and Year-Wise Integration

The program encompasses multiple clinical competencies across professional years. A total of **34 SP-based training modules** have been designed and implemented, ensuring comprehensive coverage of competencies such as history taking, procedural skills, and communication skills.

For example:

- **Medicine:** Final MBBS students are trained in six competencies, while Junior Residents undergo specific SP-based assessments.
- **Dentistry:** Third-year BDS and postgraduate students practice critical clinical skills using SPs.

- **Physiotherapy, Nursing, and Ayurveda:** SP-based training is embedded in their respective curricula, fostering both tangible (procedural) and intangible (interpersonal) skills.

**The number of clinical competencies which are taught on SP, faculty-wise and professional year wise, are as follows;**

Faculty	Year	Total Number of Competency Year Wise	
Medicine	2nd year	2	
	3rd year	1	
	MBBS Final Part I (3rd Year)	6	
	MBBS Final Part II	4	
	JR 1	2	
	JR 1		2
			1
			2
			4
			4
			2
			2
			2
	JR II		5
		2	
		2	
		1	
		1	
		1	
JR III		1	
		1	
Dentistry	III BDS (UG)	2	
	1st year (PG)	3	
Ayurveda	Second BAMS (1st Sem)	1	
	Final BAMS	1	
	JR 1	2	
Physiotherapy	Final year	4	
	JR 1	6	
Nursing	Sem - I	1	
	Sem - V	4	
	MSc Nursing 1st year	2	
	1st year PBBSc.	2	
GNM	First year	1	
	Second year	2	
ANM	First year	1	

## **Outcomes and Impact**

1. **Global Collaboration:** Partnering with the prestigious **Mayo Clinic**, the program adheres to international standards in simulation-based medical education.
2. **Skilled Workforce:** A trained pool of **52 standardized patients** has been instrumental in delivering consistent and high-quality training.
3. **Comprehensive Training:** 100% of students in all professional years across Medicine, Dentistry, Nursing, Ayurveda, and Physiotherapy faculties are trained in SP-based modules.
4. **Enhanced Learning Environment:** The program offers ethical, repeated opportunities to practice clinical skills in a controlled setting, significantly reducing student anxiety and improving performance.
5. **Holistic Skill Development:** Beyond procedural skills, students develop communication, professional behaviour, and team skills, preparing them for real-world healthcare challenges.

The **Standardized Patient Program (SPP)** at DMIHER sets a benchmark in simulation-based education, aligning with global best practices and fostering well-rounded health professionals. By ensuring equal and consistent training opportunities, the program addresses critical gaps in traditional medical education, paving the way for a future-ready healthcare workforce. With its innovative approach, DMIHER continues to uphold its commitment to excellence in health professions education.

## **Best Practice 2**

### **Tripartite Mentorship Program**

Recognizing the significant mental health challenges faced by medical students—such as anxiety, depression, and burnout—DMIHER has proactively adopted mentorship strategies in line with the National Medical Commission's guidelines. The Commission's 2024 report emphasizes the importance of mentor-mentee programs, recommending a 1:3 ratio to ensure a supportive learning environment and timely intervention for mental health concerns. DMIHER's Tripartite Mentorship Program extends this model by incorporating parents as key stakeholders, thereby enhancing the support system for students.

#### **Objectives:**

- Address students' adjustment, academic, and personal issues promptly.

- Provide moral, psychological, and emotional support to learners.
- Encourage and guide mentees to reach their full potential by sharing knowledge and experience.
- Keep parents informed about their ward's academic progress and any arising concerns.

#### **Implementation Process:**

1. **Orientation:** During the induction phase, mentees receive a thorough orientation about the mentorship program, including its purpose and expectations.
2. **Feedback Mechanism:** Regular feedback is collected from both mentors and mentees through digital forms every six months to assess the program's effectiveness and identify areas for improvement.
3. **Recognition:** An annual mentorship award has been instituted to acknowledge and motivate outstanding contributions.
4. **Communication Channels:** WhatsApp groups are created to facilitate communication: one for mentors and mentees, and another for mentors and parents.
5. **Regular Meetings:** Mandatory monthly meetings are scheduled, with flexibility for additional sessions as needed.
6. **Parental Involvement:** Parents are actively involved in the mentorship process, ensuring they are informed and can collaborate in addressing any issues.

#### **Outcomes and Impact:**

The Tripartite Mentorship Program has led to a significant decrease in the percentage of students referred to the Student Guidance Unit, dropping from 10.3% to 6.4% over the past three years. Early identification of mental health issues has been streamlined through initial psychometric analyses, allowing for timely support. Involving parents has enhanced transparency and provided a more robust support system, contributing to the overall well-being and academic success of the students.

By integrating mentors, mentees, and parents, DMIHER's Tripartite Mentorship Program exemplifies a holistic approach to student support, aligning with national guidelines and addressing the evolving needs of learners in higher education.

### **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), Siddharth 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) these facilities collectively offer over 2,400 beds for modern medicine, more than 370 beds for Indian traditional medicine, and over 350 dental chairs, all equipped with cutting-edge technology. Patient care is supported by highly qualified clinicians, along with a sufficient number of skilled nursing and paramedical personnel. 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 Superspeciality services, are provided at significantly subsidized 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 certified.

**The Hospitals have 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 specialty 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. With a capacity of more than 1500 beds, 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**

<b>Sr. No</b>	<b>Facility</b>
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.	150 bedded 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
15.	Laparoscopic system.
16.	laser system (Lumenis p100).
17.	TEG machine.
18.	ultrasound machine.
19.	C-arm flat panel



## **Departments and Available Speciality Services:**

### ***1. Medicine***

- a. Endocrinology & Diabetes
- b. Endoscopy
- c. Nephrology
- d. Hematology
- e. Neurology
- f. Cardiology
- g. Palliative Care

### ***2. Obstetrics and Gynecology***

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

### ***3. Surgery***

- a. Breast
- b. Pediatric 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

### ***6. Pediatrics***

- a. Adolescent
- b. Malnutrition
- c. Asthma
- d. Immunization
- e. Child Guidance
- f. High Risk
- g. Hematology (Sickle Cell Clinic)
- h. Pediatric Gastroenterology (Diarrhea)
- i. Pediatric Neurology (with child Rehabilitation)
- j. Nephrology
- k. Cardiology

**7. *Ophthalmology***

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

**8. *Respiratory Medicine***

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

**9. *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

**10. *ENT***

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

**11. *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. Pediatric surgery
- 7. Onco Surgery
- 8. Oncology
- 9. Interventional radiology
- 10. Plastic & maxillofacial surgery
- 11. Cardiology
- 12. Cardiothoracic surgery
- 13. Cardiac Anesthesia
- 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 multidisciplinary 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 Rapid Arc planning
  - Knowledge based Rapid Plan and Smart Segmentation
2. Varian Gamma Medplus IX brachytherapy after loader 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
- Trans jugular 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 tumour -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 Tumour embolization for GI, renal, bronchial, uterine, tumour vessels.
- Chemoembolization For Liver Tumours 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 embolization
- Preoperative Portal Vein Embolization For Liver Tumours
- Embolization Of Postoperative and Post Traumatic Bleeding

**Shalinitai Meghe Hospital & Research Centre  
Dr. Babasaheb Ambedkar Superspeciality Institute**

The off-campus 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. With current bed strength of over 900, hospitals ensure 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
- Orthopedics
- Obstetrics & Gynecology
- Pediatrics
- ENT

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

### **Super Specialties**

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

### **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.
- IVF 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
- Telemedicine Centre,
- Cochlear Implant Surgery.
- Philips 2D Echo/USG machine.
- GE 4G Foetal Colour Doppler,
- Microwave Ablation Machine.

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

- Biochemistry
- Clinical Pathology and Hematology
- 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 MRI MMRI
AC Semi private Wards	Premium Twin Sharing Rooms
VIP Suite	Private Deluxe rooms
9 Operation Theatre Complex (Fully Equipped Modular OT with Laminar Flow)	
Advanced Cath lab for Cardiac and Peripheral Interventional Radiology	
30 bedded advanced Emergency division with OTs and Dedicated Mother and Child Hospital	
26 Bedded NICU (Out born / Inborn)	
64 Bedded fully equipped 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 more than 350 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
1.	Comprehensive oral care
2.	Advanced oral diagnostics
3.	Advanced dental treatments
4.	Esthetic dentistry
5.	Preventive Dental Care
6.	Oral cancer treatment and rehabilitation
7.	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
- ❖ Cone Beam Computed Tomography

### **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 wisdom with a bed capacity of 372 and multiple 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:**

• Kayachikitsa	• Shalya	• Streerog & Prasuti Tantra
• Panchakarma	• Shalakya	• Kaumarbhritya
• Casualty	• Swastharakshan	

#### **Hospital Superspeciality:**

• 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 believes 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 Specialties**

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

### **Specialized Services**

- Stroke rehabilitation clinic
- Gait disorders rehabilitation
- Orthotic services

# Internal Quality Assurance cell, DMIHER (DU)

## Annual report

### Meetings of Internal Quality Assurance Cell

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

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

Sr. No.	Date of IQAC meetings
1.	23.10.2023
2.	11.03.2024
3.	08.06.2024

### 1. IQAC Recommendations

#### A. Recommendations of IQAC 23.10.2023

#### For Noting

1. UTSAH – UGC Portal:
  - Registration completed and data uploaded
  - Correction/ upgradation of information is a continuous process
2. NAAC - 4<sup>th</sup> Cycle of Reaccreditation:
  - “Grade A++ with a 3.78 score on 4 point scale”
3. NAAC AQAR for 2021-22:
  - Submitted and approved on 17.10.2023
4. Applying for Times Impact Ranking 2024:
  - In SDG 3,4,5,9 & 17 data collection is in process

- The last date of submission is 10.11.2023
5. NIRF India ranking 2024:
- Applying under the category of Overall, University, Medical, Dental, Innovation and Research
  - Registration completed on 29.09.2023
  - Data collection is in process
6. For NIRF India ranking 2025: The following to be increased:
- Funded research project
  - Ph.D. supervisor and Granted Ph.D
  - Consultancy and clinical trial
  - Number of quality publications in Q1 & Q2
  - Placement data needs to be updated
  - Seminars and conferences to be organized at National and International level

#### **For Approval**

1. Constituent colleges to revise the Institutional Development Plan and submit the information for the Quarterly IQAC meeting.
2. Constituent colleges to appoint a Coordinator for IQAC to monitor IQAC-related activities and participate in monthly IQAC meetings. They should also provide reports to the Directorate of IQAC regularly.

#### **B. Recommendations of IQAC 11.03.2024**

##### **For Noting:**

- 1. THE TIMES INDIA RANKING 2024:**
  - Data collection and compilation done for SDG3,4,5,9 and 17
  - Submission is done on 17<sup>th</sup> Nov.2023
- 2. NIRF INDIA RANKING 2024:**
  - Data collection and compilation done for categories: i) Overall ii) University, iii) Medical, iv) Dental, v) Innovation
  - The submission was done on 31st January 2024
- 3. AISHE 2022-23:**
  - Virtual Meeting attended on 24th January, 2024 and 15th February, 2024 with Mr. Shivam Pandey of AISHE and Mr. Swapnil (Maharashtra Section)



- Data collection and compilation are in process, and nearly 90% completed.
- The last date for submission is 20th March, 2024.

**4. NAAC AQAR 2022-23:**

- Data collection and compilation are under process. Nearly 90% of work completed.
- The last date of submission is 30th April, 2024.

**5. Chair for Gandhian Thoughts and Philosophy to be installed at Acharya Vinod Bhave's Parmdham Aashram at Pawnar**

**6. NABH Inspection at:**

- Sharad Pawar Dental College on 01 to 02/02/2024 (NC being replied)
- Mahatma Gandhi Ayurved College, Hospital and Research Centre on 27 to 29/02/2024

(NC being replied)

**For Approval:**

**To be included in AQAR 2022-23**

**Best Practices (2)**

**i) Outcome-Based Education in Health Sciences –**

The DMIMS 4-Step Escalating Outcome-Based Education Model for Health Sciences Education All the academic programs of the University have defined Graduate attributes, Program outcomes, Program-specific outcomes and Course outcomes. Even all programs in health professions are outcome-based. Periodic analysis of the attainment of outcomes and remedial measures to bridge the gaps are undertaken at the respective college level.

**ii) Self-Directed Learning –**

DMIHER model of ‘Structured Self-Directed Learning’ is a learner-led, teacher-facilitated carefully planned trajectory of Library – Museum – Simulation-based - clinical skill training, standardized patient - Real life – community-based training approach.

**Institutional Distinctiveness (1)**

**i) Techno-Health –**

As per the vision NEP 2020, the Multidisciplinary/Interdisciplinary approach, the Faculty of Engineering and Technology DMIHER(DU) is working with more emphasis on Techno-health along with the institutes of health sciences of this University to

formulate the best possible treatment modality to serve humanity.

### **C. Recommendations of IQAC 08.06.2024**

#### **For Approval:**

1. The Transcript Format and Transcript Issuance guidelines for all the respective faculties in Constituent colleges of DMIHER(DU).
2. Execution Plan based on the Wardha-Wana (WA-WA Model) for departmental collaborative activities.
3. DMIHER's Framework for Linking Competency to Outcomes at Learner, Institution and Community Level and Integration of Early Clinical Exposure (ECE) and Community-based Self-Directed Learning (SDL) and AETCOM in Family Adoption Program (FAP).
4. Quality perspective on assessment and Evaluation Reforms for the year 2023-24 and proposed reforms for 2024-25.
5. Standard Operating Procedure and financial considerations for conducting national and international CME/ Workshop / Conference at DMIHER(DU)
6. Revised academic appraisal program to ensure identification of learning gaps thereby enabling timely remedial interventions.

#### **For Noting:**

1. Datta Meghe Institute of Higher Education and Research (Deemed to be University) has been ranked **15th in the world and 3rd in the country** in UN's Sustainable Development Goal – 3 (**SDG 3- Good Health and Well-being**), in World TIMES IMPACT RANKINGS 2024. DMIHER has also been ranked among the top **101-200 universities worldwide for SDG-4 (Quality Education) and SDG-5 (Gender Equality)**, achieving **7th and 4th positions in India**, respectively. The university is ranked in the band of **401-600 in the overall category**, achieving **7th rank in the medicine and dentistry category in India** in its second consecutive participation in the Times Impact Rankings 2024. In its maiden participation in **SDG 9 (Industry, Innovation and Infrastructure)**. DMIHER is ranked in the band of **601-800 in the**

**overall category, achieving 9<sup>th</sup> rank in the medicine and dentistry category in India.**

2. AQAR 2022-23 was submitted on 5th May 2024, 6 compliances were received on 17th May 2024 and all the compliances were submitted on 29th May 2024.
3. For the NIRF Ranking 2024, a total of 13 clarifications were submitted: 3 for the Overall category, 6 for the Medical category, 3 for the Dental category and 1 for the Innovation category.
4. DMIHER is participating in “The QS Digital Maturity Framework Survey” in Collaboration with Amazon Web Services (AWS). The data submission is in process and the last date is 30/06/2024.

## **2. IQAC participation in Accreditations:**

DMIHER (Deemed to be University) successfully completed the National Accreditation Board for Hospitals and Healthcare Providers (NABH) inspection for three of its key institutions: Sharad Pawar Dental College & Hospital (SPDC&H), Mahatma Gandhi Ayurved College (MGAC), and the Institutional Ethics Committee (IEC). Following a thorough evaluation process, all three institutions have been granted reaccreditation, reflecting their adherence to the highest standards of quality and excellence.

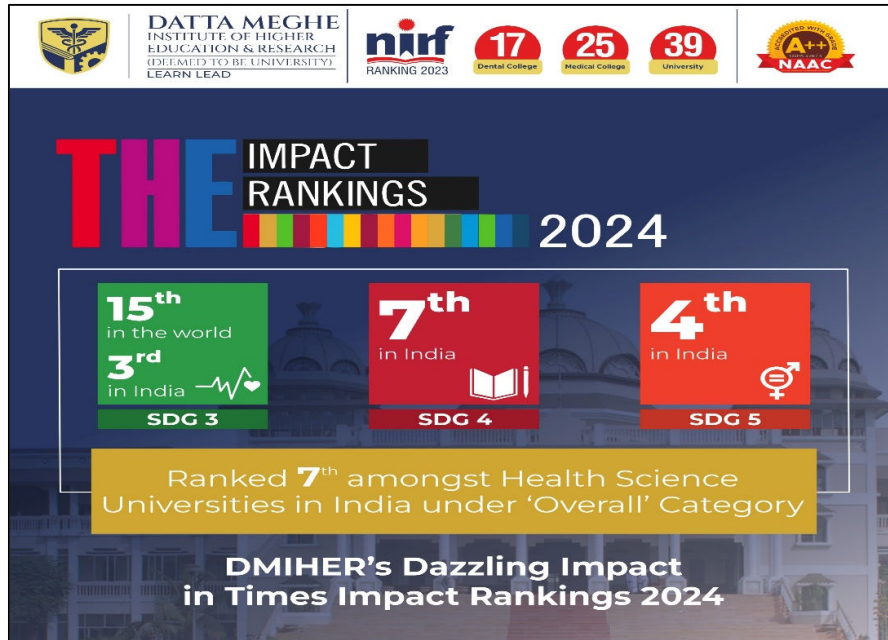
The reaccreditation of SPDC&H reinforces its standing as a leader in dental education and patient care. MGAC’s reaccreditation further emphasizes its commitment to advancing Ayurvedic education and holistic healthcare. The IEC reaccreditation reaffirms its dedication to maintaining ethical research practices and compliance with regulatory standards.



### 3. IQAC participation in National and International Rankings

a) Datta Meghe Institute of Higher Education and Research (Deemed to be University) has been ranked **15th in the world** and **3rd in the country** in UN's Sustainable Development Goal – 3 (SDG 3- Good Health and Well-being), in World TIMES IMPACT RANKINGS 2024. DMIHER has also been ranked among the top **101-200 universities worldwide for SDG-4 (Quality Education) and SDG-5 (Gender Equality)**, achieving **7th and 4th positions in India**, respectively. The university is ranked in the band of **401-600 in the**

overall category, achieving 7<sup>th</sup> rank in the medicine and dentistry category in India in its second consecutive participation in the Times Impact Rankings 2024. In its maiden participation in **SDG 9 (Industry, Innovation and Infrastructure)** DMIHER is ranked in the band of 601-800 in the overall category, achieving 9<sup>th</sup> rank in the medicine and dentistry category in India.



DMIHER(DU) participated in the 7<sup>th</sup> cycle of NIRF rankings for the year 2024. The university secured 71<sup>st</sup> rank in Overall, 42<sup>nd</sup> in University, 23<sup>rd</sup> in Medical and 24<sup>th</sup> in Dental college in the country.





#### 4. Collaborative Quality Initiatives:

##### a) DMIHER(DU) participation in 'Viksit Bharat 2047: UGC initiative'

Hon. Vice Chancellor, DMIHER (DU) was nominated by the Chairman UGC as the esteemed member of the Western Zone to contribute to the vision document of Viksit Bharat 2047. DMIHER(DU) was one of the 153 Universities to have been selected across the country to contribute to this Vision Document.

As per the guidelines from UGC for Viksit Bharat @ 2047, to engage with their students and academia, industry partners and government body representatives, to deliberate on the suggested themes for the Western Zone Universities, the university conducted a panel discussion and prepared an action plan for the proposed activities and nodal officers were appointed for the conduction of the proposed activities.

