YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	**DATTA MEGHE INSTITUTE OF HIGHER EDUCATION AND RESEARCH (DEEMED TO BE UNIVERSITY)**
• Name of the Head of the institution	**Dr. Lalitbhushan S Waghmare**
• Designation	**Vice Chancellor**
• Does the institution function from its own campus?	**Yes**
• Phone no./Alternate phone no.	**07152278801**
• Mobile no	**9765404007**
• Registered e-mail	**vc@dmiher.edu.in**
• Alternate e-mail address	**drlalitwaghmare@gmail.com**
• City/Town	**Wardha**
• State/UT	**Maharashtra**
• Pin Code	**442107**

2.Institutional status

• University	**Deemed**
• Type of Institution	**Co-education**
• Location	**Rural**

- Name of the IQAC Co-ordinator/Director	**Dr. Tripti Waghmare**

- Phone no./Alternate phone no	**07152287703**

- Mobile	**9765404077**

- IQAC e-mail address	**iqac@dmiher.edu.in**

- Alternate Email address	**drtriptisrivastava@gmail.com**

3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.dmiher.edu.in/frontEnd/pages/page/images/pdf/Annual-Report/AQAR-2020-2021.pdf

4.Whether Academic Calendar prepared during the year?	**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:	https://dmiher.edu.in/frontEnd/pages/page/images/pdf/CAAC-2021-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**85.4**	**2007**	**31/03/2007**	**30/03/2012**
Cycle 2	**A**	**3.36**	**2013**	**23/03/2013**	**22/03/2018**
Cycle 3	**A+**	**3.53**	**2017**	**30/10/2017**	**29/10/2024**
Cycle 4	**A++**	**3.78**	**2023**	**19/07/2023**	**18/07/2030**

6.Date of Establishment of IQAC	**28/06/2007**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Department of Radiodiagnosis	Technology Information, Forecasting and Assessment Council (TIFAC)	Department of Science & Technology (DST)	2021 Ongoing	160,000,000
Department of Radiodiagnosis	Technology Information, Forecasting and Assessment Council (TIFAC)	Department of Science & Technology (DST)	2006 Ongoing	38,500,000
Research & Development (R&D)	New Gen Innovation Enterpreneurship Development Centre (IEDC)	National Science & Technology Entrepreneurship Development Board (NSTEDB) DST	2019 Ongoing	22,750,000
Community Medicine	Early Childhood Development Centre (Stepping Stone)	Grand Challenge Canada / ICMR	2017 Ongoing	13,373,470
Directorate of Research	Biomedical Engineering and Technology (Incubation) Centre (BeTIC)	Department of Science and Technology, (VNIT, Nagpur, IIT Bombay)	2017 Ongoing	11,000,000
Department of Oral & Maxillofacial Surgery	Training Centre for Cleft Orthodontics and Surgery	Smile Train Inc.	2006 Ongoing	10,160,470

University	Partnerships For Affordable Healthcare, Access, And Longevity (PAHAL)	USAID	2021 Ongoing	9,000,000
Department of Medicine	Central Council for Research in Ayurvedic Sciences (CCRAS)	AYUSH	2020 Ongoing	7,950,239
Sanskrit Samhita Siddhant	Centre for Research in Formulation Development and Standardization of Herbal Formulation	Scheme for Promotion of AYUSH Intervention in Public Health Initiatives: Ministry of Ayurvedic, Yoga & Naturopathy, Unani, Siddha & Homoeopathy AYUSH	2015 Ongoing	5,882,559
Nodal Center JNMC	Regional Centre for Basic & Advance Course In Medical Education	Medical Council of India	2009 Ongoing	5,284,761
Community Medicine	Nutrition practices for young children and older infants	World health Organization	2021 Ongoing	4,696,323
Research &	Social	Erasmus+	2017 Ongoing	4,162,816

Development (R&D)	Innovation Lab (SINNO Lab)	CBHE action SILCE Project		
Smt. Radhikabai Meghe Memorial College of Nursing (SRMMCON)	Evidence Based Nursing	Swedish International Development Cooperation Agency in collaboration with Karsted University	2011 Ongoing	3,580,993
Department of Respiratory Medicine	Non Tercluosis Mycobacterial disease Centre (Molecular Epidemology Lab)	Indian Council of Medical Research	2020 Ongoing	2,594,086
University	PARAMARSH Scheme	UGC	2020 Ongoing	2,085,471
Medical	JNMC Fellowship Programme	Pfizer grant	2022 Ongoing	2,069,550
Department of Drava Guna	Centre of Herbal Gardening	National Medical Plant Board	2015 Ongoing	954,153
Department of Pediatrics	RARI for Mother child health	AYUSH/CSIR	2020 Ongoing	912,996
Department of OBGY	Reproductive, Maternal and child health	Indian Council of Medical Research	2020 Ongoing	905,791
University	Center for Happiness	Rekhi foundation	2022 Ongoing	600,000
Community Medicine	Optimal nutrition	WHO india	2022 Ongoing	500,000

	for under firve children -ICDS				
Department of Pathology	Centre for National registry for rare and other inherited disorders	ICMR	2020 Ongoing	275,570	
Neonatology	Training of Medical officers and health staff on facility based newborn care	UNICEF	2011 Ongoing	95,000	
Community Medicine	Unnat Bharat Abhiyan Implementation Centre	Centre of rural development technology government of India	2018 Ongoing	50,000	
Department of medical education, JNMC	Nodal Centre for Faculty Development Programme	Medical Council of India	2010 Ongoing	-	
School of Epidemiology & Public Health;	UNESCO Bioethics Unit (International Chair of Bioethics)	UNESCO	2017 Ongoing	-	
Department of Pharmacology	Pharmacovigilance Programme of India (PVPI) Antibiotic stewardship and research in the field	Indian Council of Medical Research (ICMR)	2014 Ongoing	-	

	of antimicrobial usage (Advance centre of Pharmacology)				
School of Virtual Learning	International Training Centre for Basic and Advanced Life Support	American Heart Association	2015 Ongoing		-
Department of orthodontics	The Cleft Care India Study Centre	Scheme for Promotion of Academic and Research Collaboration (SPARC) , Ministry of Human Resource Development, Govt. of India & the UK- India Education and Research Initiative (UKIERI).	2020 Ongoing		-
Research & Development (R&D)	One Health Centre	IIPHG Born University Germany	2022 Ongoing		-
School of Epidemiology & Public Health	Division of Evidence Synthesis	World health Organization	2022 Ongoing		-
Community Medicine	Western Connecticut Health Network- Nuvance Health	Global Health Academy	2019 Ongoing		-