The programs were conducted as under:

##### ➤ Empowered Citizens

- Naari Shakti – Women-led Development
  - Caring and Inclusive Society
  - Employment and Labour
- **Thriving and Sustainable Economy**
    - Industry of the Future, Services of the Future, Trade – Integrating with the World
  - **Effective Governance**
    - Transformative Governance: Reform, Perform and Transform
    - Transport Infrastructure and Logistics
  - **Technology & Innovation Leadership**
    - Startup Ecosystem for the World
  - **Bharat as Vishwabandhu**
    - Bharat as Vishwabandhu
    -



**Empowered Citizens**  
Naari Shakti – Women-led Development



**Caring and Inclusive Society**  
Cyber Security Workshop



**Employment and Labour**



**Skill development for livelihood and Employability**



**Employment Opportunities**



**Labour Laws**



Employment opportunities for livelihood and Employability



Women Rights



Thriving and Sustainable Economy Industry of the Future Services of the Future Trade - Integrating with the World



Effective Governance Transformative Governance: Reform, Perform and Transform



Transport Infrastructure and Logistics Solar energy management to highlight latest trends in Harnessing



Transport Infrastructure and Logistics Modern and Futuristic Transport modes & Roadmap for Viksit Bharat 2047





**Transport Infrastructure and Logistics**  
**Water Management encompassing Roadmap for next 05 years to augment water availability**



**Transport Infrastructure and Logistics**  
**Competition on Best initiative for clean and green campus and Reel Making on themes of Wter Management, Solar energy, Modern and Futuristic Transport and Skill Development**



**Technology & Innovation Leadership**  
**Startup Ecosystem for the World**



**Bharat as Vishwabandhu**

**b) DMIHER(DU) participated in the distinguished Vice Chancellors-CEOs Roundtable at the 18th FICCI Higher Education Summit 2023 in New Delhi**

DMIHER participated in the 18th FICCI Higher Education Summit (HES), where Dr. Lalitbhusan Waghmare, Vice Chancellor, contributed to the panel discussion on

“Raising the Bar: The Significance of Benchmarking in Higher Education.”



**c) DMIHER(DU) represented the distinguished Panel of the 18th FICCI Higher Education Summit 2023 in New Delhi.**

DMIHER participated in the 18th FICCI Higher Education Summit (HES), where Dr. Tripti Waghmare, Executive Director of Academic Excellence, contributed to the panel discussion on “Empowering Excellence: The Role of Quality Assurance, Accreditation, and Benchmarking in Higher Education.”



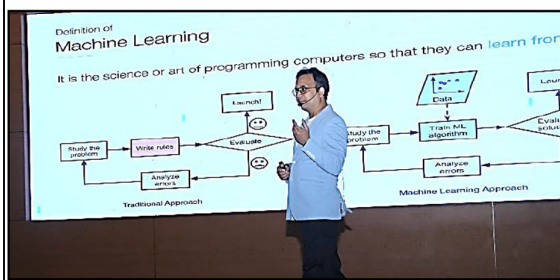
L to R- **Dr. Raghu Raman**, Dean, Amrita School of Business & Director, Center for Research in Analytics & Technologies for Education, Amrita Vishwa Vidyapeetham

| **Prof. Padmakumar Nair**, Director, Thapar Institute of Engineering and Technology | **Dr. (Mrs.) Pankaj Mittal**, Secretary General, Association of Indian Universities (AIU), Govt. of India | **Prof. (Dr.) Nagajyothi Koripella**, Director, Research and Development, BEST Innovation University | **Dr. Tripti Waghmare**, Executive Director (Academic Excellence), Quality Assurance, Datta Meghe Institute of Higher Education & Research (DMIHER) | **Dr. Ashwin Fernandes**, Regional Director for QS Middle East, Africa & South Asia; CEO for QS IGAUGE Rating System | **Mr. Mathew Johnston**, Minister-Counsellor (Education and Research), Australian Government Department of Education, Australian High Commission, India

## 5. Orientation Programmes on Quality Issues for Teachers and Students.

### a) Symposium on 'Artificial Intelligence (AI) in Education'

The One-Day Symposium on 'Artificial Intelligence (AI) in Education' was convened by Datta Meghe Institute of Higher Education & Research [Deemed to be University], Wardha, Yeshwantrao Chavan College of Engineering, Nagpur, Meghe Group of Schools & Faculty of Engineering And Technology [FEAT] on 27th April 2024 at the Datta Meghe Auditorium, Sawangi [Meghe], Wardha with the aim of exploring the transformative potential of AI in revolutionizing the educational landscape. The event brought together Educators, Researchers, Policymakers, and Industry Experts to exchange insights, share best practices, and envision the future of AI-driven education. Around 650 Participants which included Administrators, Researchers, Professors & Teachers from all the Constituent Institutions of DMIHER [DU], YCCE, Meghe Group of Schools participated in the Symposium.



## **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 2023-24 the following initiatives has been taken by PhD cell-*

1. AIPHD CET January-2024 Entrance Exam was 100% online mode from form filling, payment to Provisional Registration of candidates.

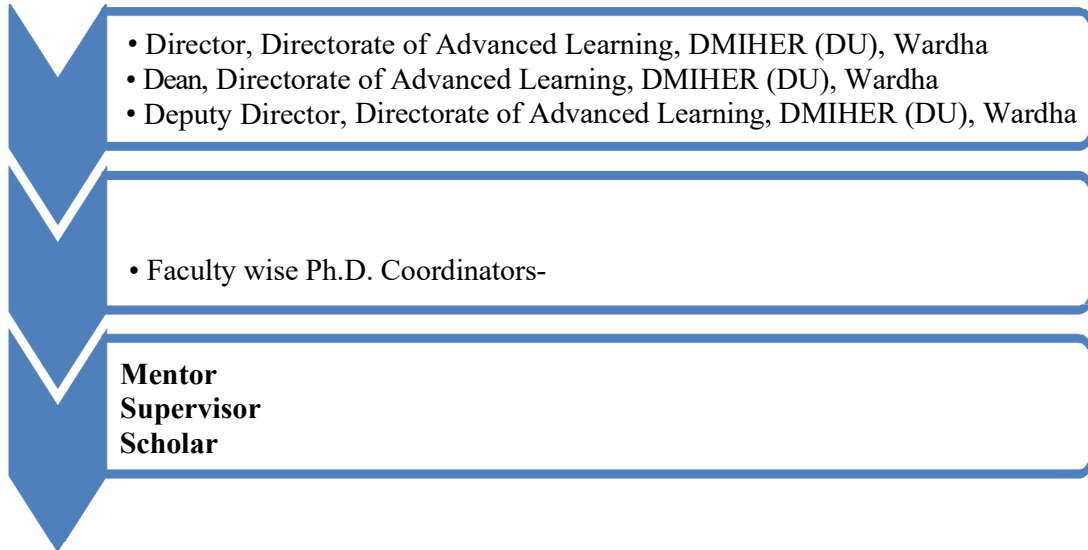
2. Revision of the Norms & Coursework of the Ph.D. Program as per the revised regulation of UGC Nov.2022

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

**Total enrolled- 1282**

**Total Enrolled- 339 in 23-24**

**Total awarded Doctoral degree Till June 2024: 225**

# School of Higher Education & Research

## Annual Report of SHER 2023-2024

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

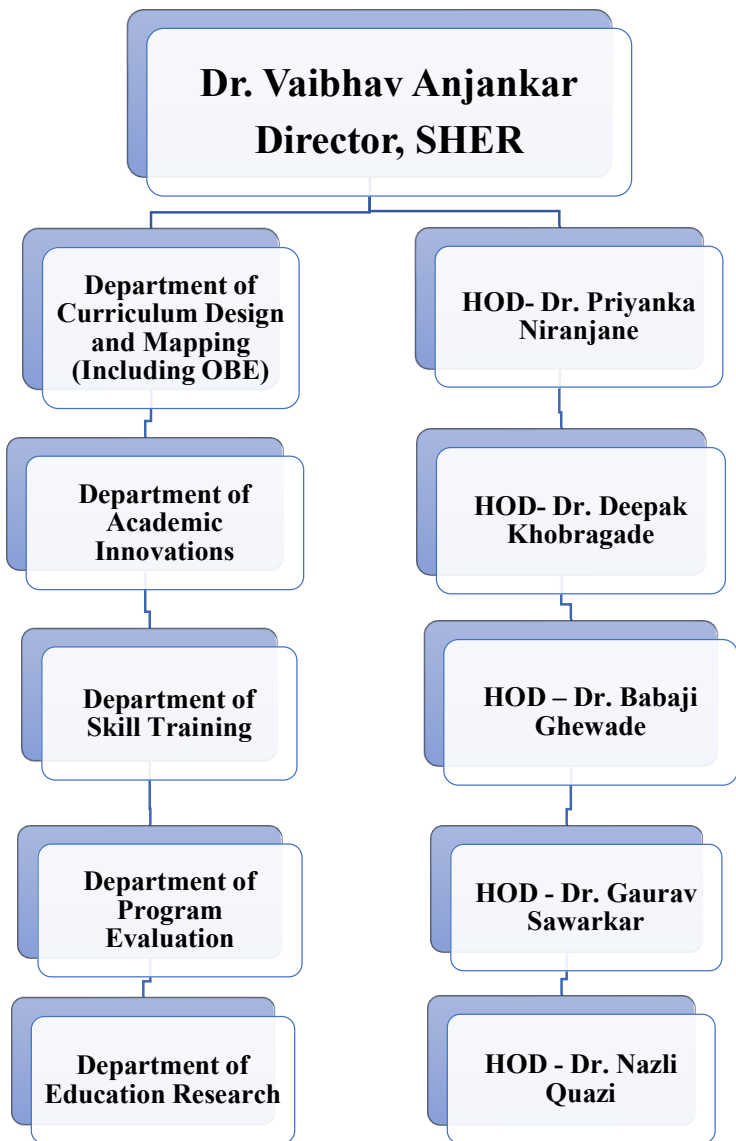
To provide core competencies that all health/ non-health professionals need to possess regardless of their discipline as agents of change to meet the expectations and legitimate needs from the 21<sup>st</sup> century effective and meaningful education delivery system.

### 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 professional’s 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.



## **Activities at Glance**

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

- **Academics of University**
- **Continuing Medical Education**
- **Academic Courses in SHER**
- **Faculty Development activities**
- **Status of Conducted CME/ Workshops / Conferences**
- **Educational Research**
- **Other tasks completed by SHER**

## **Academics of University**

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

1. Need assessment, Conceptualization and strategic initiatives regarding development and Innovations in Teaching Learning activities.
2. Curriculum updates and revision from time to time.
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 aliment of competencies
6. Developing research aptitude, exploring the Research Avenue and conduction of research in medical education technology.

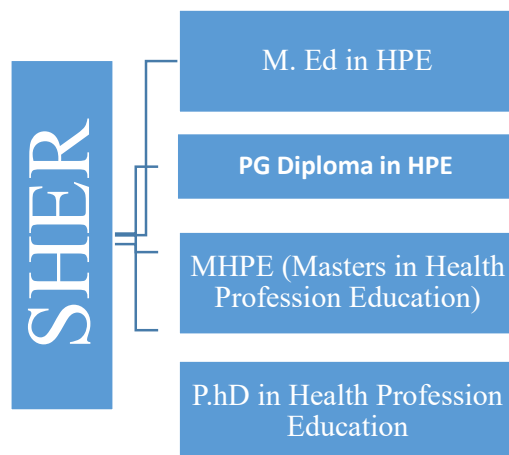


## Continuing Medical Education

### Education Units

<b>Faculty</b>	<b>Educational unit</b>	<b>Convener</b>
<b>Medicine (JNMC)</b>	Medical Education Unit	Dr. Archana Dhok
<b>Medicine (DMMC)</b>	Medical Education Unit	Dr. Manju Chandankhede
<b>Dentistry</b>	Dental Education Unit	Dr. Shweta Dasar
<b>Ayurveda</b>	Ayurveda Education Unit	Dr. Devyani Dasar
<b>Nursing</b>	Nursing Education Unit	Dr. Archana Mourya
<b>Physiotherapy</b>	Physiotherapy Education Unit	Dr. Vishnu Vardhan
<b>Pharmacy</b>	Pharmacy Education Unit	Dr. Surendra Agrawal
<b>AHS</b>	Allied Health Education Unit	Dr. Vaishnavi Yadav
<b>FEAT</b>	Engineering Education Unit	Dr. Swapnil Gundewar
<b>SAS</b>	Allied Science Education Unit	Dr. Supriya Narad

### **Academic Courses in SHER**



- **Master's in Education (M. Ed.) in HPE**
- **PG Diploma in HPE**
- **Masters in in HPE (MHPE)**
- **Ph.D. in Health Profession Education**
- **Ph.D. in Interdisciplinary Sciences**

### **Faculty Development Programs**

#### **Status of the Faculty Development Programs**

Sr. No.	Name of the Activity	Dates	No of Participants
1.	NAAC orientation workshop on policies / SHER Teaching Learning activities	3 <sup>st</sup> July 2023	55
2.	Workshop on 2023 PO CO attainment analysis	5th July 2023	172
3.	Workshop on 2023 PO CO attainment analysis	6th July 2023	62
4.	Visits to All college Education Unit	7 <sup>th</sup> & 9 <sup>th</sup> July 2023	
5.	One hour interaction with education unit members.	8 <sup>th</sup> July 2023	22
6.	Basic course in HPE	20-22 December 2023	30
7.	Mcgraw Hill -sensitization of medical faculty for using resources	10 <sup>th</sup> January 2024	60
8.	AETCOME phase 1, workshop at DMMC	18 <sup>th</sup> January 2024	28
9.	AETCOME phase 2, workshop at DMMC	23 <sup>rd</sup> & 24 <sup>th</sup> January 2024	152
10.	Use of AI in Education for JNMC DMMC	25 <sup>th</sup> January 2024	102
11.	Artificial Intelligence in Medical Education for SPDC , MGAC and RNPC	8 <sup>th</sup> February 2024	45
12.	AI tools in Education for FEAT	15 <sup>th</sup> February 2024	22

13.	Use of AI in Education for SAS	29 <sup>th</sup> February 2024	14
14.	Sensitization Programme on Objective Structured Clinical Examination (OSCE) for nursing Faculty from Wardha and Nagpur.  <b>Resource Persons :-</b>  Dr. Vaibhav Anjankar  Dr. Archana Dhok  Dr. Vaishali Paunikar	3 <sup>rd</sup> April 2024	30
15.	One Day Symposium on AI in Education	27 <sup>th</sup> April 2024	598
16.	Flipped classroom orientation – For Ayurveda Faculty	29 <sup>th</sup> April 2024	12
17.	AETCOM conduction for faculty of Ayurveda- Discussion with Dean Academics , Vice Dean and Ayurveda Education Unit	29 <sup>th</sup> April 2024	12
18.	Curriculum sensitization on launch of new curriculum and curriculum revision for members of various education units  Recourse Person :- Dr. Priyanka Niranjane	30 <sup>th</sup> April 2024	13
19.	Validation of FEAT eQB by YCCE team as per the instruction of Hon. Principal Advisor Sir	6 <sup>th</sup> May 2024	12
20.	Flipped classroom orientation – For Physiotherapy Faculty members	7 <sup>th</sup> May 2024	26
21.	RNPC EQB status and review meeting – with Dean Academics , EU members and involved faculty	7 <sup>th</sup> May 2024	26
22.	Sensitization session for dean academics regarding Format and Content validation of Question paper  Resource Persons :-  Dr. Sunita Vagha  Dr. Vaibhav Anjankar	13 <sup>th</sup> May 2024	13

23.	Sensitization of Nursing faculties about the use of Various AI tools for preparation of eQB.  Preparation of plan of eQB validation involving nursing faculties from Wardha and Nagpur as per suggestion of Hon. Principal Advisor Sir	15 <sup>th</sup> May 2024	30
24.	Nursing Faculty eQB status and review meeting	15 <sup>th</sup> May 2024	30
25.	Flipped classroom orientation – For Nursing Faculty members	15 <sup>th</sup> May 2024	13
26.	Flipped classroom orientation – For Dental Faculty members	16 <sup>th</sup> May 2024	15
27.	AICTE recognised FDP on Universal Human Values at FEAT campus	15- 17 May 2024	76
28.	Basic course in Profession's Education Technology for faculty members of FEAT	30 <sup>th</sup> May- 1 <sup>st</sup> June 2024	40
29.	Flipped classroom orientation – For Pharmacy Faculty	14 <sup>th</sup> June 2024	25
30.	OSPE sensitization session was conducted by School of Higher Education and Research (SHER) at DMMC	20 <sup>th</sup> June 2024	30

## **Status of Conducted CME/ Workshops / Conferences**

### **July 2023 To June 2024**

The activity of CMEs of all the colleges is monitored by SHER. 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.