School of Epidemiology & Public Health	South Asia Infant feeding Research Network	SAIFRN	2022 Ongoing	-
University	Atal Ranking of Institutions on Innovation Acheivements (ARIIA)	DMIMS	2020 Ongoing	-
Ayurveda	National Repository of Panchagavya Chikitsa	MGAC	2022 Ongoing	-
Orthopedics	Arthroscopic center	Centre de Consultation Specialisee Consultation de Chirurgie Orthopedique	2022 Ongoing	-
Department of Respiratory Medicine	Ni-Kshay Miitra Pradhan Mantri TB Mukt Bharat Abhiyaan	Ministry of Health and Family Welfare Government of India	2022 Ongoing	-
University	Margadarshan Scheme	National Assessment and accreditation council	2022 Ongoing	-
Engineering	INTEL Unnati Center of Excelleance	INTEL	2022 Ongoing	-
Engineering	IBM Center of Excelleance	IBM	2022 Ongoing	-

Pharmacy	AICTE Recognition	AICTE	2022 Ongoing	-
University	IBSC	AMTZ	2022 Ongoing	-
Nursing	Digital health Nursing	Chaitanya telehealth Bangalore	2022 Ongoing	-
Engineering	IEEE DMIHER Student chapter	IEEE	2022 Ongoing	-
Physiotherapy	District Rehabilitation Center	Department of Empowerment of Persons with Disabilities, Ministry of Social Justice	2020 Ongoing	-
Ayurveda	Faculty Development Center	CCIM	2017 Ongoing	-
Pathology	Regional blood transfusion centre	State Blood Transfusion Council	2021 Ongoing	-
University	MHRD Grade A	MHRD	2013 Ongoing	-
University	Category I	UGC	2018 Ongoing	-

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year

3

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and

Yes

action taken report)

- (Please upload, minutes of meetings and
  action taken report)   [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   `Yes`

- If yes, mention the amount   `2085471`

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

`NIRF Ranking : Overall 75, University 39, Medical 25, Dental 17`

`Atal Ranking of Institutions on Innovation Achievement(ARIIA) in the band of "EXCELLENT" category.`

`Times Higher Education Impact Ranking`

`QS I-GAUGEs Indian College & University Rating, Subject Ratings Medicine`

`QS IGAUGE Advanced E-Lead`

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
Apply for International Rankings and accreditation	Applied for : TIMES Impact Rankings QS I Gauge QS Medical Subject rankings
Grant for Mentorship Scheme	NAAC Margdarshan Scheme Mentoring Grant received for mentoring 6 Higher Education Institute
Apply for National Ranking	Applied for NIRF rankings
Apply for National Accreditation	Applied for NABH and NABL
Focus on IPR applications and commercialization of patent	Total 75 patent applications submitted 6 patent commercialised.
Organized Conferences, Seminars, Workshops on quality assurance	Fives national level workshops were conducted focusing on NEP and SDG's
Orientation programmes on quality issues for teachers and students	Various orientation and sensitization workshops were conducted for faculties and students on

13.Whether the AQAR was placed before statutory body?   **Yes**

- Name of the statutory body

Name	Date of meeting(s)
Board of Management	31/03/2023

14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?   **No**

15.Whether institutional data submitted to AISHE

Part A

Data of the Institution

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14.Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?	**No**

15.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	15/02/2022

16.Multidisciplinary / interdisciplinary

In an effort to actualize NEP 2020 in its spirit and intent, the immediate step undertaken was to transform University's Name and align Perspective development Plan (PDP) in accordance with multidisciplinary nature. For a truly multidisciplinary perspective, DMIMS-DU was recently rechristened as 'Datta Meghe Institute of Higher Education and Research (DU)' with a congruent revision in Vision, Mission, Objectives and 11 new developmental indicators of PDP. Faculty of Engineering and Technology, with emphasis to Techno-health , Management programs with emphasis to Management in Health Professions , Centre of Distance and Online Education (CDOE) were introduced with Graduate, Postgraduate and Doctoral programs. Interdisciplinary research in domains of Technology and Health care (Indian and Modern system of Medicine) are an integral part of academic programs. The University has established Faculty of Arts, Humanities and Social Sciences in Allied Sciences with Integrated programs in MA, MCom, MSW and MLib. Medical humanities (MH) , as a part of Attitude, Ethics, Communication module (AETCOM) is a part of curriculum of all Health Sciences academic programs, with defined teaching hours. Medical students are trained in humanities through narratives, attention, observation, historical perspective, ethics, judgment, and creativity. Developing empathy and practice of holistic medicine by increased appreciation for other's perspectives, fostering tolerance and empathy, establish better therapeutic relationship with patients and increase confidence when dealing with uncertainty are all a part of modified AETCOM module. DMIHER through its white paper on 'Flexibility in Academic programs of DMIMS (DU): Ensuring implementation of NEP 2020 in Spirit and Intent' has laid foundation of liberal education that develops intellectual, social, ethical, analytical, Value based and environment appropriate capacities in learners. It has launched many innovative Interdisciplinary skill based courses courses , Value added courses in sustainable Development Goals, , Electives and interdisciplinary projects. Specific combinations are made for award of degree with honours, degree, diploma, and other certifications. This is appropriately detailed within the overall curricular framework with differential credit requirements (i.e. the number of courses to be completed) of various combinations (Annexure I). The various combinations proposed by the study group are as 1. Entry/Exit model for Graduate and Master's program 2. Integrated Bachelor's/Master's program and 3. Flexibility in registration for Doctoral degree programs. B Pharm and BTech programs enable Lateral entry with transfer of credits. Doctoral Programs of the University are credit based.

Comprehensive Community Health care Program (CHCP) is a flagship program of the University that enables comprehensive health care approach in the community along with the development of team spirit in newly entered medical and Para-medical students as a "Health Team Unit" of Medical, Dental and Nursing students. Every intern compulsorily undertakes community based project based on local health care needs. ICMR has granted maximum number of community based UG (113) and PG projects (51) to DMIHER. 30 patents are granted and equal published for ideas integrating fields of Engineering, Medicine and Dentistry.

Link: https://na ac.dmiher.edu.in/fdata/wl/?id=cwW6NRvW67iE3SY GDTBIdF9oi7B5r2yZ

17. Academic bank of credits (ABC):

The DMIMS Academic Bank of Credits (ABC) model, ensuring seamless student mobility within DMIMS(DU) through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption to promote flexible education. As per directives of UGC , 90% students of all academic streams are enrolled in Academic Bank of Credits. Marksheets are designed as per the format suggested in ABC website. The provision of lateral/multiple entry/exit model for graduate programs in AHS enable credit accumulation and credit transfer. NEP 2020 visualizes blurring of National boundaries for greater mobility of learners to by transferring credits for higher studies and research at Institutions abroad. To enable seamless collaboration for Internationalization of education, joint degrees between Indian and foreign institutions and credit transfer; the University has established 'DMIHER Global' Office of International affairs with a dedicated team. Till date 37 collaborations are established with foreign Universities for Academic programs, Student and faculty exchange, Semester abroad internships, electives, collaborative research projects, fellowships , doctoral programs, skill training etc. Mayo clinic, Weil Cornell school of Medicine, University of Sydney, Association of Medical Education in Europe (AMEE), Western health Connecticut, Cleveland clinic, Royal Society of Medicine , Reiki Foundation USA, British Association of Physicians of Unknown origin (BAPIO), Yeshiva University are to name a few of such International collaborations. The five areas of indulgence of 'DMIHER Global' are: 1. International Research and Funding 2. International Students / International Campus 3. International Teaching, Knowledge and Expertise 4. International Mobility and Experiential Learning 5. Internationalization at Home Every

academic program of the University is outcome based/competency based with due inclusion of CBCS and electives. The faculties are encouraged to design curricular and pedagogical approaches within the approved framework aligned with University's copyrighted model of Curriculum revision every three years for all level of academic programs. Components of CBCS like organisation of syllabi into foundation , core & electives, Internships , Apprenticeship embedded programs, externships etc with allocation of relevant credits are a part of curriculum design. Based on stakeholders feedback , the revisions are suggested by board of studies and are presented to academic council for consideration and approval. A model of 'Credit framework for various programs under Datta Meghe Institute Of Medical Sciences' is copyrighted (copyright number : L-98561/2021) and put to Institutional practice.

Link: https://naac.dmiher.edu.in/fdata/wl/?id=cwW6 NRvW67iE3SYGDTBIdF9oi7B5r2yZ

18.Skill development:

DMIHER (DU) has launched three BVoc Programs, to address vocational education, based on NHQF, namely : 1. B.Voc. in Animation & Multimedia 2. B.Voc. in Animation & Graphic Design 3. B.Voc. in Animation & VFX Recognition of Prior Learning (RPL) has been introduced for Optometry technicians , in collaboration with 'Lenskart'. Courses for Training in soft skills is designed for students viz 'Get Set Go' for fresh entrants, 'Advanced Get Set Go' for second year and 'Presenter in Me' for third/final year professionals. Training in Attitude , Ethics and Communication skills (AETCOM) with defined competencies in Humanities is an integral component of clinical skill training in Health Sciences programs for all professional years. The University has a total of 26 undergraduate programs and 9 post graduate programs in Allied Health Sciences for generating requisite skilled health care manpower. Each of these program incorporates embedded Apprenticeship in every semester of training and externships in 5th and 6th semester of training period. All programs in Engineering, Allied Sciences and Allied Health Sciences have compulsory industry Internships. Every fellowship program include compulsory externships with hospitals / health care establishments of repute with requisite number of clinical cases to be encountered during said period. Industry veterans and industry experts are included in Board of studies of Engineering and Pharmacy subjects. In Health Sciences programs, experts from various fields of medicine are appointed as 'Adjunct faculty',

'Clinical mentors' and 'Visiting faculty' to fortify the curriculum and training in necessary skills as per demand of health care industry. DMIHER has MOU with NSDC to manage Learner enrolment in academic programs, skill mapping and training and certifications with three verticals with NSDC. Value based education is provided to every learner during foundation course and spread of modules throughout the year. The 'Value Education Cell' of the University periodically conducts 'Inculcation' and 'Consolidation' courses mainly dealing with Family values, values in professional life, values for self development, Happy living, Character development, Universal values, temporal values, Role of spiritually in developing values etc. Constitutional values and citizenship related guest lectures and motivational talks are annually organised on days of National importance. UG and PG students have to compulsorily undergo training in BLS and ACLS and participate in heath camps organised by teaching hospitals. Blood donation camps are organised by student council and student welfare cell periodically. Students organise awareness programs (organ donation, Menstrual hygiene, dental hygiene etc) and Nukkad Natak (training in BLS & ACLS) in Schools, Bus stand, railway station, police station etc. The students organ donation society, in collaboration with Zonal Transplant Coordination Center (ZTCC), Nagpur has organised 3 events focussing on organ donation awareness till date. The alumni cell annually organises the ceremony of 'Silent Mentor' which is about paying respect to Cadaver before starting dissection and a formal 'Gratitude Ceremony' after the dissection based learning is completed at the end of academic year. The School of virtual learning offers 'Simulation based skill courses' in specialty and super specialty fields of Medicine and Allied.

Link: https://naac.dmiher.edu.in /fdata/wl/?id=cwW6NRvW67iE3SYGDTBIdF9oi7B 5r2yZ

19.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

Various academic programs under DMIHER integrates Indian Knowledge system (teaching in Indian Language, culture etc,) in the curriculum by providing training in vernacular (Marathi) language, training in cross-cultural competencies during clinical postings, offering Electives in Indian System of Medicine to Medical graduates, sensitisation of faculty and students of Health Sciences regarding Yoga and lifestyle modifications. A specialty clinic – 'Life style modification clinic' by department of Physiology, is a unique concept wherein the hospitalised and

discharged patients are counselled with regards to Yoga, meditation, balanced diet etc. Sanskrit is taught as a subject in first year of Ayurveda, 'Ashtang Hruday' is taught in Sanskrit in first year of Ayurveda and 'Charak Samhita' is taught in Sanskrit from second year to final year of Ayurveda. All academic programs in Allied Health Sciences are taught in Bilingual mode (English and Hindi). In a unique venture , the Medical education Unit has developed a Marathi Dictionary translating Rural Marathi dialect of patients visiting the rural teaching hospital into English for easy reference during clinical training of students. Marathi language classes are held on weekends for Health Sciences students as a part of training in Communication skills, so that they can take history and converse with patients and relatives in their vernacular language. The University has MOU with 'Hindi Viswavidyalaya' for training students and faculty in Indian and foreign languages. Sizable number of Traditional books and manuscripts are included in Central resource repository. The National Commission of Indian System of Medicine has granted ten funded projects in AYUSH to the University. Faculty members from Mahatma Gandhi Ayurveda college and Research centre have contributed significantly towards development of Competency based Ayurveda , Siddha and Unani curriculum, as published by NCISM in 2022. In its unique venture, the University has designed competency based curriculum for subjects of 'Physiology' and 'Pharmacology' in Marathi and submitted to National Medical Commission, New Delhi. The Institute has provided bilingual mode of delivery and assessment in 26 programs run under its ambit. Integration of cross cultures and traditions are seamlessly blended in co-curricular and extracurricular activities. Cultural immersion programs are organised for foreign students to accustom them with Indian culture and cuisine.10 day long Ganesh Festival is celebrated annually with great vigour with all traditional rituals like Ganesh Sthapna, Morning evening Arti and pooja, Ganesh Visarjan and Mahaprasad. Traditional dances , folk songs etc are organised by students representing various states of India like Maharashtra, Rajasthan, Punjab, Kerala, Tamil Nadu, West Bengal, North eastern states, Gujrat etc. Festivals like Holi, Id, Diwali, Christmas, Navratri, Lohri, Makar Sankranti, Pongal, Pola, Gudi Padwa are celebrated with enthusiastic involvement of students , teaching and non teaching staff. 'Swar Vaidarbhi', a musical event of Indian music is organised annually in the campus.