Report on conduction of various activities i.e. CMEs, Seminar, Conferences, Workshops etc vis planned during academic session July 2023 to June 2024

<b>Sr. No.</b>	<b>Constituent College</b>	<b>Conducted Activities</b>
<b>1</b>	JNMC	28
<b>2</b>	DMMC	8
<b>3</b>	SPDC	5
<b>4</b>	MGAC	9
<b>5</b>	RNPC	8
<b>6</b>	SRMMCON	4
<b>7</b>	AHS	-
<b>8</b>	FEAT	7
<b>9</b>	SAS	3
<b>10</b>	DMCP	4
<b>Total</b>		<b>76</b>

Sr. No.	Year	Title of the professional development Programme organised for teaching staff	Dates: (from - to)	No. of participants
			<b>Activities Conducted in July 2023</b>	
1.	2023-2024	NAAC orientation workshop orientation workshop on policies / SHER Teaching Learning activities	03-07-2023	60
2.	2023-2024	Workshop on PO CO attainment analysis	05/07/2023 - 06/07/2023	350
3.	2023-2024	Institutional Excellence through Quality Practices	17/07/2023 - 19/07/2023	25
4.	2023-2024	Faculty development program on effective teaching pedagogies & research	17/07/2023 - 19/07/2023	25
5.	2023-2024	Hands on Workshop on Taping techniques for a Sports Injuries	21/07/2023 - 22/07/2023	35
6.	2023-2024	Approaches in Therapeutic Taping workshop	21/07/2023 - 22/07/2023	35
7.	2023-2024	Emerging Trends in Technology and Applications	24/07/2023 - 26/07/2023	115
8.	2023-2024	Clinical Innovations in ART	24-07-2023	202
9.	2023-2024	Machine Learning in Science and Engineering –Applications and Models	26/07/2023 - 28/07/2023	75
<b>Activities Conducted in August 2023</b>				
10.	2023-2024	Sample size estimation (Webinar Virtual Mode)	03-08-2023	552
11.	2023-2024	USG Guided Regional Anaesthesia	04-08-2023	53
12.	2023-2024	Live Operative Workshop on HoLEP	12-08-2023	8
13.	2023-2024	Hands on Fluoro Guided Cadaveric & USG MSK Pain Workshop (4 credit points by MMC)	12/08/2023 - 13/08/2023	23
14.	2023-2024	Quiz Buzz : Improve Knowledge	17-08-2023	250
15.	2023-2024	Updates of Basic in Minimal assess surgery in gynaecology	18/08/2023 - 19/08/2023	20
16.	2023-2024	Endoscopic Brain and Spine Surgery	19-08-2023	14
17.	2023-2024	Annual CDE Topic: Modern Implantology	23-08-2023	58

18.	2023-2024	'Web 3 and Blockchain Technology	23/08/2023 - 24/08/2023	150
19.	2023-2024	Artificial Intelligence in Nursing	25-08-2023	193
20.	2023-2024	Role of ESWT in Rehabilitation of Sports Injuries	28-08-2023	75
21.	2023-2024	Hands on Workshop on Facilitation techniques in Mat Progression	30-08-2023	52
<b>Activities Conducted in September 2023</b>				
22.	2023-2024	Annual CDE "Evidence Based Topic: Strategies to Improve Endodontic Treatment Focusing on Full mouth Rehabilitation" 12 Credit point	01/09/2023 - 02/09/2023	70
23.	2023-2024	ROBOCON : Minimal Invasive Surgery	08-09-2023	70
24.	2023-2024	Critical care / Paediatrics Emergency (PALS)	08-09-2024	20
25.	2023-2024	Manuscriptology in Ayurveda	13-09-2023	200
26.	2023-2024	A virtual Quiz competition 2023 "Striroga Prashnamanjusha."	21-09-2023	25
27.	2023-2024	Workshop on Robotic Total Knee Replacement Surgery	25-09-2023	50
28.	2023-2024	Orientation workshop on Outcome based Education (OBE) for all Dean academics and Convenors of Education units	25-09-2023	20
29.	2023-2024	Live Operative Workshop On Direct Anterior Approach for THR	30-09-2023	95
<b>Activities Conducted in October 2023</b>				
30.	2023-2024	Lecture on Gait and Motion Analysis	05-10-2023	40
31.	2023-2024	State level CDE and Hands on Workshop Topic: Interceptive Orthodontics	07-10-2023	87
32.	2023-2024	Adjunct faculty guest lecture.	10-10-2023	63
33.	2023-2024	Adjunct faculty guest lecture. Ayurveda Today: Challenges & Solutions	11-10-2023	63

34.	2023-2024	Role of Rehabilitation Professionals in Sports Medicine.	20-10-2023	45
35.	2023-2024	Blast Injury- Medico Legal Aspects (2 MMC Credit Points)	21-10-2023	128
36.	2023-2024	Financial Literacy Program	25-10-2023	103
37.	2023-2024	Experts for various competitions like Quiz, Poster, Placement Test, Tricky Programming, CoDecode	26/10/2024 - 27/10/2023	250
38.	2023-2024	“Early Neonates: Indicators of Survival” Futuristic trends of artificial intelligence in Pediatrics	29-10-2023	183
39.	2023-2024	Hands-on workshop for “Facilitation technique for mat progression”	30-10-2023	61
40.	2023-2024	Static taping: a forgotten art”	30-10-2023	68
41.	2023-2024	Workshop on critical thinking for the critically ill: Unlocking the potential role of physical therapy in critical care unit.	31-10-2023	58
<b>Activities Conducted in November 2023</b>				
42.	2023-2024	IEEE Conference - ‘2023 1st DMIHER(DU) International Conference on Artificial Intelligence in Education and Industry 4.0’	27/11/2023 - 28/11/2023	343
<b>Activities Conducted in December 2023</b>				
43.	2023-2024	National Workshop on Identification of Traded Indian Medicinal Plants	05/12/2023 - 06/12/2023	30
44.	2023-2024	“Mastering the art of Teaching & Research”	11/12/2023 - 13/12/2023	30
45.	2023-2024	Gynaetech Conference - Dr K K Deshmukh CME and Shree Datta Meghe Oration 2023 Theme-recent Advances In Surgical Skills In Gynecology (4 credit point)	12/12/2023 - 14/12/2023	176
46.	2023-2024	Program for Inculcating Scientific Inquiry and Pursuit	16-12-2023	347



47.	2023-2024	SAMEEKSHA 2023 A National Conference on 'Bridging the gap between ancient methods and recent advances in the diagnosis of diseases'	16-12-2023	280
48.	2023-2024	Workshop on "Usage of MARROW in teaching - learning	20-12-2023	80
49.	2023-2024	National Mathematics Day – Guest Lecture	21-12-2023	60
50.	2023-2024	CME on Overview of Renal Pathology	26-12-2023	58
<b>Activities Conducted in January 2024</b>				
51.	2023-2024	Ultrasound guided nerve block workshoop	14-01-2024	65
52.	2023-2024	: 5 <sup>th</sup> National Symbiotic Interdisciplinary Conference and Competition	17/01/2024 - 18/01/2024	110
53.	2023-2024	SHASHWAT AYURVEDA 2024	18/01/2024 - 19/01/2024	319
54.	2023-2024	Best Practices in IDSP & NRCP: Sensitisation Session for Medical Officers	19-01-2024	125
55.	2023-2024	'Resent trend in Deep learning.'	25-01-2024	42
56.	2023-2024	Acute Neuro Care 2024	26-01-2024	81
<b>Activities Conducted in February 2024</b>				
57.	2023-2024	: Hands on Workshop	01/02/2024 - 02/02/2024	38
58.	2023-2024	Disability evaluation	03-02-2024	50
59.	2023-2024	3D printer byound the city	05/02/2024 - 09/02/2024	30
60.	2023-2024	documentation ofn medico-legal recorde	23-02-2024	36
61.	2023-2024	Hand & Wrist Cadaveric Course	24-02-2024	40
<b>Activities Conducted in March 2024</b>				
62.	2023-2024	Anuchikiska	01/03/2024 - 02/03/2024	242
63.	2023-2024	Cadaveric Course – Foot & Ankle	02-03-2024	40

64.	2023-2024	Medico Engino Hackathon	03-03-2024	
65.	2023-2024	Celebration of World Glaucoma Week	14-03-2024	139
66.	2023-2024	Impact of technology uses on children	22-03-2024	150
67.	2023-2024	Recent advances in diagnosis and management of Tuberculosis	23-03-2024	120
68.	2023-2024	One Health - Time to Collaborate, Communicate, and Coordinate	29-03-2024	22
<b>Activities Conducted in April 2024</b>				
69.	2023-2024	Internal Environment of mind and body	02-04-2024	208
70.	2023-2024	Sensitization programme	03-04-2024	30
71.	2023-2024	Management of medical emergencies in Pregnancy.	04-04-2024	70
72.	2023-2024	Orientation about Intern Work	02/04/2024 - 06/04/2024	61
<b>Activities Conducted in May 2024</b>				
73.	2023-2024	Universal Human Values	15/05/2024 - 17/05/2024	76
74.	2023-2024	Workshop on Customer Insight for Social Media Monetization.	17-05-2024	38
<b>Activities Conducted in June 2024</b>				
75.	2023-2024	Pharmacy Exit Exam for D. Pharm Students”	05/06/2024 - 07/06/2024	25
76.	2023-2024	“Transforming Education: Integrating Active Learning Strategies	13/06/2024 - 15/06/2024	27

## Educational Research

### Copyrights Registered

Area	2024	Till date
Teaching Learning	12	281
Assessment & Evaluation	7	181
Curriculum	10	62
Others	3	18
Total	32	542

### **Other tasks completed by SHER**

1. Preparation of PO-CO articulation matrix
2. eQB upgradation
3. LRM upgradation with inclusion of case scenarios and discussion
4. Mapping of eQB with PO and CO completed
5. LRM upgradation for all institutions.

## **School of Experiential Learning & Simulation Centre (SEL & SC)**

### **Annual Report**

#### **Introduction:**

The School of Experiential Learning & Simulation Centre (SEL & SC), a key arm of the NAAC A++ graded Datta Meghe Institute of Higher Education & Research (DMIHER), has been instrumental in advancing the skill development of faculty and students across the various faculties of the university. Between July 2023 and June 2024, SEL & SC successfully conducted a wide array of training programs, empowering participants through innovative simulation-based education and hands-on experience. This report highlights the key activities, achievements, and training outcomes during this period.

#### **Prestigious Achievements (2023-2024):**

##### **Mayo Clinic Collaboration and Curriculum Launch:**

In 2023, SEL & SC initiated a pioneering collaboration with Mayo Clinic USA, introducing the Mayo-Infused Curriculum for simulation-based studies at DMIHER. This collaboration has brought world-class simulation training methodologies to our setup, significantly enriching the educational experience.

##### **Standardized Patient Program (SPP):**

Another landmark achievement was the successful launch of the Standardized Patient Program (SPP) at SEL & SC. Eight faculty members were trained in SPP methodology by experts from Mayo Clinic USA, allowing the institution to integrate standardized patient methodologies across all constituent colleges. This program enhances students' clinical skills and patient interaction capabilities, using well-trained simulated patients.

##### **Simulation Instructor Course by Mayo Clinic USA:**

SEL & SC hosted the Simulation Instructor Course in collaboration with Mayo Clinic USA, where Mayo faculty visited the center and trained 21 participants, certifying them as Mayo-trained Simulation Facilitators. This initiative has strengthened the teaching capacity of our faculty and elevated the quality of simulation training at DMIHER.

##### **Virtual Case-Based Learning Program in Collaboration with Weill Cornell School of Medical Sciences USA:**

SEL & SC became a pioneer in India by launching a Virtual Case-Based Learning Program in collaboration with Weill Cornell School of Medical Sciences, USA. This innovative global venture introduces virtual simulation scenarios to bridge the gap between theoretical knowledge and clinical application. DMIHER is the first in India to partner with Weill Cornell for this revolutionary initiative.

**Recognition by the National Board of Examinations (NBE):**

SEL & SC has been recognized by the National Board of Examinations (NBE) as a certified center for conducting skill-based training programs for NBE students, further solidifying the center's standing as a premier simulation training facility.

**Collaborations with National Societies (FOGSI, M-ISA):**

SEL & SC has formed strategic collaborations with various national societies, including the Federation of Obstetric and Gynecological Societies of India (FOGSI) and the Indian Society of Anesthesiologists (M-ISA), enhancing the reach and impact of simulation-based education.

**Key Events:****National Conclave on Simulation in Ayurvedic Education:**

In a unique initiative, SEL & SC hosted a National Conclave for Leaders in Ayurveda focused on integrating simulation-based teaching approaches into Ayurvedic education. The event was attended by key dignitaries from the National Commission for Indian System of Medicine (NCISM), including the President, along with over 35 national-level participants.

**Diploma course in Gynecologic Endoscopy and Urogynecology**

This course was hosted by the **School of Experiential Learning & Simulation Centre (SEL & SC)** at the **Datta Meghe Institute of Higher Education & Research (DMIHER)** in collaboration with **Kiel University, Germany**. The course aimed to enhance the knowledge and skills of participants in advanced gynecologic procedures through a structured curriculum and practical training.

**CPR Awareness Drives:**

As part of its outreach activities, SEL & SC conducted CPR awareness drives targeting the general public and bystanders, contributing to community health awareness on various significant occasions.

**Training Programs for Nursing Students:**

SEL & SC conducted training programs for nursing students from other colleges, focusing on Basic Foundation Nursing Skills and life support courses, thereby expanding the center's impact on nursing education.

**National Webinars with FOGSI:**

Faculty from SEL & SC successfully conducted 13 national webinars in collaboration with FOGSI as part of the CODE BLUE series, enhancing knowledge dissemination across the healthcare community.

**Copyrights and Module Development:**

SEL & SC has filed six copyrights this year, bringing the total to 23 copyrights under its name. The center has also prepared a significant number of training modules, with the following breakdown:

JNMC: 370 modules

SPDC: 140 modules

MGAC: 130 modules

SRMMCON: 127 modules

**Training Data (July 2023 – June 2024):**

During the 2023-2024 period, SEL & SC successfully conducted various skill courses.

**BLS/ACLS Provider Courses:**

A total of 67 BLS/ACLS provider courses were conducted, enhancing life- saving competencies across faculty, students, interns, and postgraduates.

**Faculty Development Program (FDP) for AHA Courses:**

64 participants were trained through the Faculty Development Program for AHA courses in 4 batches, focusing on technology-based simulations and advanced teaching methodologies.

**BLS/ACLS Provider Courses for Students:**

918 students, including interns and postgraduates, received specialized training in BLS/ACLS provider courses through 59 courses.

**BLS Provider Course:**

A total of 2081 participants were trained in the BLS Provider Course in 110 classes.

**PALS Provider Courses for Students& faculties:**

A total of 34 participants were trained for PALS course which included faculties from medical and ayurvedic and post graduate students of JNMC & MGAC and nursing staff.

**CPR /AED course**

A total of 423 participants were trained in the CPR/AED Course in 22 classes. Participants were from ANM and hospital staff.

**Lifesaving course conducted for external participants**

In various lifesaving courses including CPR AED, BLS, PALS total 141 participants were trained.

**Faculty Development Program through SBME:**

Participants were trained in the Faculty Development Program through SBME, covering key topics such as:

- Contemporary issues in health professions education

- Being a simulation educator
- Prebriefing and debriefing in simulation
- Developing hybrid modules
- Teaching with task trainers
- Simulated patient methodology

**Training of Trainers Program:**

227 participants from different colleges participated in the Training of Trainers Program, covering practical skills stations like CPR, AED, Defibrillator, Airway Care, Basic Suturing, and others.

**High-Fidelity Manikin Training:**

SEL & SC also conducted high-fidelity manikin training, including:

1-hour orientation to manikin hardware & specifications

1-hour orientation to simulation software

1-hour case scenario running for participants to gain practical, hands-on experience.

**Student Skill Courses:**

Various stations were established for student skill training, trained in simulation-based clinical scenarios, fostering critical thinking, decision-making, and psychomotor skills.

The School of Experiential Learning & Simulation Centre at DMIHER has had an eventful and impactful year, with numerous initiatives elevating the quality of healthcare education. The achievements in 2023-2024 reflect the center's commitment to pioneering simulation-based learning and fostering global collaborations to enhance the educational experience. SEL & SC remains dedicated to advancing the competencies of faculty and students alike, positioning DMIHER as a leader in healthcare simulation education.

## **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

### a) Objective of exam 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.

### ● U.G. Examinations Conducted

\* During the period of report following examinations institution wise were conducted.

<i>Sr. No.</i>	<i>Institute</i>	<i>Examinations scheduled</i>			<i>Exams conducted</i>
		<i>PCT</i>	<i>Prelim</i>	<i>Total</i>	
1.	JNMC	11	05	16	16
2.	DMMC	05	02	07	07
3.	SPDC	06	04	10	10
4.	MGAC	05	03	08	08
5.	RNPC	08	04	12	12
6.	SRMMCON	14	08	22	22
7.	DMCP	21	05	26	26
8.	AHS	-	04	04	04
	<b>Total</b>	<b>70</b>	<b>35</b>	<b>105</b>	<b>105</b>

- *Total 105 U.G. Examinations were conducted.*

- **P.G. Examinations Conducted**

\* During the period of report following examinations institution wise were conducted.

<i>Sr. No.</i>	<i>Institute</i>	<i>Examinations scheduled</i>			<i>Exams conducted</i>
		<i>Annual</i>	<i>Prelim</i>	<i>Total</i>	
1.	JNMC	01	01	02	02
2.	SPDC	01	01	02	02
3.	MGAC	01	02	03	03
4.	RNPC	01	01	02	02
5.	SRMMCON	04	03	07	07
6.	AHS	-	04	04	04
	<b>Total</b>	<b>08</b>	<b>12</b>	<b>20</b>	<b>20</b>

- *Total 20 P.G. Examinations were conducted.*

**Report of various examinations Conducted by the university between July 2023 and December 2023**

**FACULTY OF PHARMACEUTICAL SCIENCES**

<b>DIPLOMA IN PHARMACY (D-Pharm) 1<sup>st</sup> Year</b>	
Total Students passed	100%
<b>BACHELOR OF PHARMACY (B-PHARM) SEMESTER-2</b>	
Total Students passed	100%
<b>BACHELOR OF PHARMACY (B-PHARM) SEMESTER-I</b>	
Total Students passed	100%
<b>BACHELOR OF PHARMACY (B-PHARM) SEMESTER-III</b>	
Total Students passed	100%
<b>BACHELOR OF PHARMACY (B-PHARM) SEMESTER-V</b>	
Total Students passed	100%
<b>BACHELOR OF PHARMACY (B-PHARM) SEMESTER-VII</b>	
Total Students passed	100%

**FACULTY OF DENTAL SCIENCES**

<b>BACHELOR OF DENTAL SURGERY-PART I</b>	
Total Students passed	89.7%
<b>BACHELOR OF DENTAL SURGERY-PART II</b>	
Total Students passed	95.3%
<b>BACHELOR OF DENTAL SURGERY-PART III</b>	
Total Students passed	100%
<b>BACHELOR OF DENTAL SURGERY-PART IV</b>	
Total Students passed	96.5%

**FACULTY OF PHYSIOTHERAPY**

<b>BACHELOR OF PHYSIOTHERAPY (BPTH) PART I</b>	
Total Students passed	80.9%
<b>BACHELOR OF PHYSIOTHERAPY (BPTH) PART II</b>	
Total Students passed	85.3%
<b>BACHELOR OF PHYSIOTHERAPY (BPTH) PART III</b>	
Total Students passed	98.2%
<b>BACHELOR OF PHYSIOTHERAPY (BPTH) PART IV</b>	
Total Students passed	100%

**FACULTY OF AYURVEDIC SCIENCES**

<b>BACHELOR OF AYURVEDIC MEDICINE &amp; SURGERY (BAMS) PART I</b>	
Total Students passed	100%
<b>BACHELOR OF AYURVEDIC MEDICINE &amp; SURGERY (BAMS) PART II</b>	
Total Students passed	100%
<b>BACHELOR OF AYURVEDIC MEDICINE &amp; SURGERY (BAMS) PART III</b>	
Total Students passed	98%%

**FACULTY OF ENGINEERING & TECHNOLOGY (FEAT)**

<b>B-TECH ARTIFICIAL INTELLIGENCE AND DATA SCIENCE-1<sup>st</sup> SEM</b>	
Total Students passed	100%
<b>B-Tech ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING-1<sup>st</sup> SEM</b>	
Total Students passed	100%
<b>B-TECH COMPUTER SCIENCE AND DESIGN-1<sup>st</sup> SEM</b>	
Total Students passed	100%
<b>B-TECH COMPUTER SCIENCE AND MEDICAL ENGINEERING-1<sup>st</sup> SEM</b>	
Total Students passed	100%
<b>B-TECH COMPUTER SCIENCE ENGINEERING-1<sup>st</sup> SEM</b>	
Total Students passed	100%
<b>B-TECH ARTIFICIAL INTELLIGENCE AND DATA SCIENCE- 3rd SEM</b>	
Total Students passed	100%
<b>B-Tech ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING- 3rd SEM</b>	
Total Students passed	100%
<b>B-TECH COMPUTER SCIENCE AND DESIGN- 3rd SEM</b>	
Total Students passed	100%
<b>B-TECH COMPUTER SCIENCE AND MEDICAL ENGINEERING- 3rd SEM</b>	
Total Students passed	100%
<b>B-TECH ARTIFICIAL INTELLIGENCE AND DATA SCIENCE -5th SEM</b>	
Total Students passed	100%
<b>B-Tech ARTIFICIAL INTELLIGENCE AND MACHINE LEARNING- 5th SEM</b>	
Total Students passed	100%
<b>B-TECH COMPUTER SCIENCE AND DESIGN- 5th SEM</b>	
Total Students passed	100%
<b>B-TECH COMPUTER SCIENCE AND MEDICAL ENGINEERING- 5th SEM</b>	
Total Students passed	100%