Link: https://naac.dmiher.edu.in/fdata/wl/?id =cwW6NRvW67iE3SYGDTBIdF9oi7B5r2yZ

20.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

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 attainment of outcomes and remedial measures to bridge the gaps are undertaken at respective college level. As a step towards fortification of conventional OBE Model, The DMIMS 4 STEP ESCALATING Model of Outcome based Education, is proposed by Centre for Policy and Planning of DMIHER that integrates; 1. All the Apical Councils norms and their suitability to OBE 2. Global, National, Societal Expectations from a Higher Education Institute 3. Proposed National Education Policy and its exigencies. 4. Parameters of NAAC, NIRF and other accrediting agencies with the Programme Outcomes and Programme Specific Outcomes The model integrates Clarity of focus (having specific outcomes gives a strong sense of purpose to everything teachers and students do), Design down, Deliver up (when planning curriculum, educators start with the outcomes and work backwards; when planning instruction, teachers teach what students need to learn to demonstrate the outcomes), Optimal Expectations (DMIMS departs from traditional education in its assumption that all students can learn well—although not in the same way and not necessarily on the same day), and Expanded opportunities (students must be permitted to demonstrate their learning in different ways, and they must have numerous opportunities to demonstrate the outcomes, not just one.) THE 4 STEP ESCALATING DMIMS – OBE MODEL ensures identification of Graduate Attributes and escalated POs , PSOs and COs on the basis of guiding principles at each level. The strategic initiatives are aligned towards attainment of the desired outcomes (PO-PSO-CO) in terms of qualitative and quantitative parameters. The University has aligned all Instructional and assessment strategies towards attainment of outcomes in every curricula. The outcome based electronic question bank of the University is designed taking into account the desirable course outcomes, objectivity , validity , reliability , relevance to the curriculum and level of cognition. OBE emphasizes that every academic program should define Graduate Attributes, Program, Program specific and course in terms of what needs to be learnt, rather than what needs to be taught. The assessments are specifically focused towards analyzing these outcomes in a Health professional graduate. The overall Impact of implementing OBE is that the Teaching Learning and Assessment strategies are identified in accordance with the desired outcomes, there are clear criteria for measuring outcomes/competencies and monitoring

of outcome attainment trajectory by way of assessments has resulted in assuring desired outcomes in graduates. The three best practices pertaining Outcome based education (OBE) in view of NEP 2020 are stated below and are registered as literary copyrights by GOI: 1. DMIMS 4 step Escalating Outcome Based Education Model For Health Sciences Education L-94272/2020 2. DMIMS Model Of Outcome Based Continuous Professional Development Initiatives L-107791/2021 3. Learner led validation of outcome based electronic question bank, L-109396/2021

Link: https://naac.dmiher.edu.i
n/fdata/wl/?id=cwW6NRvW67iE3SYGDTBIdF9oi7 B5r2yZ

21.Distance education/online education:

DMIHER, has established Centre for Distance and Online Education (CDOE) and presently has 6 programs in online mode viz BBA, BCA, BCOM, MCA and MCOM and one program viz BA in ODL mode. Various Advanced Certificate Course in Financial Management, Advanced Certificate Course in Foreign Trade, Certificate In Research and Trading, Certificate In Financial Accounting and Taxation, Certificate In Tally, Certificate In Technical Analysis (Market) , Data Science with Python Specialization , Data Mining , Marketing Analytics , Tableau is also planned in AY 2023-24. Curriculum of various programs in Engineering, Allied Health Sciences and Allied Sciences incorporate mandatory SWAYM/NPTEL courses ,to the maximum extent of 40% , duly mapped with the course content and are assessed in formative and University examination. Every Post graduate students and doctoral students have to undergo online ICMR course on Bioethics in SWAYAM portal. The University has its Learning Management system (LMS) for teaching Learning activities across all academic programs. Electronic portfolios are an integral part of Student's academic journey like add Educational Journey , Skills Earned, Project Details , Job Profile, Create Collection, Reflections and Create Page. Students are taught virtual dissections through 'Anatomage' and various clinical skills through high Fidelity mannequins in School of Virtual learning. The University has published a compendium on Technological initiatives in Teaching , Learning and Assessments during COVID - 19 which is included in Self Study Report. The elective courses are offered in each professional year in online mode for Students of BAMS. The University has pioneered in evolution of Blended model of Learning , along with four other eminent Universities namely Krishna Institute of Medical Sciences , Karad, Shri Ramachandra Institute of Higher Education and Research, Chennai, Pt. Bhagwat

Dayal Sharma University of Health Sciences, Rohtak, Kerala University of Health Sciences, Thrissur, Kerala and Maharashtra University of Health Sciences, Nashik : the 'Seven pronged blended Learning model for Indian Medical Graduate' (IPR registration no : L-95175/2020). A Compendium of innovative ICT based initiatives in Teaching Learning and Assessment during COVID 19 pandemic for all academic programs was published in 2021 and also submitted to UGC. The University has received QS I-GAUGE E-Learning Excellence for Academic Digitisation (E-LEAD) and QS Advanced E LEAD after a rigorous audit process to validate the institution's effective implementation of digital technology for teaching & learning with well-established IT processes. Various Self paced online electives and Value added programs are offered in health Sciences streams. Three copyrighted Standard operating procedure (SOPs) are established as standard practices in Online TLA viz : 1. Standard operating procedure for assignments as part of e-academic teaching learning process, L-99246/2021 , 2. Standard operating procedure for e practical discussions as part of e - academic teaching learning process, L-99505/2021 3. Standard operating procedure for e attendance discussions as part of e - academic teaching learning process , L-99245/2021. Link: https://naac.dmiher.edu.in/fdata/wl/?id=cwW6 NRvW67iE3SYGDTBIdF9oi7B5r2yZ

Extended Profile

1.Programme

1.1 Number of programmes offered during the year:	**117**

File Description	Documents
Data Template	View File

1.2 Number of departments offering academic programmes	**79**

2.Student

2.1 Number of students during the year	**6587**

File Description	Documents
Data Template	View File

2.2 Number of outgoing / final year students during the year:	**1006**

File Description	Documents
Data Template	View File

2.3 Number of students appeared in the University examination during the year	**5110**

File Description	Documents
Data Template	View File

2.4 Number of revaluation applications during the year	**145**

3.Academic

3.1 Number of courses in all Programmes during the year	**681**

File Description	Documents
Data Template	View File

3.2 Number of full time teachers during the year	**661**

File Description	Documents
Data Template	View File

3.3 Number of sanctioned posts during the year	**661**

File Description	Documents
Data Template	

4.Institution

4.1	**17969**
Number of eligible applications received for admissions to all the Programmes during the year	

File Description	Documents
Data Template	

4.2	**1296**
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	

4.3	**249**
Total number of classrooms and seminar halls	

4.4	**3000**
Total number of computers in the campus for academic purpose	

4.5	**26770.65**
Total expenditure excluding salary during the year (INR in lakhs)	

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

The curriculum of all academic programs address competencies related to local , National and Global needs by virtue of Foundation, Core and Elective components. The recommendations of the Regulatory bodies like NMC, DCI, PCI, NCI, NCOIME, AICTE, and

University Grants Commission (UGC) are considered for minimum criterion of inclusions at each level and is fortified with global trends, emerging bodies of knowledge, value education, sustainability, life skill etc. Various Value added courses are introduced at relevant intervals to impart Interdisciplinary knowledge, develop employability and entrepreneurship skills and sensitize learners towards cross-cutting themes related to Sustainable Development Goals (SDGs). All curricula have well identified Graduate Attributes, PO, CO, Competencies and Learning objectives. Every competency is described in terms of Core/Non-core, domain of learning , instructional and assessment strategy. The electronic question bank is aligned to the competencies for analyzing attainment of course outcomes.