**FACULTY OF ALLIED SCIENCES**

S. No.	Name of the Program	Cumulative Pass %					
		1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	3 <sup>rd</sup> Sem	4 <sup>th</sup> Sem	5 <sup>th</sup> Sem	6 <sup>th</sup> Sem
1	BBA (Reg)	100%	-	100%	100%	76.9%	-
2	BBA (ODL)	100%	-	100%	-	-	100%
3	BBA (Online)	-	100%	-	-	-	-
4	BCA (Reg)	100%	100%	100%	-	100%	-
5	BCA (ODL)	100%	-	-	-	-	-
6	BCA (Online)	-	100%	-	-	-	-
7	B.Sc. IT (ODL)	--	-	-	100%	-	-
8	B.Sc. AIDS	100%	-	100%	-	100%	-
9	BCOM	100%	-	-	-	-	-
10	BCOM (ODL)	100%	100%	100%	100%	-	-
11	BA	100%	-	-	-	-	-
12	BA (ODL)	100%	100%	100%	-	-	100%
13	BVOC	100%	100%	-	-	-	-

**FACULTY OF ALLIED HEALTH SCIENCES**

S. No.	Name of the Course	Pass %				
		1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	3 <sup>rd</sup> Sem	4 <sup>th</sup> Sem	Final Sem
	<b>B.Sc. / Diploma</b>					
1.	Anesthesia Technology	100%	100%	100%	100%	100%
2.	Accident And Trauma Care Technology	100%	100%	100%	100%	100%
3.	Biomedical Sciences	100%	100%	100%	100%	
4.	Cosmetology And Dermatology	100%	100%	-	-	
5.	Clinical Nutrition And Dietetics	100%	100%	100%	100%	100%
6.	Clinical Psychology	100%	100%	100%	100%	100%
7.	Cardiac Technology	100%	100%	100%	100%	100%

8.	Cardiovascular Technology	100%	100%	100%	100%	100%
9.	Dialysis Therapy Technology	100%	100%	100%	100%	100%
10.	Endoscopy And Laparoscopy Technology	100%	100%	100%	100%	
11.	Health Sciences	100%	100%	100%	100%	100%
12.	Intensive Care Technology	100%	100%	100%	100%	100%
13.	Medical Laboratory Technology	100%	100%	100%	100%	100%
14.	Medical Radiography & Imaging Technology	100%	100%	100%	100%	100%
15.	Neuro Electro Physiology	100%	100%	100%	100%	100%
16.	Neuroscience Technology	100%	100%	-	-	-
17.	Orthopedic Technology	100%	100%	100%	100%	-
18.	Operation Theatre Technology	100%	100%	100%	100%	100%
19.	Physician Assistant	100%	100%	100%	100%	-
20.	Radiotherapy Technology	100%	100%	-	-	-
21.	Respiratory Therapy	100%	100%	100%	100%	100%
22.	Yoga And Naturopathy	100%	100%	-	-	-
23.	Bachelor Of Optometry	100%	100%	100%	100%	100%
24.	Diploma in Vision Technology	100%	-	-	-	-
25.	Geriatric Technology	-	100%	100%	100%	-

**FACULTY OF MEDICINE**

<b>Bachelor of Medicine and Bachelor of Surgery (MBBS) 1<sup>st</sup> year</b>	
Total Students passed	97.5%
<b>Bachelor of Medicine and Bachelor of Surgery (MBBS) Part I</b>	

Total Students passed	100%
<b>Bachelor of Medicine and Bachelor of Surgery (MBBS) Final Part II</b>	
Total Students passed	97%

**Faculty of Nursing**

<b>BACHELOR OF SCIENCE IN NURSING (BASIC) I<sup>ST</sup> YEAR</b>	
Total Students passed	38.5%
<b>BACHELOR OF SCIENCE IN NURSING (BASIC) II<sup>ND</sup> YEAR</b>	
Total Students passed	91.3%
<b>BACHELOR OF SCIENCE IN NURSING (BASIC) III<sup>RD</sup> YEAR</b>	
Total Students passed	82.4%
<b>BACHELOR OF SCIENCE IN NURSING (BASIC) IV<sup>TH</sup> YEAR</b>	
Total Students passed	98.9%
<b>BACHELOR OF SCIENCE IN NURSING (POST BASIC) I<sup>ST</sup> YEAR</b>	
Total Students passed	57.6%
<b>BACHELOR OF SCIENCE IN NURSING (POST BASIC) IV<sup>TH</sup> YEAR</b>	
Total Students passed	100%
<b>1 SEM B.SC. NURSING PROGRAM</b>	
Total Students passed	100%
<b>2 SEM B.SC. NURSING PROGRAM</b>	
Total Students passed	100%

## **Students Welfare Cell**

### **Introduction:**

The co-curricular and extra-curricular activities form a very important supportive framework in shaping a student's career. For this, we need tangible and rational student curricula which would enhance and enrich an overall student productivity and professional outcome. We take pride in keeping the academics at the helm with student-centric approach for teaching-learning.

### **Need:**

The Student Welfare Cell effectively co-ordinates with other cells which look after the welfare of the students and guides and encourages them to avail the facilities offered by them. Besides, there are examination cell for uniform, transparent and credible conduct of examinations; attendance cell for monitoring day to day attendance with monthly display on notice boards and University website etc. are also in place with an appropriate grievance redressal mechanism incorporated in them. NSS & Youth Red Cross takes them closer to the society; Student Guidance Clinic offers guidance and counseling to the needy.

### **Importance:**

University asks for voluntary participation from students and for their commitment. The students come forth with their individual interests in various genres and express their willingness to share long term responsibility of that particular club, sort of ownership as well as mentorship to the new interested students from the upcoming professional years.

Activities of extra and co-curricular sorts can be planned by making concepts of student club. The student clubs are of various genres and the students join these clubs without any concept of selection or forced participation.

### **Vision and Mission:**

Students Welfare Cell aims to direct dynamism of students in constructive directions to produce a total integrated personality through assimilation of the culture, literature, art, music, dance arena and sports activities, photographic acumen, in addition to community services.

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)	09
Quizzes	09
Guest lectures	32
Webinars	12
Model united Nations	03
Debate Competition/ Mirror	05
Poster Competition	06
Essay writing/Speech/Poem competition	08

**B. Social Activities**

Celebration of various Health related Day's & Weeks	42
Tree Plantation programmes	06
Swachha Bharat Abhiyaan	04
Blood Donation Events	05

Health Awareness Sessions	31
Orphanage Visits	06
Health Check-up Camps	07
Organ Donation Awareness Session	05
Awareness Skits	07
Cancer Ward Music Events	10

## 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, Dhvani, Deadfall – Theatre, Photography contest and Sports activities were conducted.

### Cultural & Sports Activities

Painting Competition	06
Art Competition	17
Pottery Competition	03
Reel Making Competition	02
Model Making Competition	05
Music Events	09
Dance events	09
Theatre Events	02
Sports Activities	24

**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 of ICC:**

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 2023 TO JUNE 2024)**

**A. SENSITIZATION AND AWARENESS ACTIVITIES:**

<b>Sr. No.</b>	<b>Details of Sensitization sessions</b>	<b>Targeted Number of Beneficiaries</b>	<b>Actual number of Beneficiaries</b>
1	Sensitization session for <b>Teaching and Non-teaching staff of Faculty of Engineering and Technology</b> was conducted by <b>Mrs. Sasipriya A.S</b> , Assistant Professor, Department of Basic Science and Humanities on date: 28/07/23.	14	14
2	The orientation session of <b>1<sup>st</sup> BPT students during the Freshers Induction program</b> was conducted by <b>Dr.Moh'd Irshad Qureshi</b> , Principal, Ravi Nair Physiotherapy College, DMIHER (DU) on date: <b>08/08/2023</b> . The targeted audience was 1 <sup>st</sup> BPT students.	83	83
3	The sensitization session for <b>UG students during UG induction program</b> was conducted by <b>Prof, Supriya K. Narad</b> , HOD, Faculty of Science and Technology, School of Allied Sciences, DMIHER (DU) on date: <b>30/08/23</b> . The targeted audience was 1 <sup>st</sup> year UG students of BCA and BSc AI DS program.	79	79
4	Sensitization session for <b>1<sup>st</sup> MBBS students of JNMC during Foundation program</b> was conducted on date <b>05/09/2023</b> from 10 am to 10.30 am. <b>Dr.Snehlata Hingway, Convener, IFFW</b> and Professor, dept. of Pathology, JNMC was invited to take ICC session.	200	200
5	Sensitization of <b>first year UG students</b> was conducted by <b>Dr Sarita Ugemuge</b> at DMMC, Wanadongari during <b>foundation course</b> on <b>06/09/2023</b>	137	130
6	Sensitization session for <b>Teaching and Non-teaching staff</b> was conducted by <b>Dr.Sarita Ugemoge</b> on <b>07/09/2023</b> in DMMC, Nagpur.	55	45

7	The sensitization session for <b>PG students during PG induction program</b> was conducted by <b>Prof, Supriya K. Narad</b> , HOD, Faculty of Science and Technology, School of Allied Sciences, DMIHER (DU) on date: <b>14/09/23</b> . The targeted audience were 1 <sup>st</sup> year PG students of MCA and MBA	<b>70</b>	<b>25</b>
8	The sensitization session of <b>BPT Interns during Interns Induction program</b> was conducted by <b>Dr.Moh'd Irshad Qureshi</b> , Principal, Ravi Nair Physiotherapy College, DMIHER (DU) on date: <b>18/09/2023</b> .	<b>51</b>	<b>51</b>
9	Sensitization session for <b>1<sup>st</sup> year engineering students during Freshers Induction Program</b> was conducted by <b>Mrs.Sasipriya A.S</b> , Assistant Professor, Department of Basic Science and Humanities on date: <b>21/09/23</b> .	<b>163</b>	<b>140</b>
10	Sensitization session for <b>Teaching and Non-Teaching staff of SRMMCON</b> was conducted by <b>Dr.Jaya P. Gawai, Dean (Academics)</b> , Professor, Department of Mental Health Nursing, SRMMCON on date: <b>10/10/2023</b> .	<b>31</b>	<b>31</b>
11	Sensitization session for <b>Nursing staff of AVBRH</b> was conducted by <b>Mrs. Rama Khadatkar</b> , ANM, AVBRH at Surgery dept. Seminar Hall on date: <b>11/10/2023</b> .	<b>40</b>	<b>40</b>
12	Sensitization session for <b>1st BDS students of SPDC</b> during <b>Foundation course</b> was conducted by <b>Dr. Nilima Thosar</b> on date <b>18.10.2023</b> .	<b>92</b>	<b>92</b>
13	<b>Mrs. Sharmila Parihar</b> , ICC member and Chief Administrative Officer, SPDC and H, was invited as a speaker during the <b>Gender Equality Workshop of IFFW</b> on date: <b>19/10/2023</b> during which she sensitized <b>Teaching and Non-Teaching staff of SPDC and H</b> on the topic "Legal aspects in Gender Equality" ( <b>Out of Schedule Activity</b> )	<b>115</b>	<b>115</b>
14	Sensitization session for <b>Faculty of AVBRH</b> was conducted by <b>Dr.Kamlesh Chaudhari</b> , Professor,	<b>25</b>	<b>25</b>

	dept. of OBGY at OBGY seminar room, AVBRH on <b>date: 19/10/2023.</b>		
15	Sensitization session for <b>Nursing staff of AVBRH</b> was conducted by <b>Mrs. Rama Khadatkar</b> , ANM, AVBRH at Surgery dept. Seminar Hall on <b>date: 26/10/2023.</b>	<b>47</b>	<b>47</b>
16	Sensitization session for <b>Non-Teaching staff of AVBRH</b> was conducted by <b>Mrs. Rama Khadatkar</b> , ANM, AVBRH on <b>date: 24/11/23.</b>	<b>53</b>	<b>53</b>
17	Sensitization session for <b>BSc Nursing students of SRMMCON and SMCON; PBBSc Nursing students of SRMMCON</b> during Under-graduate Fresher's Induction Program was conducted by <b>Dr. Jaya Gawai</b> , Dean (Academics), SRMMCON on <b>date: 24/11/23</b> from 12pm to 1pm.	<b>137</b>	<b>137</b>
18	Sensitization session for <b>Post Graduate students of JNMC and SPDC during PG Induction Program</b> was conducted on <b>date 28/11/2023</b> at 12.45 pm. <b>Dr. Snehlata Hingway</b> , Convener, IFFW and Professor, dept. of Pathology, JNMC was invited to take ICC session.	<b>215</b>	<b>215</b>
19	Sensitization session for <b>Nursing staff of AVBRH</b> was conducted by <b>Mrs. Rama Khadatkar</b> , ANM, AVBRH on <b>date: 30/11/23.</b>	<b>30</b>	<b>30</b>
20	Sensitization session for <b>Non-Teaching staff of AVBRH</b> was conducted by <b>Dr. Kamlesh Chaudhari</b> , Professor, Dept of OBGY, AVBRH on <b>date: 04/12/23.</b>	<b>15</b>	<b>12</b>
21	Sensitization session for <b>MSc Nursing students of SRMMCON during Post Graduate Fresher's Induction Program</b> was conducted by <b>Dr. Jaya Gawai</b> , Dean (Academics), SRMMCON on <b>date: 04/12/23</b> from 11 am to 11.30 am.	<b>13</b>	<b>13</b>
22	Sensitization session for <b>1<sup>st</sup> year BAMS students during the Freshers Induction Program</b> was conducted by <b>Dr. Jagruti Chafale</b> , Associate Professor, Dept. of Sharir Kriya, MGACH and RC and	<b>100</b>	<b>100</b>

	role play was conducted by students on <b>date: 04/12/23.</b>		
23	Sensitization session for <b>BSc Nursing students of SMCON, Nagpur during Under Graduate Fresher's Induction Program</b> was conducted by <b>Dr. Jaya Gawai</b> , Dean (Academics), SRMMCON on <b>date: 07/12/23</b> from 12 pm to 12.30 pm.	<b>46</b>	<b>46</b>
24	Sensitization session for <b>B.Pharm 1<sup>st</sup> year students during the Freshers Induction Program</b> was conducted by <b>Dr. Deepak Khobragade</b> , Dean (Academics) on <b>date: 08/12/23.</b>	<b>74</b>	<b>70</b>
25	Sensitization session for <b>D.Pharm 1<sup>st</sup> year students during the Freshers Induction Program</b> was conducted by <b>Dr. Deepak Khobragade</b> , Dean (Academics) on <b>date: 08/12/23.</b>	<b>54</b>	<b>50</b>
26	Sensitization of the <b>Faculty, Nurses, Non-teaching staff of MGAC</b> was conducted by <b>Dr.Jagruti Chaple</b> on date: 09/12/23	<b>40</b>	<b>40</b>
27	Sensitization session for the <b>1<sup>st</sup> year Post Graduate students of JNMC and SPDC</b> during Post graduate Induction Program was conducted by <b>Dr Nilima Thosar</b> on date: 12/12/23.	<b>250</b>	<b>250</b>
28	Sensitization of the <b>Teaching and Non-teaching staff of DMCP</b> was conducted by <b>Dr Deepak Khobragade</b> on date: 13/12/23	<b>14</b>	<b>14</b>
29	ICC sensitization session for <b>BDS students, SPDC and H</b> was conducted by <b>Dr. Mithilesh Dhamande</b> , Associate Professor, Dept. of Prosthodontics, SPDC and H on date: <b>13/12/2023.</b>  This ICC sensitization activity was conducted to commemorate the UGC notification of "The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013" as per directives received from UGC to DMIHER (DU).	<b>-</b>	<b>214</b>
30	ICC sensitization session for <b>students of Allied Health Sciences</b> was conducted by <b>Dr. Nilima Thosar</b> , Convener, ICC & Professor and H8ead, Dept.	<b>-</b>	<b>310</b>

	<p>of Pediatric Dentistry, SPDC &amp; H on date: <b>13/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>		
31	<p>ICC sensitization session for <b>Ayurveda students, MGACH and RC</b> was conducted by <b>Dr. Jagruti Chaple</b>, Associate Professor, Dept. of Sharir Kriya, MGAC and RC on date: <b>14/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>192</b>
32	<p>ICC sensitization session for <b>Pharmacy students, DMCOP</b> was conducted by <b>Dr. Deepak Khobragade</b>, Dean (Academics), DMCOP &amp; Professor, Dept. of Pharmaceutics on date: <b>14/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>92</b>
33	<p>Sensitization of the <b>B.Pharm, 1<sup>st</sup> year students of DMCP</b> was conducted by <b>Dr Deepak Khobragade</b> on date: 14/12/23</p>	<b>66</b>	<b>66</b>
34	<p>ICC sensitization session for <b>Engineering students, FEAT</b> was conducted by <b>Mrs. A.S.Sasipriya</b>, Assistant Professor (Mathematics), Dept. of Engineering and Technology on date: <b>14/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>204</b>



35	<p>ICC sensitization session for <b>MBBS students, JNMC</b> was conducted by <b>Dr. Swarupa Chakole</b>, Professor, Dept. of Community Medicine, JNMC on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>323</b>
36	<p>ICC sensitization session for <b>MBBS students, DMMC, Nagpur</b> was conducted by <b>Dr. Sarita Ugemoge</b>, Associate Professor, Dept. of Microbiology, DMMC, Nagpur on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>315</b>
37	<p>ICC sensitization session for <b>Teaching and Non-teaching staff of SPDC and H</b> was conducted by <b>Mrs. Sharmila Parihar</b>, Chief Administrative Officer, SPDC and H on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at -Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>65</b>
38	<p>ICC sensitization session for <b>BDS Interns, SPDC and H</b> was conducted by <b>Dr. Mithilesh Dhamande</b>, Associate Professor, Dept. of Prosthodontics, SPDC and H on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>75</b>
39	<p>ICC sensitization session for <b>Nursing students, SRMMCON</b> was conducted by <b>Ms. Pratibha</b></p>	-	<b>68</b>

	<p><b>Wankhede</b>, Lecturer, Community Health Nursing on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>		
40	<p>ICC sensitization session for <b>Nursing students, SMCON, Nagpur</b> was conducted by <b>Dr. Nilima Rakshale</b>, Professor, Dept. of Mental Health Nursing on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>54</b>
41	<p>ICC sensitization session for <b>Physiotherapy students, RNPC</b> was conducted by <b>Dr. Mohd. Irshad Qureshi</b>, Principal, RNPC &amp; Professor and Head, Dept. of Neuro-Physiotherapy, RNPC on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>183</b>
42	<p>ICC sensitization session for <b>Under Graduate students of School of Allied Sciences</b> was conducted by <b>Mrs. Supriya Narad</b>, Assistant Professor, Dept. of Science and Technology, SAS on date: <b>15/12/2023</b>.</p> <p>This ICC sensitization activity was conducted to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU).</p>	-	<b>79</b>
43	<p>Sensitization session for the <b>Nurses of AVBRH</b> was conducted by <b>Ms. Rama Khadatkar (ANS)</b>, on date: <b>15/12/23</b>.</p>	<b>39</b>	<b>39</b>