Periodic revision of the curriculum is done every three years by following "DMIMS Eleven Steps Model for Undergraduate/ Postgraduate Curriculum Revision. The University has implemented CBCS into all its academic program wherever applicable and feasible. An 'Academic Credit Bank: DMIMS Model' is conceptualized to allow flexibility to learners at different stages of learning.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

91

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

681

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

53

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

18

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

Gender sensitization and awareness talks are organized periodically by 'Institutional forum for women' of the University. Student representation in the Women's Forum in the form of Gender champions are at the forefront of the awareness and initiatives for gender equality. Experiential learning activities such as competitions and program on gender related issues are organized.

Moral and ethical values are inculcated during foundation course and are spread throughout the entire academic program by AETCOM (Attitude , Ethics and Communication) module. 'Respect to Cadaver' and 'Gratitude ceremony' are organized as a mark of gratitude for the kindness of the body donors. The University has been endowed 'UNESCO CHAIR IN BIOETHICS, HAIFA since 2017and undertakes several

activities. GLP (Good Laboratory Practices) and GCP (Good Clinical Practices) are part of the curriculum in all faculties' UG and PG courses .The Determinants of Health are taught to the students under the subject of Preventive and Social Medicine. The seventeen Sustainable development goals (SDG) are addressed in various learning activities. The thrust/emerging areas for ex : Pandemic module are determined based on announcements made by various statutory councils, World Health Organization and other similar authorities, taking into account local, National, and Global needs.

File Description	Documents
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

89

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

6587

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

6587

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni

- **All 4 of the above**

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

- **Feedback collected, analysed and action taken and feedback available on website**

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

2239

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1296

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

DMIHER (DU) strategizes its curricular transactions based on type of learner, their learning behavior and style. It specifically believes in the philosophy that every learner is unique and hence teaching learning strategies must be aligned to the type of learner. Psychometric analysis of every learner is done at the beginning of academic term. The analysis typically comprises of analysing the learner's IQ, Skills sets and Personality traits. The Scores of examination and Attendance are triangulated with findings of psychometric analysis and accordingly learners are classified into Potential, Average and Rapid learners. The trajectory of this analysis is charted for all professional years to analyze the change in the learners potential with advancing academic term.

An array of strategies are planned for Potential and Rapid learners;

For Portential Learners

1. Remedial teaching
2. Capsulated teaching
3. Students Guidance clinic
4. Preceptorship program

For Rapid/Advance Learners;

Higher Educational Achievers Recognition Track (HEART)

1. Personal and Professional development (PPD),
2. Advanced Academic Success (AAS),
3. Advanced Academic Success (AAS),
4. Internationalization
5. Capsulated teaching & Tutorials

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	https://drive.google.com/file/d/1vkWQmP7Wfv1xwGpf1u3HgZWQmmvQo2k6/view?usp=share_link

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
6587	661

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

Based on the principles of learning, DMIHER (DU) has adopted teaching learning assessment approaches that are student centric and outcome based. Students are involved in system-wide planning, research, teaching, evaluation, decision-making and advocacy of academic activities. Experiential learning opportunities in simulation lab, hospital and community settings is provided by Early Clinical Exposure, Comprehensive Community Health Care Program (CHCP), Community based research , training in skill labs , Organ Donation Society etc. Project based learning and Research Electives find place in all Undergraduate as well as postgraduate programs to hone learner's analytical and critical thinking skills and brace them for Evidence based practice. Based on identification of different learning styles, Self-Directed Learning (SDL) are assigned in every subject for PBL,CBL, SVL, Library & Museum. Integration of contents by incorporating Alignment, Nesting, Sharing and Correlation within teaching hours. Ample opportunity is provided at SVL, to practice and learn the specific skills. Attitude Ethics and Communication module (AETCOM) including Humanities are integral components of formal curriculum and is assigned credence in all type of assessments. The University's readiness towards effective use of technology for academic purposes and its parity with International standards

fetched QS-I Gauge 'E Learning Excellence for Academic Digitization (E-LEAD)' certification.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

All classrooms, lecture halls, demonstration halls, practical labs, lecture recording facility, seminar rooms , library , departmental offices and hostels are technology enabled in the University. Synchronous and Asynchronous modes are adopted through Institutional LMS along with subscriptions of Google G suit, Zoom etc. Institutional LMS enables conduction of Live Sessions, sharing of learning resources, assessments and interactive platform.

Teaching : E lectures , E tutorials , E practical , E clinics , Live streaming of dissections , Webinars/ webinar series , E SISA / E SRS/E IDCD

Learning : E notebooks , e text books , Recorded lectures , Seminars , Continuous assessments – MCQ on google forms, assignments , Google drive Links , Clinical key , AMBOSS, Body Interact

Student Mentoring : Online teaching coordinators / Institute , Online Preceptorship Program, Online Student Counselling by SGU

Assessment : Open book examination , Synchronous proctored examination : theory & Practical , E- OSVV

Three ICT based TLA models are copyrighted by the University and one is jointly authored by 5 Deemed to be Universities (9348/2020-CO/L). SVL has technology enabled high fidelity mannequins wherein important clinical scenarios can be simulated for training viz Anatomage, SIM MOM, SIM MAN , HPS

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

695

File Description	Documents
Upload relevant supporting document	[View File](#)

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

661

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

350

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

9542

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

261

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

13

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

13

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

145

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The reforms undertaken are;

1. Secondary templates for PG resulting in generation of System Generation of Question Paper to standardization question paper setting.

2. On-line Research methodology examination (after completion of research methodology course) to ensure scientifically sound research protocols and subsequent project reports.

3. Segregation of Practical answer sheets used in Formative & Summative Examinations

4. Purchase of software for On-line submission of Practical & Internal assessment marks to avoid manual errors during transfer of data

5. eQB for Post graduate courses to be modified as per the Secondary Templates to facilitate System-generation of question papers.

6. Primary & Secondary templates for first MBBS to be modified according to CBME to ensure

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Every Academic Program of the University has Graduate attributes, POs and COs. Competencies , aligned learning objectives, teaching and assessment methods are defined for every program. The Mapping of Competencies with COs , COs to POs and POs to Graduate attributes is done and eQB is prepared aligned to COs. Theory examination, Assessment of Psychomotor skills, Portfolios /logbook , Project based learning, Performance on in-class tests (or portion of a larger exam) and Presentations are few methods adopted for direct assessment. The Authenticity, Legitimacy and Credibility of theory examinations is ensured by Outcome Based eQB and Outcome Based Test-Blueprints. Format and Content Validation

of question paper is undertaken after every exam. Outcome based
-Secondary test blueprint is used for auto generation of question
paper, thereby ensuring assessment of course outcomes.

A robust Continuous Internal Assessment (CIA) model is in place to
comprehensively assess all competencies , ensure timely remedial
measures and opportunities to the learner. Annexations of the CIA
are logbook scores (certifiable competencies, AETCOM competencies,
research milestones, Journal, Early Clinical exposure etc.), SVL
training, Self directed learning, Library & museum assignments
etc. By using multiple tools, multiple examiners, multiple
settings, the examination system of DMIMS University becomes more
valid.

File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes
are evaluated by the institution during the year

Every Academic Program of the University has Graduate attributes,
POs and COs. Competencies , aligned learning objectives, teaching
and assessment methods are defined for every program. The Mapping
of Competencies with COs , COs to POs and POs to Graduate
attributes is done and eQB is prepared aligned to COs. Theory
examination, Assessment of Psychomotor skills, Portfolios /logbook
, Project based learning, Performance on in-class tests (or
portion of a larger exam) and Presentations are few methods
adopted for direct assessment. The Authenticity, Legitimacy and
Credibility of theory examinations is ensured by Outcome Based eQB
and Outcome Based Test-Blueprints. Format and Content Validation
of question paper is undertaken after every exam. Outcome based
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paper, thereby ensuring assessment of course outcomes.

A robust Continuous Internal Assessment (CIA) model is in place to
comprehensively assess all competencies , ensure timely remedial
measures and opportunities to the learner. Annexations of the CIA
are logbook scores (certifiable competencies, AETCOM competencies,
research milestones, Journal, Early Clinical exposure etc.), SVL
training, Self directed learning, Library & museum assignments
etc. By using multiple tools, multiple examiners, multiple
settings, the examination system of DMIMS University becomes more
valid.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1006

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

https://www.dmiher.edu.in/uploads/topics/Student-Satisfaction-Survey.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The Directorate of Research is an autonomous, decentralized multifaceted transdisciplinary authority with extensive administrative and financial authority. The Research Promotion Policy (RPP), which includes the IPR and consultancy policy, is well-defined and caters to researchers, innovators, novice entrepreneurs, collaborators, alumni, industry, investors, as well as local community and connecting stakeholders. High-end research facilities and grant opportunities, including seed funding, co-working space, technical mentorship, and forums, have been created to spark an innovation and entrepreneurial culture and have resulted in a lasting impact on scientific understanding and innovation beyond typical research and provided 'out-of-the-box' solution. The University has created an enabling research-intensive environment by providing highly equipped advanced research facilities such as central research laboratory, animal house, medicinal plant garden and research/statistical

database/health informatics. The RPP promotes idea competitions, hackathons, events, hands-on training programs, research-short courses, workshops, and certification programs, mentor-camps to provide training, mentoring, guidance, and facilities to novice researchers to hone their ideas and help them combine humanistic knowledge with sustainable research ecosystem. The policy provides Incentives such as career advancement/increments and cash prizes to Undergraduates/Interns/Postgraduates/Fellows/Ph.D. Scholars and faculty members based on achievements. Research Ethics and Research Integrity are highly stringent with a Biosafety Committee, an IEC.

File Description	Documents
Upload relevant supporting document	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

284.22

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

400

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

283

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

49

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

237

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

399

File Description	Documents
Upload the data template	[View File]
Upload relevant supporting document	[View File]

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

107

File Description	Documents
Upload the data template	[View File]
Upload relevant supporting document	[View File]

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

DMIHER(DU) has created an Ecosystem for Innovations, including an Incubator and initiatives to develop technologies, undertake strategic research and foster innovation & entrepreneurship. DMIMS promotes competition for innovative ideas amongst stakeholders by forming the Coffee clubs and ginger groups, for affordable innovations in key social sectors. The Innovation Ecosystems have created a significant impact, as indicated by the recognition as Band "Excellent" in the ARIIA and the "4-star" rating received by the DMIHER(DU) Innovation Council by the MoE's Innovation Cell. New Gen Innovation Entrepreneurship Development Center (New GenI EDC) is supported by the NSTEDB, DST, GOI, with a mission to promote knowledge-based and technology-driven start-ups by harnessing young minds and their innovation potential in an academic environment. BETIC innovation cell co-established with IIT Mumbai, CoE Pune, and VNIT, Nagpur, helps bring together doctors, engineers, to learn medical device innovation and for unmet clinical needs. The cell has facilitated NDRF training programs by conceptualizing and developing remote-operated device for handling radioactive material. SinnoLABs (Social Innovation Labs) funded by Erasmus+EU, is established to develop social enterprises. iHealTH (innovation Health Technology Hub) is collaborative initiative effort with AIIMS Jodhpur, and NIDHI TBIIIPHG. Institution's Innovation Council (IIC) fosters the culture of innovation and start-up ecosystem.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

51

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

51

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

20

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

    A. All of the above

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)

3. **Plagiarism check**
4. **Research Advisory Committee**

File Description	Documents
Upload relevant supporting document	[View File](#)

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website

A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

227

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

423

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website

during the year

`4005`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

`444`

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For `A. Any 5 or all of the above`
e-PG-Pathshala For CEC (Under Graduate)
For SWAYAM For other MOOCs platform
For NPTEL/NMEICT/any other Government
Initiatives For Institutional LMS

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
`12164`	`8919`

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
52	49

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<u>View File</u>
Any additional information	<u>View File</u>

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University has an Intellectual Property Right (IPR) Policy to promote the widespread use of institutional IP. The policy has prescribed the framework for translating IP into the product, services, and processes. The policy proposed the governance structure that includes the IP advisory committee and the IPR cell, which is responsible for outreach/awareness activities, relation management with creators, IP management, technology management, IP contract negotiation, IP contract management, and IP cost and revenue distribution.

DMIHER(DU) has a startup and innovation policy that aims to create an integrated, institution-based innovation ecosystem to support faculties and ideas and young students' innovations and provide a conducive environment for the optimum harnessing of their creative pursuit. The specific objective of this policy is to (1) develop an innovation and Incubation Ecosystem for Innovators; (2) create an environment for creativity to flourish (3) build internal capacity and critical components of the innovation ecosystem (4) create pathways forming to market by harnessing and handholding Projects/Research/Innovation/Ideas.