44	Sensitization of the <b>1<sup>st</sup> year BSc Nursing students of SRMMCON</b> was conducted by <b>Mrs Jaya Gawai</b> on date: 19/12/23	99	99
45	Sensitization session for <b>1<sup>st</sup> year PG students of Ayurveda during the PG Induction Program</b> was conducted by <b>Dr. Renu Rathi</b> , Professor and Head, Dept. of Kaumar Bhrytya, MGACH and RC on <b>date: 22/12/23.</b>	-	48
46	Sensitization session for <b>Nursing staff of AVBRH</b> was conducted by <b>Mrs. Rama Khadatkar</b> , ANM, AVBRH on <b>date: 27/12/23.</b>	33	33
47	Sensitization session for 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: 31/12/23.	327	327
48	As directed by HR Director, DMIHER (DU), ICC Sensitization session for <b>Nursing staff of AVBRH</b> was conducted by <b>Ms. Reshma Sheikh, Legal Consultant, DMIHER (DU)</b> on <b>date: 03/01/24.</b>	60	58
49	ICC Sensitization session for <b>MBBS students during Clinical Induction Program</b> was conducted by <b>Dr. Swarupa Chakole, Professor, Dept. of Community Medicine</b> on <b>date: 08/01/24.</b>	250	145
50	ICC Sensitization session for Teaching and non-teaching staff of SPDC and H was conducted by <b>Dr. Nilima Thosar, Convener, ICC</b> on <b>date: 27/01/24.</b> It was re-orientation session in view of NABH inspection.	-	40
51	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: 07/02/2024.	22	22
52	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: 07/02/2024.	26	26

53	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: 08/02/2024.	<b>60</b>	<b>60</b>
54	Sensitization of the <b>Nurses of AVBRH</b> was conducted by <b>Mrs. Rama Khadatkar</b> on date: 25/02/2024.	<b>22</b>	<b>22</b>
55	Sensitization of the <b>3<sup>rd</sup> year BPT students of RNPC</b> was conducted by <b>Dr.Moh'd Irshad Qureshi</b> on date: 27/02/2024.	<b>54</b>	<b>54</b>
56	ICC Sensitization session for <b>Teaching and non-teaching staff of MGACH and RC</b> was conducted by <b>Dr. Renu Rathi, HOD, dept. of Kaumarbhritiya,</b> on date: 24/02/24.	<b>60</b>	<b>60</b>
57	ICC Sensitization session for <b>Teaching and non-teaching staff of Faculty of Engineering and Technology</b> was conducted by <b>Mrs. Sasipriya A.S, Assistant Professor, Dept. of Basic Science and Humanities,</b> on date: 29/02/24.	<b>16</b>	<b>16</b>
58	ICC Sensitization for <b>III<sup>rd</sup> BPT students during Clinical Induction Program</b> was conducted by <b>Dr. Moh'd Irshad Qureshi, Principal RNPC,</b> on date: 29/02/24.	<b>60</b>	<b>60</b>
59	ICC Sensitization session for <b>the Interns of JNMC</b> was conducted by <b>Dr. Swarupa Chakole, Professor, dept. of Preventive Social Medicine,</b> on date: <b>04.03.2024</b>	<b>232</b>	<b>185</b>
60	ICC sensitization session for <b>Nursing staff of AVBRH,</b> was conducted by <b>Mrs. Rama Khadatkar, ANM, AVBRH</b> on date: <b>06.03.2024</b>	<b>30</b>	<b>30</b>
61	ICC sensitization session for <b>Nursing staff of AVBRH,</b> was conducted by <b>Mrs. Rama Khadatkar, ANM, AVBRH</b> on date: <b>13.03.2024</b>	<b>35</b>	<b>35</b>
62	ICC sensitization session for <b>Non-Teaching staff of SPDC and H</b> was conducted by <b>Mrs. Sharmila Parihar, CAO, SPDC and H</b> on date: <b>24.03.2024</b>	<b>49</b>	<b>28</b>

63	ICC Sensitization session for <b>Teaching staff of SPDC and H</b> was conducted by <b>Dr. Nilima Thosar</b> , Convener, ICC on <b>date: 28.03.2024</b>	<b>12</b>	<b>12</b>
64	ICC Sensitization session for <b>IIIrd BDS students of SPDC and H</b> during the Clinical Induction Program was conducted by <b>Dr. Mithilesh Dhamande</b> , Secretary, ICC on <b>date: 04.04.20/24</b>	<b>78</b>	<b>76</b>
65	ICC Sensitization session for <b>the Interns of MGAC during Interns Induction Program</b> was conducted by <b>Dr. Mujahid Khan</b> , Asso. Professor, dept. of Rasashastra and Bhaidhajya Kalpana, on <b>date: 04.04.2024</b>	<b>60</b>	<b>57</b>
66	ICC sensitization session for <b>Teaching staff of DMCOP</b> was conducted by <b>Dr. Deepak Khobragade</b> , Dean (Academics), DMCOP on <b>date: 04.05.2024</b>	<b>23</b>	<b>23</b>
67	ICC Sensitization session for <b>1<sup>st</sup> year PG students</b> was conducted by <b>Dr. Nilima Thosar</b> , Convener, ICC on <b>date: 04.05.2024</b>	<b>35</b>	<b>33</b>
68	ICC sensitization session for <b>Non-Teaching staff of DMCOP</b> was conducted by <b>Dr. Deepak Khobragade</b> , Dean (Academics), DMCOP on <b>date: 05.05.2024</b>	<b>24</b>	<b>24</b>
69	ICC sensitization session for <b>Teaching and Non-Teaching staff of RNPC</b> was conducted by <b>Dr. Mohd. Irshad Qureshi</b> , Principal, RNPC on <b>date: 30.05.2024</b>	<b>23</b>	<b>23</b>
70	ICC sensitization session for <b>Teaching and Non-Teaching staff of Allied Sciences</b> was conducted by <b>Prof. Supriya Narad</b> , HOD, Faculty of Science and Technology on <b>date: 30.05.2024</b>	<b>5</b>	<b>11</b>
71	ICC sensitization session for <b>OPD Nursing staff of AVBRH</b> , was conducted by <b>Mrs. Rama Khadatkar</b> , ANM, AVBRH on <b>date: 01.06.2024</b> .	<b>35</b>	<b>35</b>
72	ICC Sensitization session for <b>1<sup>st</sup> year PG students of JNMC</b> was conducted by <b>Dr. Swarupa Chakole</b> ,	<b>54</b>	<b>184</b>

	Professor, Dept. of Community Medicine, JNMC on <b>date: 11.06.2024.</b>		
73	ICC sensitization session for <b>Teaching staff of JNMC</b> was conducted by <b>Dr. Swarupa Chakole</b> , Professor, Dept. of Community Medicine, JNMC on <b>date: 29.06.2024.</b>	<b>56</b>	<b>60</b>
74	ICC sensitization session for <b>Teaching and Non-Teaching staff of School of Allied Health Sciences</b> was conducted by <b>Mrs. Namrata Anjankar</b> , Assistant Professor, Dept. of Clinical Embryology, SAHS on <b>date 29.06.2024.</b>	<b>56</b>	<b>60</b>

**B. ICC CASE REPORTED:**

<b>Sr. No.</b>	<b>CASES REPORTED</b>
1.	<p><b>Case Reported:</b></p> <ul style="list-style-type: none"> <li>• Written confidential complaint was received from female candidate of MBA on date: 08/09/2023 which was forwarded by Honorable Registrar, DMIHER (DU) to Internal Complaint Committee on date: 09/09/2023.</li> <li>• Enquiry was conducted on dates: 11/09/2023 and 13/09/2023. Enquiry report of ICC was submitted to Honorable Registrar, DMIHER (DU) on date: 13/09/2023.</li> </ul>

**C. 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>20/09/23</b> in SPDC Conferenc ehall. All the members attended meeting except Dr.Sarita Ugemoge, Dr.Kamlesh Choudhary, Mrs.Jaya Gawai, Dr.Jagruti Chaple, Mrs.Supriya Narad, Mrs.Namrata Chaudhary who expressed their inability to attend the meeting.</p> <p>Agenda discussed for the quarterly meeting was:</p> <ul style="list-style-type: none"> <li>• To review the activities conducted since last quarterly meeting of June 2023, dated 19/06/23</li> <li>• To discuss about the activities pending since June 2023 as per the Annual Calendar of ICC for the year 2022-23.</li> </ul>

	<ul style="list-style-type: none"> <li>• To discuss about any other activities of ICC, apart from sensitization sessions.</li> <li>• Any other matter with the permission of chair</li> </ul>
2	<p><b>Quarterly meeting of ICC</b> was conducted on date <b>20/12/23</b> in the seminar room of dept. of Pediatric Dentistry, SPDC and H. Meeting was attended by all the ICC members. Quarterly Meeting of ICC was conducted in Hybrid mode (Physical + Online). ICC members who attended ICC meeting by physical mode were 13 members and those who attended online were 3 members.</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 2023, dated 20/09/23</li> <li>2. To discuss about the activities pending since September 2023 as per the Annual Calendar of ICC for the year 2023-24.</li> <li>3. To discuss about any other activities of ICC, apart from sensitization sessions.</li> <li>4. Any other matter with the permission of chair.</li> </ol>
3	<p><b>Quarterly meeting of ICC</b> was conducted on date <b>20/03/24</b> in the seminar room of dept. of Pediatric Dentistry, SPDC and H. Quarterly Meeting of ICC was conducted in Hybrid mode (Physical + Online). ICC members who attended ICC meeting by physical mode were 12 members and those who attended online were 2 members. Leave of absence was given to 2 ICC members who could not attend both online and physical mode due to unavoidable reasons.</p> <p>Agenda discussed for the quarterly meeting was:</p> <ol style="list-style-type: none"> <li>1.To review the activities conducted since the last quarterly meeting of December 2023, dated 20/12/23</li> <li>2.To discuss the activities pending since December 2023 as per the Annual Calendar of ICC for the year 2023-24.</li> <li>3.To discuss any other activities of ICC, apart from sensitization sessions.</li> <li>4.Any other matter with the permission of the chair.</li> </ol>
4	<p><b>Quarterly meeting of ICC</b> was conducted on date <b>19/06/24</b> in seminar room of dept of Pediatric &amp; Preventive Dentistry at SPDC and H. Meeting was attended by all the ICC members. Quarterly Meeting of ICC was conducted in Hybrid mode (Physical + Online). ICC members who attended ICC meeting by physical mode were 11 members and 2 ICC student representatives. Those who attended online were 2 members. 4 ICC members (JNMC, AVBRH, MGAC, RNPC) and 1 ICC student representative, MGAC did not attend meeting. They provided reasons for their absenteeism.</p> <p>Agenda discussed for the quarterly meeting was:</p> <ol style="list-style-type: none"> <li>1. To review the activities conducted since the last quarterly meeting of March 2023, dated 20/03/24</li> <li>2. To discuss the activities pending since March 2024 as per the Annual Calendar of ICC for the year 2023-24.</li> <li>3. To discuss about the yearly schedule of ICC activities prepared for the Annual Academic Calendar of DMIHER (DU) for the year 2024-25</li> <li>4. To discuss about the recently re-constituted ICC Committee</li> </ol>

5. To discuss any other activities of ICC conducted, apart from sensitization sessions.

6. Any other matter with the permission of the chair.

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

1. Thirteen (13) ICC sensitization sessions (out of schedule activities) were conducted between dates 09.12.23 to 15.12.23, to commemorate the UGC notification of “The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act 2013” as per directives received from UGC to DMIHER (DU)]

2. Annual report of Internal Complaint Committee was submitted to the District Officer, Wardha and its copy to department of Women and Child Welfare, Wardha on date 29/01/24.

3. ICC was re-constituted on date: 12/02/24 to include Dr Renu Rathi from MGAC and Mrs Archana Taksande from SRMMCON as ICC members.

4. As per the UGC letter D.O No.F.91-3/2020 (GS), dated 23 January, 2024, display of Billboard with mention of University Toll Free number is compulsory. For the same, process of Toll-Free number procurement was initiated by DMIHER since February 2024 and received Toll Free number on date 15.06.2024. Bill Board PPT preparation has been started in which mention of DMIHER Toll Free number will be there.

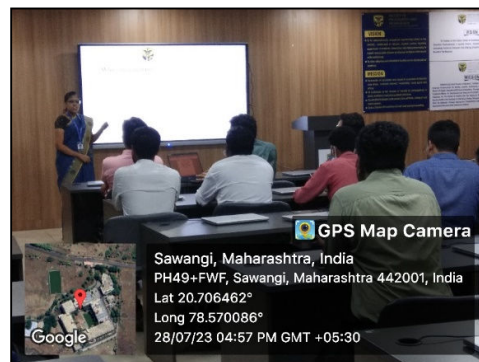
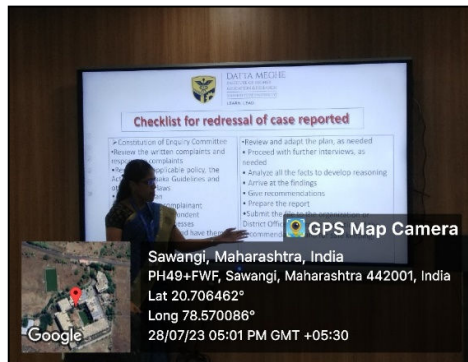
5. With respect to, the VIKSIT BHARAT @2047 activity, “CYBER SECURITY WORKSHOP” under the Theme “Caring and Inclusive Society” was conducted on date: 30.03.2024. Coordinators for the workshop were: Dr. Nilima Thosar, Convener, ICC and DR. Vaishali Taksande, Convener, EOC. 124 Students and faculty of Sharad Pawar Dental College and Hospital; Shrimati Radhikabai Meghe Memorial College of Nursing; and Florence Nightingale College of Nursing participated in the workshop. Speakers for the workshop were: Mr. Kuldeep Tanksale, Cyber Expert and Police Head Constable at Cyber cell, Wardha, Mr. Ankit Jibhe, Cyber Expert and Police Constable at Cyber cell, Wardha.

#### **CONCLUSION:**

- Scheduled activities: 46
- Conducted: 74
- Conducted as per schedule: 46
- Activities conducted as per directives of UGC: 13
- Re-sensitization sessions conducted: 15
- ICC Quarterly meetings conducted: 4
- Annual report submitted to District officer on date 29.01.24
- ICC reconstituted on date 12.02.2024
- Activity conducted on date 30.03.2024, as a part of Viksit Bharat @2024



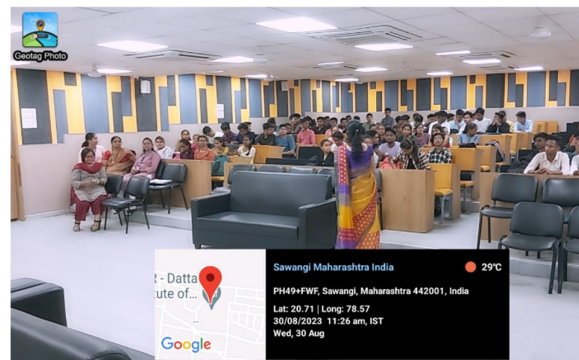
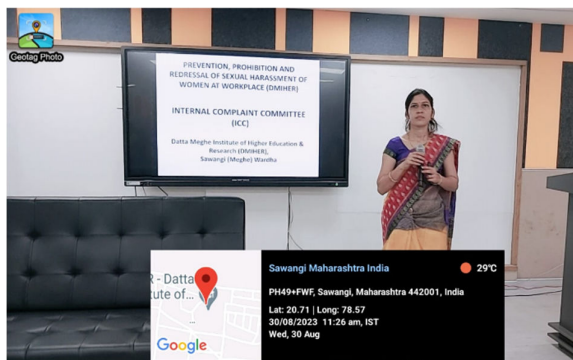
**Sensitization session of Teaching and non-teaching staff, FEAT, Date: 28/07/2023**



**Orientation session of 1<sup>st</sup> BPT students during the Freshers Induction program was conducted by Dr.Moh'd Irshad Qureshi date: 08/08/2023.**



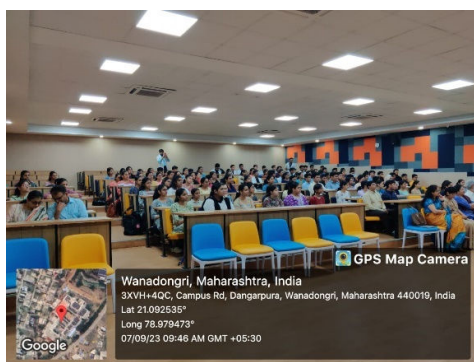
**Sensitization session for UG students during UG induction program conducted by Prof, Supriya K. Narad on date: 30/08/2023**



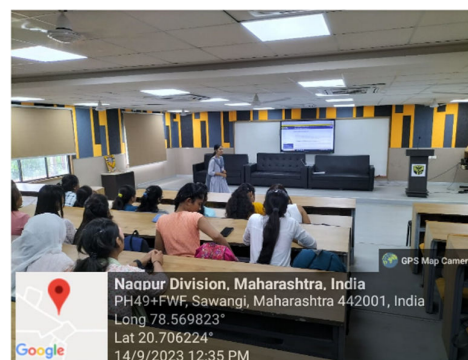
**Sensitization for first year UG students conducted by Dr Sarita Ugemuge at DMMC, Nagpur, on 06/09/2023**



**Sensitization session for Teaching and Non-teaching staff conducted by Dr. Sarita Ugemuge on 07/09/2023 at DMMC, Nagpur**



**Sensitization session for PG students during PG induction program conducted by Prof. Supriya K. Narad on date: 14/09/23**



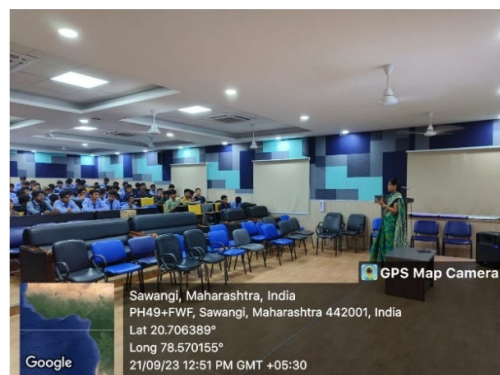
**Sensitization session of BPT Interns during Interns Induction program conducted by Dr.Moh'd Irshad Qureshi on date: 18/09/2023**



**Quarterly meeting of ICC conducted on date: 20/09/23.**



**Sensitization session for UG and PG students, FEAT was conducted by Mrs.Sasipriya Narad on date: 21/09/23.**



**Sensitization session for Teaching and Non-Teaching staff of SRMMCON conducted by Dr.Jaya P. Gawai, on date:10/10/2023**



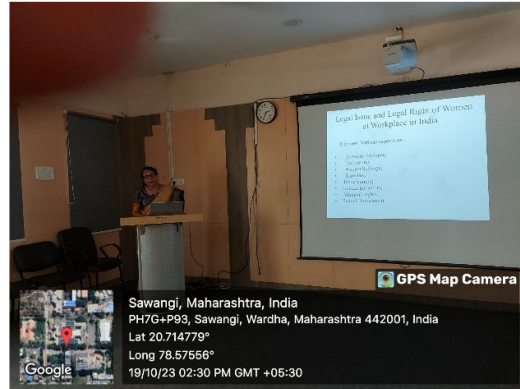
**Sensitization session for Nursing staff of AVBRH conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date:11/10/2023**



**Sensitization session for 1st BDS students of SPDC during Foundation course conducted by Dr. Nilima Thosar on date 18.10.2023.**

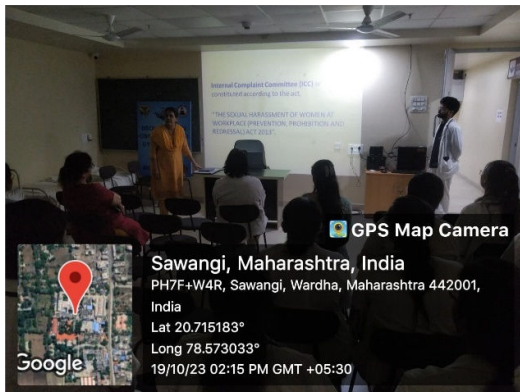


**Mrs. Sharmila Parihar, invited as a speaker during the Gender Equality Workshop of IFFW on date: 19/10/2023 and sensitized Teaching and Non-Teaching staff of SPDC and H**