The DMIHER(DU) Consultancy Policy aims to provide guiding principles and procedures for undertaking consultancy services by faculty members of the University. The innovator/incubatees receive mentoring and training support and opportunity for networking and collaboration with industries and other venture centers.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

233

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

DMIHER(DU) has the National Service Scheme (NSSS) unit functioning independently since 2011. NSS is a part of our academic, social, and personal lives and is the third dimension of education. The NSS provides a platform for students - the youth of the nation to be involved in real-life social activities and thereby become responsible citizens of the nation. Throughout the year, Swachh Bharat Abhiyan, Cleanliness drives, and Tree plantation activities develop social responsibility in the students. Various health days like World Leprosy Day, World Health day, Nutrition Week, AIDS day & Week is observed with community participation, and health awareness is created using Role Play and short skits. In addition to practicing national integration and social harmony, the students participate in events such as Community Harmony Week and Vigilance Awareness Week, organizing and participating in blood donation drives facilitates the students to gain skills in mobilizing community participation and acquire leadership qualities and democratic attitudes. NSS volunteers involve themselves in water conservation activities and NGOs like Paani Foundation, working for this movement. NSS has the motto of "Not Me, But You," which the volunteers embody by developing the competence required for group living and sharing responsibilities.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

48

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

478

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

6587

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students

during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

73

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

137

File Description	Documents
Upload the data template	<u>View File</u>
Upload relevant supporting document	<u>View File</u>

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Each constituent unit of university has adequate number of class rooms as per the binding guidelines of the statutory councils. The classrooms are ICT enabled and has A-V Facilities, LCD projectors, computers, internet and smart boards. There are 82 well equipped laboratories for practical training. Each department is provided with a seminar room apart from central seminar rooms provided in the School for Health Professionals Education and Research, Research cell, Skill lab over and above those in the constituent colleges. The hospitals have advanced facilities for imparting quality training to the students. The community outreach activities are well structured.

A high-end Skill lab with modern gadgets like virtual dissection table with Atlas and Histopathology modules, Communication and linguistic skill lab, Simulators in basic and advance skill lab

and high fidelity virtual mannequins is available for the training of the students. The School of Virtual Learning also houses high end facilities like Robotic Hands for Surgery, AR VR Based Models and Virtual Sonography, Ultrasound, ECHO, Laparoscopy etc. Moudules. Indigenously created OSCE/ OSPE Videos for each level of learners are available on intranet. A variety of case based scenarios are taught through immaculately trained standardized patients.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The University lays equal emphasis on promoting co-curricular and extracurricular activities, so as to ensure overall personality development of the learners. To ensure optimum student participation in the sports, cultural and other extracurricular activities the University has created a 'Student Welfare Unit'. The annual timetable of all the co-curricular and extracurricular activities is prepared by the student welfare cell and is notified by the University at the beginning of each academic year and its compliance is ensured periodically through the structured MIS.

The University has various sports facilities. The University has entered in a MOU with Vidarbha Cricket Association to develop State of art cricketing facilities in the campus.

The indoor sports facilities like pool, chess, carom, table tennis, badminton are provided in all the hostels. The facilities of "State of Art" indoor and outdoor gymnasium and swimming pool are provided centrally in the health club for staff and students.

A centrally airconditioned auditorium is proved with capacity of 1300 persons for conducting Cultural Activities.

Yoga and Meditation Centre, "Dhwani" the Music room and Dance Practice rooms are available along with dedicated trainers for each activity.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

Adequate hostel facilities are available in the campus for the
students. The facilities are maintained and upgraded periodically
to ensure comfortable residential facility for the students. Each
hostel has recreation rooms, airconditioned study rooms with
internet facility and basic facilities.

All buildings are provided with adequate toilet and drinking water
Kiosk facilities.

A central food court with clean, hygienic and subsidized dining
facilities is provided in the campus. The post office and banking
facilities are available in the campus.

Well illuminated roads with LED lights are laid and maintained in
the campus. Signage's are installed at all appropriate places in
the campus for easy navigation in the campus for the visitors.
Digital notice boards are installed in all units for dissemination
of information.

The campus is lush green and beautifully landscaped.

The green practices like green audits, tree plantation, water
recycling (4 STP plants recycling about 8 lac L of water every
day), rain water harvesting, and soil water recharge, use of
alternative or green energy are routinely practiced. The solar
electricity panels are installed. Care is take while constructing
the buildings to ensure natural light and cross ventilation to
minimize use of electricity.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

8640.74

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

LIBNET: Library Management Software.

Library software was first designed and developed in year 2003. This software has been developed by our institute Programmer with help of Librarian in the year 2003. The system was continuously updated to remain in line with the latest technological advancements. New technology means continuous mustering skills to work with different tools and techniques so that the benefits of the technology should reach the end users in its fullest sense.

Library has facilities such as Library Management Software (LMS) and OPAC (Online Public Access Catalogue) which is used by students & faculty for search of books by title, author, subject, status etc. And Journals search by Title, Vol. Issue no. Year, Back issues etc. This software covers all areas within the preview of the LMS for efficient Information Management and at the same time provides a precious tool for all its members to have access to these resources at his fingertips.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

398

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

568

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

249

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

The computers are made available to the students along with necessary accessories and wifi facility at the digital library, laboratories, study rooms in the hostels, offices of the student welfare cell. The toppers of each year in the university examination are provided free lap tops each year under all the faculties.

The other It facilities include dynamic digital notice boards in each college with total number of 18 notice boards.

The student information kiosks are installed in each constituent college which provides necessary information like time table, annual academic calendar, Attendance related information, examination time table, Vital circulars and information like swayam courses, MOOC courses, anti-ragging rules and guidelines, gender sensitization and information related to woman's cell and

internal complaint committee, Uploaded LRM, Video lectures etc. Total numbers of kiosks present are 14.

A student App is developed by the university which has various modules like attendance, Grievances, examination results, syllabi, LRM, video lectures, annual calendar, uploading of important circulars and notices, structured, periodic student feed backs, for easy dissemination of the information and facilitate speedy communication.

The other facilities provided to the students are online clearances (NOC), online fee payment portals.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
6587	3000

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)

- **?1 GBPS**

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support

facilities excluding salary component during the year

4959.20

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The laboratories have biomedical equipment's for which there is a separate Biomedical engineering section in place. It is headed by a Biomedical engineer along with team of biomedical engineers and technical staff under him. The activities like periodic audits, monthly review meetings of the BME section. An annual calendar is prepared for AMC/ CMC of equipment's/ Calibration, preventive maintenance schedule which is monitored on monthly basis.

Electrical department has 2 teams, one for new work and other team is exclusively for preventive and break down maintenance.

A separate college wise library committee and central university library committees are in place for planning and monitoring the library services and maintenance of the facility.