**Sensitization session for Faculty of AVBRH**

**conducted by Dr.Kamlesh Chaudhari on date: 19/10/2023**



**Sensitization session for Nursing staff of AVBRH conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date:26/10/2023**



**Sensitization session for Non-Teaching staff of AVBRH conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date: 24/11/23**



**Sensitization session for BSc Nursing students of SRMMCON and SMCON; PBBSc Nursing students of SRMMCON conducted by Dr. Jaya Gawai, Dean (Academics), SRMMCON on date: 24/11/23**



**Sensitization session for Nursing staff of AVBRH conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date: 30/11/23**



**Sensitization session for Non-Teaching staff of AVBRH conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date: 24/11/23**



**Sensitization session for BSc Nursing students of SRMMCON and SMCON; PBBSc Nursing students of SRMMCON conducted by Dr. Jaya Gawai, Dean (Academics), SRMMCON on date: 24/11/23**



**Sensitization session for Nursing staff of AVBRH conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date: 30/11/23**



**Sensitization session for non-teaching staff of AVBRH conducted by Dr. Kamlesh Chaudhari on date: 04/12/23.**



**Sensitization session for MSc Nursing students of SRMMCON during Post Graduate Fresher's Induction Program conducted by Dr. Jaya Gawai, Dean (Academics), SRMMCON on date: 04/12/23**



**Sensitization session for 1<sup>st</sup> year BAMS students during Freshers Induction Program conducted by Dr. Jagruti Chafale and Role play conducted by students on date: 04/12/23.**



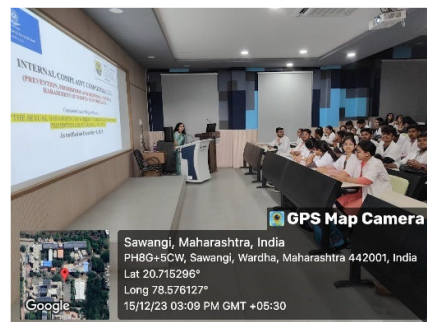


**Sensitization session for BSc Nursing students of SMCON, Nagpur during UG Fresher's Induction Program conducted by Dr. Jaya Gawai, Dean (Academics), SRMMCON on date: 07/12/23**



### **JAWAHARLAL NEHRU MEDICAL COLLEGE (JNMC)**

**ICC sensitization session for MBBS students was conducted by Dr. Swarupa Chakole, Professor, Dept. of Community Medicine, JNMC on date: 15/12/2023.**



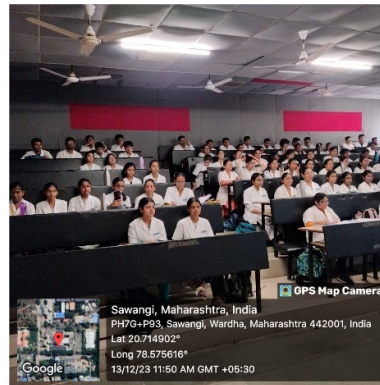
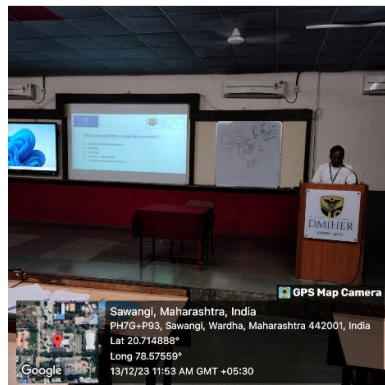
## DATTA MEGHE MEDICAL COLLEGE (DMMC), NAGPUR

ICC sensitization session for MBBS students was conducted by Dr. Sarita Ugemoge, Associate Professor, Dept. of Microbiology, DMMC, Nagpur on date: 15/12/2023.

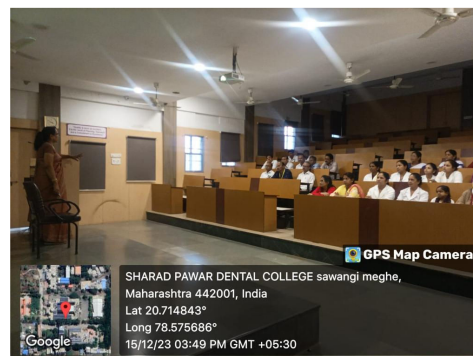


## SHARAD PAWAR DENTAL COLLEGE AND HOSPITAL (SPDC and H)

ICC sensitization session for BDS students was conducted by Dr. Mithilesh Dhamande, Associate Professor, Dept. of Prosthodontics, SPDC and H on date: 13/12/2023.



ICC sensitization session for Teaching and Non-teaching staff of SPDC and H was conducted by Mrs. Sharmila Parihar, Chief Administrative Officer, SPDC and H on date: 15/12/2023.



**ICC sensitization session for BDS Interns was conducted by Dr. Mithilesh Dhamande, Associate Professor, Dept. of Prosthodontics, SPDC and H on date: 15/12/2023.**



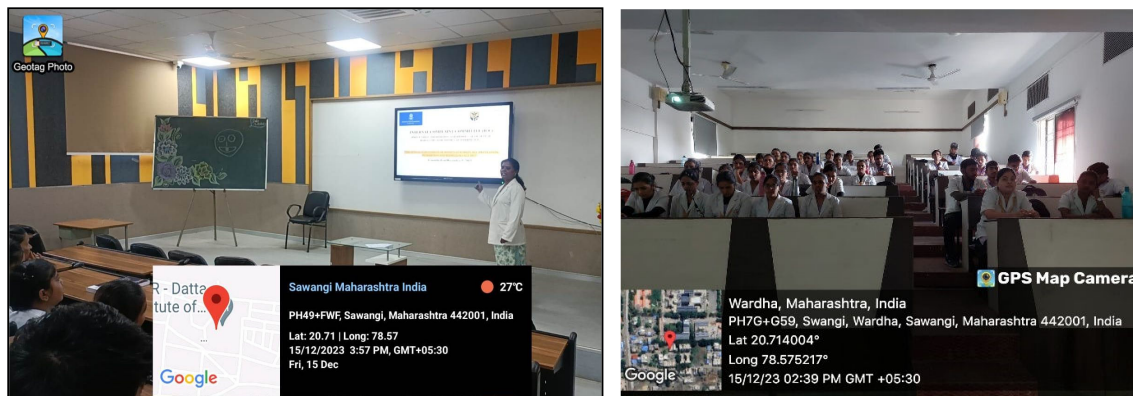
**MAHATMA GANDHI AYURVED COLLEGE AND HOSPITAL AND RESEARCH CENTRE (MGACH and RC)**

**ICC sensitization session for Ayurveda students was conducted by Dr. Jagruti Chaple, Associate Professor, Dept. of Sharir Kriya, MGAC and RC on date: 14/12/2023.**



**SHRIMATI RADHIKABAI MEGHE MEMORIAL COLLEGE OF NURSING (SRMMCON)**

**ICC sensitization session for Nursing students was conducted by Ms. Pratibha Wankhede, Lecturer, Community Health Nursing on date: 15/12/2023.**



**SHALINITAI MEGHE COLLEGE OF NURSING (SMCON), NAGPUR**

**ICC sensitization session for Nursing students was conducted by Dr. Nilima Rakshale, Professor, Dept. of Mental Health Nursing on date: 15/12/2023.**



**RAVI NAIR PHYSIOTHERAPY COLLEGE (RNPC)**

**ICC sensitization session for Physiotherapy students was conducted by Dr. Mohd. Irshad Qureshi, Principal, RNPC & Professor, Dept. of Neuro-Physiotherapy, RNPC on date: 15/12/2023.**



**DATTA MEGHE COLLEGE OF PHARMACY (DMCOP)**

**ICC sensitization session for Pharmacy students was conducted by Dr. Deepak Khobragade, Dean (Academics), DMCOP & Professor, Dept. of Pharmaceutics on date: 14/12/2023.**



## SCHOOL OF ALLED HEALTH SCIENCES (SAHS)

ICC sensitization session for students of Allied Health Sciences was conducted by Dr. Nilima Thosar, Convener, ICC & Professor and Head, Dept. of Pediatric Dentistry, SPDC & H on date: 13/12/2023.



## SCHOOL OF ALLIED SCIENCES (SAS)

ICC sensitization session for Under Graduate students of School of Allied Sciences was conducted by Mrs. Supriya Narad, Assistant Professor, Dept. of Science and Technology, SAS on date: 15/12/2023.



## FACULTY OF ENGINEERING AND TECHNOLOGY (FEAT)

ICC sensitization session for Engineering students was conducted by Mrs. A.S.Sasipriya, Assistant Professor (Mathematics), Dept. of Engineering and Technology on date: 14/12/2023.



Quarterly meeting of ICC was conducted on date 20/12/23 in seminar room of dept of Pediatric & Preventive Dentistry at SPDC and H.



**Sensitization session for 1<sup>st</sup> year PG students of Ayurveda during the PG Induction Program conducted by Dr. Renu Rathi, Professor and Head, Dept. of Kaumar Bhritya, MGACH and RC on date: 22/12/23.**



**ICC Sensitization session for Nursing staff of AVBRH conducted by Ms. Reshma Sheikh, Legal Consultant, DMIHER (DU) on date: 03/01/24.**



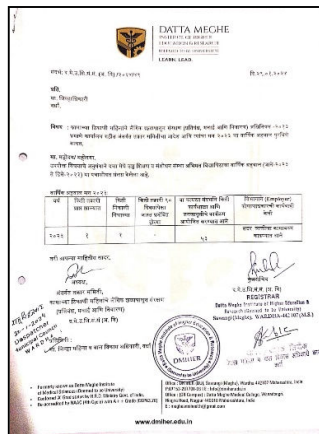
**ICC Sensitization session for MBBS students during Clinical Induction Program conducted by Dr. Swarupa Chakole, Professor, Dept. of Community Medicine on date: 08/01/24.**



**ICC Sensitization session for Teaching and non-teaching staff of SPDC and H conducted by Dr. Nilima Thosar, Convener, ICC on date: 27/01/24.**



**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 29/01/24.**

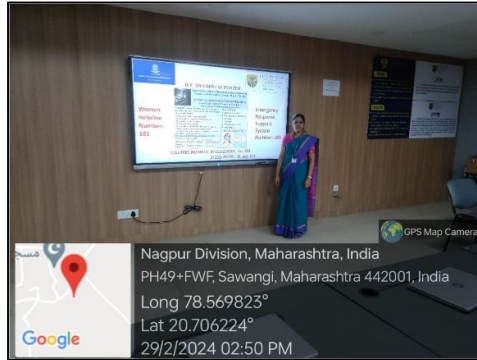


**ICC Sensitization session for Teaching and non-teaching staff of MGACH and RC conducted by Dr. Renu Rathi, HOD, dept. of Kaumarbhritya, on date: 24/02/24.**

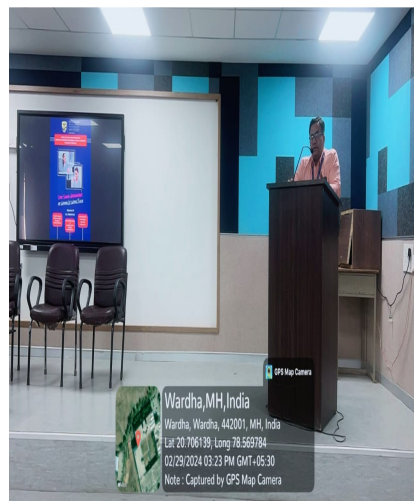




**ICC Sensitization session for Teaching and non-teaching staff of Faculty of Engineering and Technology conducted by Mrs. Sasipriya A.S, Assistant Professor, Dept. of Basic Science and Humanities, on date: 29/02/24.**



**ICC Sensitization for IIIrd BPT students during Clinical Induction Program conducted by Dr. Moh'd Irshad Qureshi, Principal RNPC, on date: 29/02/24.**

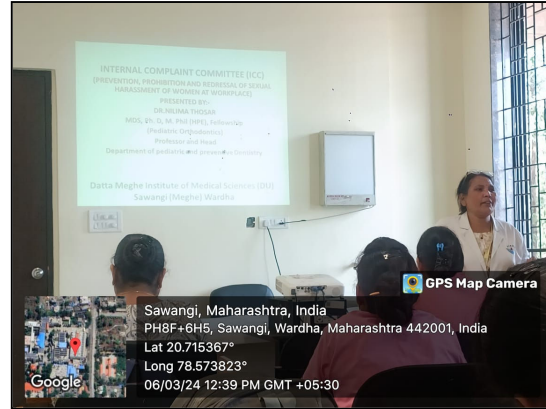


**ICC**

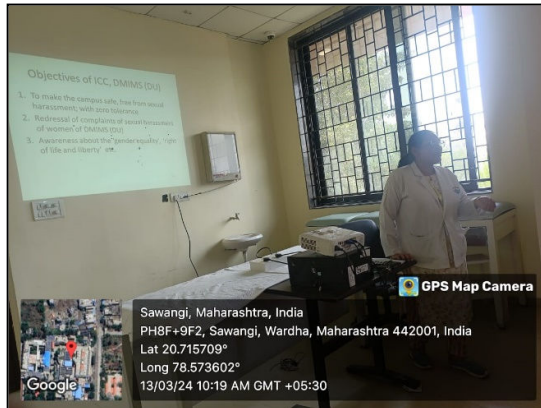
**Sensitization session for the Interns of JNMC conducted by Dr. Swarupa Chakole, Professor, dept. of Preventive Social Medicine, on date: 04/03/24.**



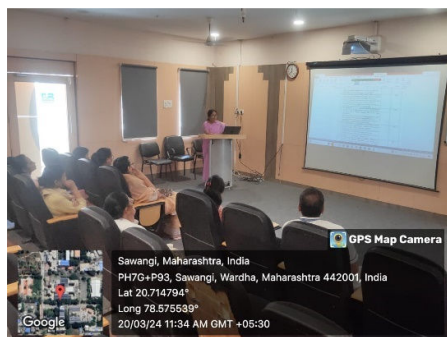
**The sensitization session for Nursing staff of AVBRH, conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date: 06/03/24.**



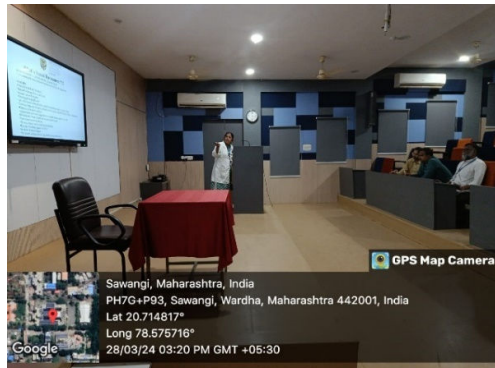
**The sensitization session for Nursing staff of AVBRH, conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date: 13/03/24.**



**Quarterly meeting of ICC conducted on date 20.03.2024**



**ICC Sensitization session for Teaching staff of SPDC and H conducted by Dr. Nilima Thosar, Convener, ICC on date: 28/03/24**



**ICC Sensitization session for IIIrd BDS students of SPDC and H during the Clinical Induction Program conducted by Dr. Mithilesh Dhamande, Secretary, ICC on date: 04.04.24**

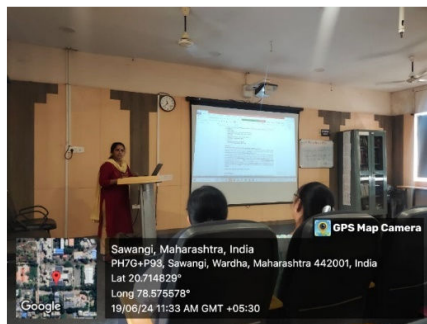


**ICC Sensitization session for the Interns of MGAC during Interns Induction Program conducted by Dr. Mujahid Khan, Asso. Professor, dept. of Rasashastra and Bhaidhajya Kalpana, on date: 04.04.2024**

**ICC sensitization session for OPD Nursing staff of AVBRH, conducted by Mrs. Rama Khadatkar, ANM, AVBRH on date: 01.06.2024**



**Quarterly meeting of ICC was conducted on date 19.06.2024**



**ICC sensitization session for Teaching and Non-Teaching staff of School of Allied Health Sciences conducted by Mrs. Namrata Anjankar, Assistant Professor, Dept. of Clinical Embryology, SAHS on date 29.06.2024**



## EQUAL OPPORTUNITY CELL

The Datta Meghe Institute of Higher Education and research (Deemed to be University) serves as a leading advocate for promoting the understanding and implementation of equal opportunities for individuals, regardless of their gender, ability, socio-economic background, caste, religion, or language. This commitment aligns with the guidelines set forth by the University Grants Commission (UGC). India is a nation characterized by a significant degree of variety and socio-economic disparities. Therefore, it is imperative to establish appropriate policies and institutional frameworks in order to facilitate inclusive growth. Taking this into consideration, our objective is to create a central hub for fostering creative collaboration and advancing equality among all members of society, particularly the students, staff, and teachers of DMIHER (DU). In accordance with the guidelines set forth by the University Grants Commission in New Delhi, a committee has been established to investigate complaints of discrimination received from students and staff belonging to the Scheduled Caste, Scheduled Tribe, and Other Backward Classes at DMIHER(DU).

Datta Meghe Institute of Higher Education and Research (DMIHER) Deemed to be University, the torch bearer of creating awareness of the concept of equal opportunities to one and all; irrespective of gender/sex including transgenders, ability, socio-economic background, Sexual orientation (LGBT), caste, creed, religion or language which is based on the sound principles of DMIHER.

The basic aim of EoC, is to ensure that all human beings (students, staff, faculties or the community) from various diverse backgrounds of community, religion, region, gender or ability are not deprived of their rightful opportunities

The Committee wholeheartedly undertakes the following objectives-

The sensitization programs were conducted as per scheduled for all students, teaching and nonteaching staffs of all constitutes colleges and poster competition conducted on the occasion of Indian Constitution Day

## AIM & OBJECTIVES:

- 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

To increase the academic standards, professional institutes around the world face the difficulty of assuring student attendance and engagement in regular classes. Our experience has shown us that the most essential indicator of a student's performance is his or her regular attendance in class. Attendance among our top students, toppers, and distinction holders is consistently above 95%. It is not left to chance to assure the same, as well as the eligibility to appear in examinations. The university features an attendance cell that keeps track of students' attendance in theoretical and practical/clinic classes across all colleges and schools. Its primary goal is to detect early warning indications of absence and poor performance.

Attendance cell have few of its objectives in place like to keep track of the attendance of students in theory, practicals and clinics and to ensure that classes are conducted properly in accordance with university guidelines. Its active monitoring system helps the administrator, teachers and the parents or guardians to identify and counsel learners who are chronically absent or have a low attendance rate.

### **OBJECTIVES AND TASKS:**

- 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 of the constituent colleges has its own Attendance cell unit. The attendance cell has a convener and a co-convener from each of the University's constituent colleges. 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: 444**

SN	Category	Number of Grievance reported	Number of Grievance resolved
1	Students (UG/PG)	441	441
2	Faculty	01	01
3	Nonteaching staff	02	02

**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**

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:**

1. To guide students to choose the right career
2. Recruitment activities to assist students in obtaining placement
3. To give knowledge, skill and aptitude to the students
4. To assist the students in developing/clarifying their academic and career interests
5. Identifying the needs and expectations of the companies to assist them in recruiting the most suitable candidates
6. To Build industrial ties with the university
7. Maintaining and regularly updating the database of the students

### Activities conducted

Career guidance activities conducted	Placement drives conducted
80	38

### ACTIVITIES CONDUCTED

▶ Date: 25<sup>th</sup> November 2023  
**JNMC**



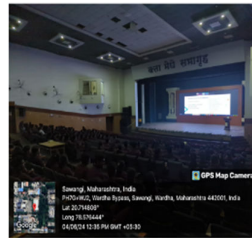
▶ Date: 24<sup>th</sup> Jan 2024  
**SAS**



► Date: 30<sup>th</sup> April 2024  
**FEAT**



► Date: 4<sup>th</sup> June 2024  
**AHS**



► Date: 21<sup>st</sup> June 2024  
**MGAC**



► Date: 27<sup>th</sup> June 2024  
**SPDC**



## Training Programs Conducted

### Financial Literacy Program



Presenter in me, communication skill level-3, computer skill level-3 training



## Get Set Go Training



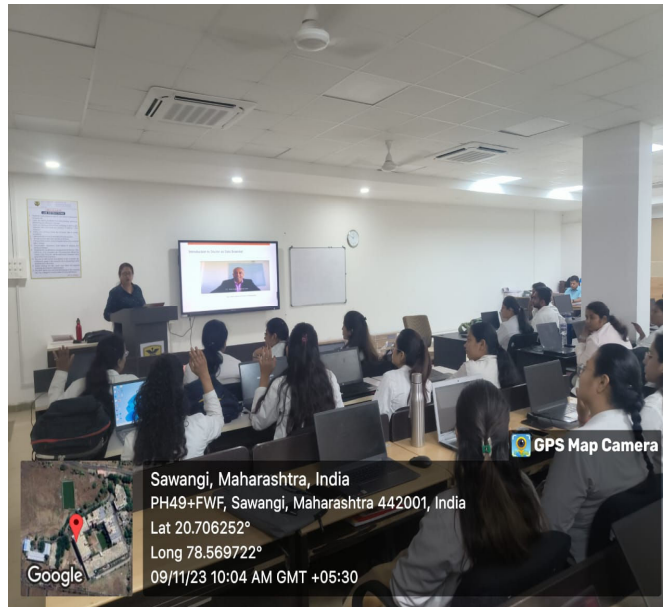
## Communication skill level-2, computer skill level-2 training



## Advanced excel for healthcare programs



## AI BASED APP TRAINING



## Resume writing and interview skills Training





### **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 Raghavan 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 undisciplined 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 freshers 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 about non-indulgence in Ragging is taken at the time of admission. Fresher's are accommodated in separate hostels having constant monitoring through CCTV, dedicated Rector and Warden and Security Guard in each hostel.

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

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

**Fresher's welcome programme:** As per the recommendations of the Raghavan Committee and National Medical Council, the fresher's day programme is 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 from 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

## **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

Hon. Director: - 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.

The **Centre for Health Sciences Education Policy and Planning at Datta Meghe Institute of Higher Education & Research** (Deemed to be University) has made significant strides in the field of medical education and health sciences during the period from **2023 to 2024**. Through a series of advisories, reports, and collaborative efforts, the Centre has contributed to educational reforms, policy development, and academic excellence. The highlights of the Centre's key contributions for the period are summarized below:

## **Key Contributions:**

### **1. Advisories and Policy Reforms:**

- Issued multiple advisories on ethical clearance for Ph.D. synopses, national reform analyses, and continuing education under the framework of **Continuing Professional Development**.
- Provided advisory support for fee structures related to international health education workshops and institutional amendments for doctoral defense procedures.
- Played a vital role in national-level medical education reforms, advising key bodies like the **National Medical Commission (NMC)** and **Indian Medical Association (IMA)** on medical course accreditation and regulatory changes.

### **2. Institutional Development and International Collaborations:**

- Supported the establishment of institutional chairs and secretariats for medical education bodies and led initiatives to improve university policies, including the use of institutional seals, flags, and doctoral program frameworks.
- Proposed the launch of an **Education Journal Club** at **DMIHER** to foster continuous professional development for healthcare providers.
- Worked on international collaborations, such as the development of courses with the **University of Porto** in **Portugal** and participation in global medical education frameworks.

### **3. Research, Innovation, and Curriculum Development:**

- Developed concept notes and proposals to promote research innovation and incubation at medical institutions.
- Provided recommendations for curriculum updates and fellowship programs in specialized medical fields like **Andrology**, **Regenerative Medicine**, and more, collaborating with national and international medical organizations.
- Authored editorials and reports on medical and public health education, contributing to ongoing policy discussions and influencing national-level educational policies.

#### 4. Student and Faculty Support:

- Addressed critical student-related concerns, such as the issue of penal detention and eligibility for doctoral programs.
- Continued to engage with **IMA** on accrediting fellowship programs and introducing new modules in emerging areas of medical education.
- Developed advisories for ensuring academic quality and promoting interdisciplinary learning within the university framework.

#### **Summary:**

The Centre's multifaceted approach has fostered the growth of **health sciences education** through innovative institutional reforms, policy advisories, strategic international collaborations, and continued emphasis on research and professional development. The Centre's contributions have had a profound impact on the advancement of **medical education**, reinforcing its commitment to excellence in academic and public health spheres.

**Centre of Excellence of Pre-Clinical Safety and 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.

**Interdisciplinary Research & Therapy Evaluation:**

**1. Creation of New Knowledge:**

- A **pragmatic trial on antiviral drugs** is nearing completion, set to be finalized by June 2024.

**2. Preservation of New Knowledge:**

○ **Copyrights:**

- Pathak, Gajbhiye, Warbhe (PGW) optional prescription format (Granted).

○ **Patents Applied:**

- Diagnostic Kit for Detection of H. Pylori.
- Pankhu's Self-Retaining Multiple Skin Hooks.

### 3. Dissemination of New Knowledge:

- Manuscript titled "*Approach to Research in Medical Education*" provisionally accepted by CBS Publishers.
- Manuscript "*Planning and Publishing Research Projects*" is under review for publication.

### 4. Collaborations:

- **CRO INNOVECEPT SOLUTIONS:** MOU drafted and accepted for collaborative pragmatic clinical trials in India.

### Pre-Clinical Safety & Efficacy Studies:

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

- **January 2024:** Presented 18 protocols, 11 approved, 7 deferred.
- **April 2024:** Presented 23 protocols, 19 approved, 4 deferred.
- **August 2024:** Presented 15 protocols, 14 approved, 1 deferred.

#### 2. Collaborative Projects:

- **Ongoing Projects:**
  - Investigation of **Karanjin's estrogen-like properties** (IIT Guwahati).
  - **3D-printed scaffolds for bone regeneration** (With IISC and DMIHER).
  - **Custom implant development via powder metallurgy** (IIT Kharagpur and DMIHER).

#### 3. In-House Projects:

Completed and ongoing studies on innovative medical techniques, including nephroprotective treatments, antidiabetic therapies, and dermal toxicity assessments.

#### 4. Animal Trading and Purchasing:

- Sold 22 Wistar Rats for ₹8,800.
- Purchased 12 New Zealand Rabbits for ₹24,000.

#### 5. New Instrumentation:

- Acquired **Electrocautery equipment** and **Ana Vet Gas Chamber anesthesia**.

### Reverse Pharmacology:

#### 1. Ph.D. Theses:

- Awarded the first-ever Ph.D.s in Reverse Pharmacology during the 2024 Convocation:



- **Dr. Peeyush Choudhary:** Research on *Phalatrikadi Ghan Vati* for Non-Alcoholic Fatty Liver Disease.
- **Dr. Sonali Chalkh:** Research on *Vishtindukadi Vati* for Sciatica (Gridhrasii).
- **Pragmatic RCT Awarded:**
  - **Dr. Pratiksha Rathod:** Ayurveda Pregnancy Care versus Standard Pregnancy Care.

## 2. Publications:

- Research papers published in Scopus and UGC journals.
- A research paper on Reverse Pharmacology has been submitted for publication.

### Summary:

Across the faculties, significant progress has been made in clinical trials, intellectual property (patents and copyrights), collaboration with leading research institutions, and the dissemination of knowledge through publications. The core faculty's efforts in Reverse Pharmacology and Preclinical Research continue to push boundaries in innovation, ensuring that DMIHER remains at the forefront of interdisciplinary medical research.

## Centre for Regenerative Medicines

Hon. Director: - Dr. Sandeep Shrivastava

### A. Academic Progress

#### 1. Ph.D Program:

- Target: 5 PhD students
- Current: 3 students enrolled, from KEM Mumbai, Trichy, and Goa.
- 1 PhD completed in Orthopedics related to regenerative medicine.

#### 2. DRIM (Diploma in Regenerative Medicine) - EDP:

- Collaboration with industry partner.
- 16 students enrolled as of October 2023, with continued active participation in 2024.

#### 3. FRIM:

- Collaboration with an industry partner, 1 student enrolled since October 2023.

#### 4. PRP Workshops:

- 4 conducted by 2023 with an additional planned for December 2023.
- Conducted with IMA Ujjain in 2024.

#### 5. Special Training:

- Workshops on stem cell/stromal adipose tissue preparation held in April 2024.

#### 6. Adjunct Faculty:

- Collaborations with international and national adjunct faculty in 2023 and 2024, with key activities including research, consultancy, and joint webinars.

### B. Research

#### 1. International Presentations:

- 4 international keynotes/guest lectures in 2023; 26 papers presented internationally by 2024.
- 32 international presentations by September 2024.

#### 2. Publications:

- 4 publications in 2023, 7 publications by September 2024, including high-impact research on PRP and regenerative medicine.

#### 3. Books & Chapters:

- 1 book and 3 chapters published; revisions planned for 2025.

#### **4. Copyrights:**

- 3 copyrights filed in 2023, including STARSTherapy, SPIN, and pulmonary rejuvenation protocol.

#### **5. Ongoing Research Projects:**

- Research on PRP's effects on wound healing, fracture impairments, osteoarthritis, ovarian regeneration, and BMAC in AVN is actively progressing with publications.

#### **6. Patents:**

- Patent exploration initiated in 2024.

### **C. Clinical Services**

#### **1. PRP Clinics:**

- 930 sessions held in 2023, generating Rs 4,44,147 in revenue.
- 172 PRP sessions conducted in 2024, generating Rs 95,170 in income.
- Plans to launch a wound/RM clinic at Wanna and a Longevity Clinic by June 2024 in collaboration with the Lifestyle Clinic.

#### **2. Clinical Treatments:**

- Successfully treated cases such as a 25-year-old venous ulcer.
- PRP labs and wound care clinics are functional, with more equipment added in 2023 and 2024.

### **D. Industrial Partners & Collaborations**

#### **1. DiponEd Bio Intelligence:**

- Active collaboration with the recognition of CRM as a Centre of Excellence.
- Collaborative online courses have been successful.

#### **2. Indian Stem Cell Society Group Association:**

- Professional body partnership maintained.

### **E. Future Plans & Development**

#### **1. Stem Cell Culture Lab:**

- Plans in 2024 to explore partnerships with labs like the Surat Regional Blood Centre.

#### **2. Upgrade to Centre for Translational Sciences:**

- Proposal submitted in 2023 and resubmitted in 2024 for consideration to upgrade CRM into a more comprehensive Centre for Translational Sciences.

## **F. Challenges & Requirements**

### **1. Lab Establishment:**

- The establishment of an advanced lab for regenerative medicine remains shelved due to lack of manpower and resources.

### **2. Manpower:**

- Positions for a scientist, biotechnologist, and assistant remain vacant, impacting lab operations.

## **Summary**

- Despite logistic setbacks in the rebranding of the centre in early 2023, the CRM has made notable strides in academic, research, clinical, and collaborative efforts. A continued focus on regenerative medicine research, international collaborations, and industrial partnerships highlights its significant contributions. Expansion and lab infrastructure development remain high-priority goals for 2025.

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

**Hon. Director: - Dr. 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:**

Develop and run globally competitive & practice-based programs with focus on Epidemiology and public health (Masters, Doctoral, Post-Doc)

Promote & undertake collaborative, interdisciplinary epidemiological research.

Evidence synthesis & repositories to guide policies & programs

Develop local, National, and Global partnerships

Care, nurture and empower individuals and communities to live better lives by developing evidence-based models / programs for promotive, preventive and referral care services

### **Divisions:**

The school operates 6 divisions:

1. Social Epidemiology
2. Global Health
3. Evidence Synthesis
4. Clinical Epidemiology
5. Public Health Technology
6. One Health (Accredited with COHERD, a joint effort between IIPHG and IHPH, Germany)

## **Collaborative Events**

- **Target:** 1 per year
- **Status:** Complied
  - *One Health Workforce Capacity Building Workshop* (07/10/2023): Organized jointly by DMIHER and IIPHG with 45 participants.

## **Academic Programs**

### **Master of Public Health (Full-time)**

- **Total Students (2023 intake):** Wardha (11), Wanadongri (10)
- **Admissions (2020-2023):** Consistent enrollment with current active batches totaling 34 full-time students.
- **2020 Batch:** 100% pass rate.
- **2021 & 2022 Batches:** Ongoing semester exams and research proposal approvals.
- **Placement:** Launched *Public Health Career* website for alumni guidance.
- **Outreach & Training:** Multiple field visits, hands-on training, and usage of Turnitin, Zotero, and Grammarly tools.

### **Master of Public Health (Blended/Integrated ODL)**

- **Total Students:** 187 across 2020-2023 batches, with 45 students graduated.
- **Research:** 91 students from Semester-II submitted research proposals.
- **Weekly Classes:** Friday-Sunday evening sessions, with materials updated on LMS.

### **Guest Lectures & Health Day Celebrations**

- **Guest Lectures:** Target met, including a session by Dr. Manish Sharma (13/05/2023).
- **Health Day Observed:** World Health Day (07/04/2023) with 45 beneficiaries.

### **PhD Program**

- **Target:** 2 registrations per year
- **Status:** Complied

- *Registrations in 2023:* 1
- *Total PhD registrations by MPH alumni:* 5
- *PhD Degree Conferred:* 1 (Dr. Priti Kogde)
- **2024:** Additional alumni (Dr. Manoj Patil, Dr. Priya Singh, Dr. Shriram) completed their PhDs.

### **Research Projects**

- **Target:** Minimum 2 projects per year
- **Status:** Complied
  - *Total ongoing extramural projects:* 10
  - *Funding:* ₹5.2 crores from ICMR, WHO, DST, and others.
  - *Notable Project Outcomes:* Publication in *The Lancet* and completion of major funded projects like TemMed and Mental Health of Covid Warriors.

### **Capacity Building & Workshops**

- **Target:** 1 per quarter
- **Status:** Complied
  - International conference participation (March 2023, Kazan University, Russia).

### **Publications & Intellectual Property**

- **Target (2023):** Minimum 2 publications per 6 months.
- **Status:** Complied with 15 publications, including 3 in *The Lancet*.
- **IPR Target (2023-2024):** 1 copyright per year; 1 patent per 2 years. One copyright application submitted.

### **Research & Development (2024)**

- **Publications:** 22 publications by students (as first authors) in 2023; 21 publications in 2024.

- **Notable Funded Project:** Lead Child Stunting & Wasting Project (DBT, India Alliance).

#### **Website & Certifications**

- **Status:** Website updated with SEPH information.
- **Certifications:** All MPH students completed SWAYM NIE, Coursera, and WHO certifications.

**In conclusion, SEPH has successfully met or exceeded its targets across academic programs, research, capacity-building initiatives, and external collaborations for the period from January 2023 to October 2024.**



## School of Emerging Technologies

Hon. Director: - Dr. Utkarsha Pacharaney

### Introduction of School of Emerging Technologies

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:

1. IBM centre of Excellence-Skills Build objective is to train the students/employees for the said trainings Center is conducting activities like webinars, projects and internship for undergraduate students
2. Two-week virtual internship on Artificial Intelligence on September 1, 2023, to September 23, 2023.
3. Internship Activities: The internship program encompassed various activities to facilitate the learning process and encourage practical implementation of AI concepts. These activities included:
4. 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.
5. 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.
6. 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.
7. 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.

## **Introduction to IBM Centre of Excellence**

The IBM Centre of Excellence (CoE) at DMIHER (DU) is a platform for innovation, skill development, and research in emerging technologies, such as Artificial Intelligence (AI), Machine Learning (ML), Cloud Computing, and Blockchain. It aims to bridge the gap between academia and the technology industry by equipping students and faculty with cutting-edge tools, knowledge, and hands-on experience.

### **Objectives**

- **Skill Development:** Enhance students' employability through workshops, internships, and hands-on training in emerging technologies.
- **Research & Development:** Promote academic-industry collaboration in AI, data science, and cloud technology.
- **Industry-Academia Collaboration:** Foster real-world problem-solving through joint research projects and product development.
- **Innovative Projects:** Encourage students to work on industry-aligned projects with real-world applications.
- **Technology Awareness:** Keep the academic community updated on the latest technological advancements.

### **Activities Conducted**

#### **1. Two-Week Virtual Internship on Artificial Intelligence (Sept 1, 2023 - Sept 23, 2023)**

**Audience:** Second-year students

**Duration:** 9:00 AM - 5:00 PM (Daily)

#### **Internship Highlights:**

- **Live Webinars:** Delivered by AI experts from IBM, covering AI technologies and real-world use cases with interactive Q&A sessions.
- **Hands-on Projects:** Students applied AI concepts learned in webinars by working on real-world datasets, developing AI models, and evaluating their performance.

- **Virtual Labs:** Students gained hands-on experience using popular AI frameworks and tools, such as TensorFlow and PyTorch, through access to IBM's AI platforms.
- **Mentoring & Support:** Dedicated mentors guided students throughout the internship, addressing queries and providing feedback on their projects.

**Feedback Overview:** The internship received positive feedback from participants, highlighting the hands-on experience and mentor support as the most beneficial aspects.

## **2. IBM Skill Development Program (Sept 12, 2024)**

**Event:** Offline workshop on the use of Generative AI for software development, leveraging IBM Watson.

**Speaker:** Mr. Aditya Dambale

**Focus:** How IBM Watson can assist in software development using Generative AI.

### **Upcoming Events**

1. **Offline Orientation:** IBM will conduct an on-campus orientation program to engage more students in future activities.
2. **Special Live Lectures:** Weekly live lectures every Wednesday and Thursday at 5:30 PM, covering various emerging technology topics.

### **Summary of Achievements**

The IBM Centre of Excellence at DMIHER (DU) continues to fulfill its mission of skill development and industry collaboration. The virtual internship on Artificial Intelligence provided valuable learning experiences for second-year students, offering a combination of theoretical knowledge and practical application. The hands-on approach, coupled with mentorship, ensured participants could apply what they learned to real-world scenarios.

The IBM Skill Development Program on Generative AI showcased the relevance of emerging technologies in software development, fostering a deeper understanding of industry applications. Future plans, including offline orientations and weekly live lectures, aim to increase student engagement and keep them updated on the latest advancements in AI and other technologies.

## Centre of Excellence for Indian Biomedical Skills Consortium

**Hon. Director: - Dr. Punit Fulzele**

### **Vision:**

Empower students with cutting-edge skills and knowledge, fostering innovative research, and enhancing global employability to advance healthcare services and the biomedical industry in India and beyond.

### **Mission:**

Empower students with advanced skills and global recognition in biomedical engineering through industry-aligned education, research, and career support.

### **1. Collaborations & MoUs**

- **Key MoU:**
  - Established with The Andhra Pradesh MedTech Zone (AMTZ), the Association of Indian Medical Devices Industry (AiMeD), and National Accreditation Board for Certification Bodies (NABCB) under Quality Council of India (QCI).
  - This collaboration aims to co-create centers with significant industry participation.

### **2. Research and Innovation**

- **Funded Research Projects:** Ongoing and initiated, focusing on biomedical technologies.
- **Research Funding:** Continued pursuit of research grants.
- **Intellectual Property:** Number of patents/copyrights filed pending.
- **Consultancy:** Consultancy collaborations for industrial development in biomedical engineering.

### **3. Workshops & Conferences**

- **Workshops Organized: 02**
  1. Medico-Engino Hackathon
  2. 3D Printing Beyond CT Workshop

- **Conferences Organized:** 0

#### **4. Training Programs for Students and Faculty**

- Total of 92 participants (students & faculty) trained through various expert-led programs.

#### **5. Incubation & Mentoring**

- **Incubation Projects:** Ongoing with industry and academic partnerships.
- **Mentorship:** Networking and support extended to nearby institutes to foster innovation in the biomedical domain.

#### **6. Stakeholder Meetings**

- Monthly meetings with stakeholders to review progress and collaborate on future initiatives.

#### **7. Workshops and Training Sessions**

- Total of 6 workshops organized, including:
  - **Industrial Training Program – Level I:** Focused on critical care equipment.
  - **Guest Lecture:** By Mr. Mrutujay Jena, IBSC AMTZ, focusing on training and accreditation.
  - **AR VR Platform Course:** Focused on cutting-edge virtual reality applications in biomedical engineering.

#### **8. Research Output**

- Research papers published based on CoE activities, awaiting index and impact factor evaluations.

#### **9. Publications**

- Books and other educational materials are under development to support biomedical engineering education.

#### **10. Awards & Recognition**

- Recognition received for biomedical engineering research and teaching at both national and international levels.

### **11. Keynote and Seminars**

- Dr. Punit Fulzele was invited as a keynote speaker at **ETMM 2024**, a symposium on Emerging Technologies and Materials in Medicine at IIT Kanpur in April 2024.

### **Additional Highlights:**

- The establishment of IBSC at **Datta Meghe Institute of Higher Education and Research (DMIHER)** marks a significant step forward in biomedical skill development in India.
- **International Collaboration:** Partnership with the Association for the Advancement of Medical Instrumentation (AAMI), USA, provides global recognition to IBSC-certified professionals.
- **Training Programs:** Multiple courses launched, including certifications in Biomedical Engineering, critical care equipment, radiological equipment, and entrepreneurship in biomedical maintenance.

### **Challenges & Future Plans:**

- Policy changes at AMTZ have restricted innovation within IBSC, limiting its flexibility in program development. Moving forward, IBSC will focus on being a skill development center, continuing to create opportunities for students in Allied and Health Sciences.

This summary encapsulates the activities and achievements of IBSC during the 2023-24 period, underscoring its commitment to advancing biomedical education and skill development in India.

### NEP 2020 Activities at DMIHER (DU)

Datta Meghe Institute of Higher Education and Research (DMIHER), a Deemed-to-be University (DU), has made significant progress in implementing the principles of the National Education Policy (NEP) 2020 during the period from July 2023 to June 2024. This report provides a comprehensive review of the activities undertaken, with a focus on their alignment with NEP 2020 and their impact on higher education. The report highlights major milestones, initiatives, and reforms, emphasizing the institution's dedication to achieving the goals of NEP 2020.

#### **Reconstitution of the NEP Cell**

In June 2024, the NEP Cell at DMIHER(DU) was reconstituted to strengthen the institution's focus on implementing NEP 2020. The Cell comprises senior academicians and administrators representing various disciplines, ensuring a multidisciplinary approach. The reconstitution reflects DMIHER (DU)'s proactive stance toward fostering innovation and academic reform. The efforts of this team are pivotal in steering the university's strategic initiatives in accordance with NEP 2020.

#### **National Education Policy Cell**

SN	Name of the Staff	Designation & Institution	Department
1	Dr.Lalitbhushan Waghmare	Vice Chancellor, DMIHER	Chairman
2	Dr.Sweta Kale Pisulkar	Registrar, DMIHER	Member
3	Dr.Tripti Waghmare	Executive Director, Academic Excellence. DMIHER	Member
4	Dr.Sunil Thitame	Professor & Dean School of Allied Health Sciences	NEP Coordinator
5	Dr. Pawan Bajaj	Reader & Vice Dean IQAC	Member
6	Dr. Rajesh Godvarthi	Assistant Professor, Dept. of Pharmacology, JNMC	Member
7	Dr. Anuja Ikhar	Reader, Dept. of Conservative Dentistry and Endodontics SPDC	Member
8	Dr.Rajasi Sengupta	Professor, Dept. of OBGY, DMMC, Wanadongri	Member
9	Dr. Poonam Sawarkar	Associate Professor Dept. of Panchkarma, MGAC	Member
10	Dr. Raghuvveer Raghumahanti	Professor & HOD, Dept of Neurophysiotherapy, RNPC	Member
11	Dr. Ruchira Ankar	Associate Professor & HOD, SRMMCON	Member
12	Ms. Supriya Narad	Asst. Professor & HOD Faculty of Science & Technology, SAS	Member
13	Dr. Deepak Sharma	Professor & Vice Dean R & D, Faculty of commerce & Management, CDOE, SAS	Member
14	Dr. Chittij Raj	Professor & Director, CDOE	Member
15	Mr. Chetan Puri	Asst. Professor & HOD, Dept. of CSD, FEAT	Member

16	Dr. Surendra Agrawal	Professor & Convenor Pharma Education Unit, SHPER Dept. of Pharmaceutical Quality Assurance, DMCP	Member
17	Dr. Punit Fulzele	Associate Professor, SPDC & Secretary R&D, Research House, DMIHER (DU)	Member
18	Dr. Umesh Shivhare	Professor & Dean Exams DMIHER DU	Member
19	Dr. Ajay Pethe	Head, Admission Cell, DMIHER DU	Member
20	Dr. Aditya Kekatpure	Asso. Professor & Deputy Director For Global Collaboration	Member
21	Dr. Savita Pohekar	Assistant Professor & Vice Principal. Dept. of Medical Surgical Nursing, SMCON, Salod(H)	Member
22	Ms. Nikita Bokare	Clinical Instructor, SMCON, Wanadongri	Member

### Celebration of NEP 2020's Fourth Anniversary

On July 29, 2024, DMIHER (DU) celebrated the fourth anniversary of NEP 2020 at its campuses in Sawangi (Meghe), Wardha, and Wanadongari, Nagpur. The event was attended by university leaders, including the Vice Chancellor, Pro Vice Chancellor, Registrar, and the NEP Coordinator. During the celebration, the Vice Chancellor emphasized NEP 2020's transformative role in fostering innovation, flexibility, and multidisciplinary education. Other speakers, including the NEP Coordinator, highlighted the revisions in curricula and increased focus on interdisciplinary education, research, and skill development. These celebrations reflected DMIHER (DU)'s ongoing commitment to the principles of NEP 2020.





## Participation in the UGC Workshop on Institutional Development Plan

On April 23, 2024, key representatives from DMIHER (DU) participated in a workshop organized by the University Grants Commission (UGC) on institutional development planning. The workshop, held in New Delhi, explored topics such as governance, finance, digital infrastructure, and interdisciplinary research. Participants gained strategic insights into aligning institutional goals with NEP 2020's vision. DMIHER (DU)'s involvement in this workshop demonstrated its commitment to continuous learning and institutional development.



of NEP 2020. Twelve students were selected as SARTHIs to act as change agents and foster innovation within the academic ecosystem. These students underwent orientation programs and conducted awareness drives to educate their peers on NEP 2020. The initiative aligns with the policy's vision of participatory governance and student-centric education.

### NEP SARTHI's nominated to UGC

Name of the Student	ABC ID/APAAR ID	Enrolment Number	Contact details (Mb and Email id)	Program Name
Ms. Charulata Pawar	333042123910	Q-14301	7559146860 charulatapawar06@gmail.com	BDS
Mr. Dhamgaye Nipun Bhaorao	650554318264	C2023SH00039	7775960790 nipundhamgaye@gmail.com	B. Sc Anaesthesia Technology
Ms. Janvi Dinesh Pandey	888920139537	NA	9370685364 pandeyjanvi620@gmail.com	M. Sc Clinical Research
	239299138771	C2022AS00005	Mb- 9028104451	B.Sc. Health Science

Ms. Rakhee Ravindra Sahu			E-mail id:rakheesahu86@gmail.com	
Ms. Saniya Saratkar	173886110920	R16634	7276253304 dmet1222050@dmher.edu.in	B. Tech. AIDS
Ms. Yukta Bhojwani	540957810242	SC2022CP00026	8602204521 yuktabhojwani21@gmail.com	B. Pharmacy
Mr. Farhan Shammi Khan Pathan	783468533377	C2023SA00080	8625837295 krahit57@gmail.com	BCA
Mr. Rutuj Barudwale	580183964127	C2023SA00073	8483828325 rutujbarudwale737@gmail.com	MBA
Mr. Shubham Awachat	NA	R-16487	9403243098 shubham.awachat@gmail.com	Ph.D.
Mr. Fardeen Sheikh	94622239707	Q-15967	79728 74310 sheikhfardeen649@gmail.com	MBBS
Ms. Archi Badriprasad Gupta	9081633502330	C2022RN00018	7620740297, archigupta2304@gmail.com	BPT
Ms. Samrudhi Gujar	samruddhi@2708	E-3073	9970344231 samruddhigujar2@gmail.com	Ph.D.



### Advancing Academic Flexibility

In alignment with NEP 2020's emphasis on flexibility, DMIHER(DU) introduced multiple entry and exit options across 25 B.Sc. programs and other undergraduate programs. These options allow students to tailor their academic journeys to individual goals. Additionally, the university launched an innovative pathway program enabling students to transition from its M.Sc. Clinical Research program to an MS-BME program at Yeshiva University, further expanding global exposure and interdisciplinary learning opportunities.

### **Recognition of Prior Learning and Vocational Education**

DMIHER(DU) has implemented a policy for the Recognition of Prior Learning (RPL) under its Bachelor of Vocation (B.Voc.) programs. The policy recognizes informal and experiential learning, enabling students to integrate into formal education systems through a structured credit framework. This initiative aligns with NEP 2020's focus on integrating vocational and general education to promote inclusivity and lifelong learning.

### **International Collaborations**

DMIHER(DU) has taken significant steps toward internationalization by establishing partnerships with over 30 prestigious institutions globally. These collaborations facilitate credit transfers, student exchange programs, and joint research initiatives, creating a global learning environment. The partnerships include institutions such as Mayo Clinic, John Hopkins University, and the University of Wollongong. These efforts reflect the university's commitment to equipping students with skills for global competitiveness.

### **Technology Integration**

The adoption of an Enterprise Resource Planning (ERP) system marks a significant technological advancement at DMIHER(DU). The system streamlines key processes, including admissions, course management, and evaluation, ensuring transparency and operational efficiency. The initiative highlights the institution's dedication to leveraging technology to enhance the quality of education and institutional effectiveness.

### **Industry-Academia Collaboration**

DMIHER (DU)'s commitment to bridging the gap between industry and academia was recognized with the prestigious 'Institutional Social Responsibility' Award from FICCI. The university's collaborations have fostered innovative solutions to societal challenges and enhanced students' practical competencies. These initiatives reinforce DMIHER (DU)'s role in creating socially responsible professionals while addressing pressing societal needs.

DMIHER(DU) has made significant progress in advancing the principles of NEP 2020, demonstrating its commitment to academic flexibility, global engagement, and skill development through a range of strategically designed initiatives. While these efforts have yielded promising results, the need for continuous impact assessment and active stakeholder engagement remains essential to ensure long-term sustainability. DMIHER(DU)'s steadfast dedication to holistic education establishes its position as a leader in implementing NEP 2020 and promoting excellence in higher education.

**Report of 15<sup>th</sup> Ceremonial Convocation of**  
**Datta Meghe Institute of Higher Education and Research (Deemed to be**  
**University)**  
**held on 20<sup>th</sup> July, 2024**

The 15th Ceremonial Convocation of Datta Meghe Institute of Higher Education and Research (Deemed to be University) was held on 20th July 2024 at 12:30 pm. The event was also streamed live on YouTube and Facebook, where it was watched by faculty, students, and their parents.

Hon'ble Chancellor Shri Dattaji Meghe presided over the convocation ceremony. The Hon'ble Minister of State (Independent Charge) for the Ministry of AYUSH and Hon'ble Minister of Health & Family Welfare, Govt. of India, His Excellency Shri Pratapraoji Jadhav, was the Chief Guest and delivered the convocation address. Dr. Pankajji Bhoyar, Member of the Legislative Assembly of Maharashtra, Wardha Constituency, was the Guest of Honor. Hon'ble Chief Advisor of DMIHER (DU) Dr. Ved Prakash Mishra (virtually), Hon'ble Vice-Chancellor Dr. Lalitbhusan Waghmare, Hon'ble Shri Sagarji Meghe, Hon'ble Pro Vice-Chancellor Dr. Gaurav Mishra, Hon'ble Director General (Admin) Dr. Rajiv M. Borle, Hon'ble Members of the Executive Council, Registrar Dr. Sweta Kale Pisulkar, Controller of Examinations Dr. Sunita Vagha, Deans/Principals of Constituent Colleges, Deans of Faculties, and Officers of the University were also present.

The convocation ceremony began with the playing of 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 15th Convocation open.

The Hon'ble Vice-Chancellor presented the university profile and the distinctive achievements of the university since its inception. On this occasion, Lieutenant General Hon'ble Dr. Madhuri Kanitkar (Veteran), Hon'ble Vice-Chancellor of MUHS Nashik, Hon'ble Dr. Mukund Chorghade, Founder President & Chief Scientific Officer of THINQ Pharma/Ayurvedya Health Care Innovation, and Hon'ble Dr. Shivam Om Mittal, Consultant Neurologist & Head of Parkinson's Disease and Movement Disorders Division, Cleveland Clinic, Abu Dhabi, were conferred with the D.Sc. Honoris Causa.

The Hon'ble Chancellor admitted all the eligible students to the convocation and declared that all of them had been conferred with degrees. A total of 1,729 students were conferred degrees,

which included Doctoral Degrees, Fellowships, Super Specialty, PG, and UG Degrees from various faculties – 388 from the Faculty of Medical Sciences, 156 from the Faculty of Dental Sciences, 112 from the Faculty of Ayurveda Sciences, 164 from the Faculty of Nursing Sciences, 439 from the Faculty of Allied Health Sciences, 69 from the Faculty of Physiotherapy Sciences, 213 from the Faculty of Pharmaceutical Sciences, 178 from the Faculty of Allied Sciences, 4 from the Faculty of Engineering and Technology, and 6 from the Faculty of Interdisciplinary Health Sciences.

Respected Chief Guest, Hon'ble Minister of State (Independent Charge) for the Ministry of AYUSH and Hon'ble Minister of Health & Family Welfare, Govt. of India, Shri Pratapraoji Jadhav, congratulated all the graduates in his convocation address, expressing honor and pride in their achievements. Shri Pratapraoji acknowledged the leadership of key figures such as Respected Hon'ble Shri Dattaji Meghe, Dr. Vedprakash Mishra, Dr. Lalitbhusan Waghmare, Shri Sagarji Meghe, and others who have significantly contributed to the growth of the institution. He further emphasized the importance of Ayurveda as an ancient and holistic medical system that addresses physical, mental, and spiritual well-being. The Minister urged graduates to prioritize research and innovation in Ayurveda to establish it as a globally recognized and evidence-based medical practice. He highlighted ongoing research projects, such as the Sickle Cell Anemia Research Project, and the establishment of a National Repository on Panchagavya Ayurveda, as significant achievements of DMIHER. He also stressed the importance of maintaining the authenticity and ethics of Ayurveda, encouraging graduates to adhere to its classical principles and combat misinformation. Additionally, he recognized the institution's contributions to interdisciplinary research, particularly in integrating Ayurveda with modern medicine through successful clinical trials. In his closing remarks, the Chief Guest congratulated the graduates and their families, commended the faculty for their dedication, and expressed confidence that the graduates would continue to uphold the values and knowledge imparted by the institution as they contribute to society. The speech concluded with best wishes for the future.

Meanwhile, final-year student of Jawaharlal Nehru Medical College, Yash Chirag Parekh, won the maximum number of gold medals at the convocation, earning a total of 15 awards, including 12 gold medals. Postgraduate student Dr. Anamika Gajanan Giri won 7 gold medals, Dr. Kiran Ganpat Mastud won 4 gold medals, Dr. Shikha Muringathery Kakkat and Dr. Manisha Ashutosh Dash won 2 gold medals each, and Pragya Agrawal and Harshita won 5 gold medals each. Dolly Arvind Gabada from Sharad Pawar Dental College won 6 gold medals, and Raksha

Ganesh Kanoje from Mahatma Gandhi Ayurveda College took home 3 gold medals and a total of 7 awards. Young scientists Roshan Prasad, Anaiska Ray, W.M.G. Induni Nayodhara Weerathna Panjabsing, Vaishnavi Thakre, and Shruti Bhoge received the Medicon-19 Young Researcher Gold Medals.

Lieutenant General Hon'ble Dr. Madhuri Kanitkar (Veteran), Dr. Mukund Chorghade, and Dr. Shivam Om Mittal also congratulated the graduates in their acceptance addresses as recipients of the D.Sc. Honoris Causa. They stated that the convocation ceremony is a day of pride for any institution and its students, as it recognizes the hard work they have put in. They noted that medical students are the health force of the nation and mentioned that in the past five years, patients from more than 150 countries have come to India for better healthcare. The world and the country need millions of healthcare human resources and a large number of medical healthcare institutions. They further congratulated DMIHER (DU) for contributing to the production of skilled healthcare human resources.

The Hon'ble Chief Advisor Dr. Vedprakash Mishra also virtually blessed the graduates on this auspicious occasion.

The Hon'ble Director General (Admin), Dr. Rajiv M. Borle, exhorted the graduates on behalf of the Hon'ble Chancellor.

At the end, the "Pasaydan" was recited, and the convocation ceremony concluded with the singing of the National Anthem.



**The Dias- 15<sup>th</sup> Ceremonial Convocation**



**The convocation address by Chief Guest: Hon'ble Shri Pratapraoji Jadhao, Hon'ble Minister of State (Independent Charge) Ministry of AYUSH and Hon'ble Minister of State Health and Family Welfare, Government of India**



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



**Address by Honoris Causa recipient Lieutenant General (Rtd) Hon'ble Dr. Madhuri Kanitkar (Veteran), Hon'ble Vice Chancellor MUHS, Nasik, Maharashtra**



**Virtual Address by Honoris Causa recipient Dr. Mukund Chorghade, Founder President & Chief Scientific Officer, THINKQ Pharma, Ayurvdiya Health Care Innovation, USA**





**Address by Honoris Causa recipient Dr. Shivam Om Mittal, Consultant Neurologist and Head of Parkinsons Disease and Movement Disorders Division, Cleveland Clinic, Abu Dhabi**