The maintenance of books is done through periodic paste control which is outsourced. The maintenance of books, book binding, binding other resource material like back volumes of journals is done annually through the outsourcing. Such tasks are usually carried out during the vacation period to ensure that the library facilities are not disrupted. University has various sports facilities comprised of various indoor and outdoor games along with gym, swimming pool and gymnasium facilities. All classrooms are with IT enabled and computer facilities.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the

institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

2677

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

3129

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

- **All of the above**

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

103

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

866

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

260

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The Student Welfare Cell (SWC) of the University consists of Director, faculty In charges of SWC from every constituent college, student members as Vice President, General Secretary, Cultural Secretary, Sports Secretary, Joint Secretary, Class Representatives and Student Representatives. The academic responsibilities for students are forked as Curricular (which consists of onsite/online teaching and learning academic activities through interactive platforms in form of Didactic lectures, Practical, student lead in training peers in School of virtual learning, Reviewing and contributing as part of Student Team Notebook, Co-curricular activities consisting of Research & Development Cell which promotes avenues of research, Co-curricular activities also include student welfare cell clubs like Quiz Club; Debate Club; Literary club),Extra-curricular activities (include student welfare clubs like Theatre &Arts Club, Music Club, Dance Club the club members host and organize the concerned genre related activities and competitions, Sports Club hosting annual sports meets, state and interstate sports competitions along with a grand mega event DMIHER(DU) marathon),student-teacher combined cultural event like Gurukul, NSS activities. Amongst the various administrative responsibilities, the student members are represented in Curriculum committee, college council & joint college council meeting, examination committee, alumni feedbacks, and event holding responsibilities.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

47

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

Vaave Alumni Association platform is subscribed for registration of alumni and ensuring regular and better communication with the alumni for building up a lifetime relationship. Significant alumni activities are held like alutalks, webinars, CME/CDE, workshop, lectures and other programs. Alumni extend their support for campus placements and internships. The Alumni also interact with new entrants during their foundation course , share their experiences and guide them about professional training and interprofessional skills

Few of the eminent alumni are appointed as adjunct faculty in various departments.

Besides these activities, eminent alumni of the institute also extend their support in form of participation in research activities, publications etc. Endowments in the form of Medal to outstanding achievers, Donations in the form of Books & journals etc are frequently done by the Alumni. Alumni being one of the major stakeholders of the Institute, feedback from Alumni are sought (11 step mechanism of curriculum revision) for curriculum revision and their suggestions are considered during revision of curriculum.

Review of alumni cell activities is taken in monthly IQAC meeting and Alumni association meetings with members of all constituent colleges are organized quarterly.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)   **A. ? 5Lakhs**

File Description	Documents
Upload relevant supporting document	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Vision of DMIHER (DU) is '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.' The Vision and Mission of University is reflected Perspective Development Plan (PDP) of Universitu and constituent colleges with dynamic defined indicators as per emerging trends, National and global needs in Higher education. Leadership has crystal clear objectives and ensures that interest of every stakeholder is being protected.

Participative, inclusive planning and implementation of PDP with periodic monitoring, has enabled University to grow from Unidisciplinary to Multidisciplinary with an Off campus Medical School at Nagpur. As per the mission, DMIMS (DU) has expanded with 12 faculties. Faculty of Engineering and Technology (FEAT) is initiated with emerging disciplines. The University has ventured into Online programs with judicious inclusion of skill training through Electives and embedded Internships. DMIMS is consistently placed in first 100 Universities in NIRF, ARIAA and has accomplished NABH accreditation of Ayurveda hospital, NABL accreditation of COVID lab were some of the achievements in preceding year. University has also ventured into International rankings viz Times Impact

File Description	Documents
Upload relevant supporting document	[View File](#)

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

University's Nature of Governance is Participative in character wherein equal representation of key stakeholders is ensured in all

decision making bodies. At DMIHER (DU) the two pillars of Autonomy and Inclusiveness is built into the system by Choice of Democratic Norms. The Academic Council is vested with the Academic Matters and decisions are taken after due diligence and deliberation.

DMIHER has adopted a healthy practice of including a mix of Academic Professionals in Academic council viz. Head of Institution, Dean Faculty, Head of the Departments representing the Top Hierarchy, Representatives of the Associate Professors representing the Middle Level Hierarchy and Assistant Professors representing lowest hierarchy which truly reflects the Inclusive, Participative and Democratic Style in working. Student representatives are ensured in every decision making body.

The systems approach for governance is evident by representation of faculties in Statutory bodies viz Board of Management, Planning & Monitoring Board, IQAC, Academic Council, Board of Examination and Finance Committee and Non - Statutory Committees viz. Joint College Council, College councils, Standing Committees of Deans whereby faculties and Head on Institutions play an active role in decision making. 12 autonomous cells have been set-up for certain key ancillary areas and its effective functioning.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

In DMIHER (DU) a robust Planning Process is put in place that involves Unit Level planning, Departmental Planning, Institutional Planning and integrating them into the University Planning Process. Thus all the stakeholders are involved and in view of the Unique empowerment of the process of the planning right from the Unit Level thus ensuring inclusive Development Process. The Perspective Development Plan (PDP) / Strategic Plan is framed and finalized, by guidance of Planning and Monitoring Board (PMB) and is disseminated to the Unit / Departmental / Constituent Institutions with clear benchmarking and the implementation schedule with clear time frame. The PDP has a defined set of indicators against which the development of the University in all domains is monitored and gaps are identified. The indicators are also revised periodically depending upon the new emerging trends in Higher Education, National and Global needs and Policies. Based

on University PDP, the PDP of every constituent Unit of DMIMS is aligned and are reviewed against its target indicators in Monthly and Quarterly College council meetings, Quarterly Joint college council meetings. Research Advisory board, IQAC and Academic council are the reviewing and guiding authorities for final noting in the Board of Management.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The university has a well-defined hierarchy with clearly defined key responsibility area and performance metrics. The statutory bodies have been set up based upon the UGC regulations 2019.

Administrative Setup

Various functions of the university are managed through the joint efforts of several committees. The following table gives a glimpse of the same:

Governing Body & Roles and Responsibilities

- Board of Management, Planning and Review Committee, IQAC-Planning, Review and Development
- IQAC, Academic Council- Courses and Curriculum
- Admission Cell, Finance Committee - Admissions and Fees
- Examination cell, Board of Examination -Examinations and Results
- Central Research Cell, Journal Cell, Ph.D. Cell -Research and Journals
- Central Placement cell -Placements and Internship
- Finance Committee -Finance
- Anti-Ragging Cell, Student's welfare cell -Discipline
- International Cell - International Affairs
- Equal Opportunity Cell, Complaint Committee for POSH- Campus Culture and Human Resource

Policies and Service Rules

The university has well drafted policies reviewed by the concerned governed bodies and approved by the Board of Management. The drafted policy is further broken into standard operating

procedures for effective implementation.

Effectiveness in Procedures

Every committee conducts periodic meetings and concludes with clearly defined actions and timelines. The same is tracked by the convener for implementation.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

A. All of the above

1. **Administration**
2. **Finance and Accounts**
3. **Student Admission and Support**
4. **Examination**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

DMIHER (DU) adheres to the UGC & AICTE Regulation regarding the minimum qualifications for the appointment of all Teaching Professionals, Academic Staffs and Non-Teaching Staff in the University and College. We strictly follow Maintenance of Standards in Higher Education – 2018, with several amendments made therein from time to time, for both Teaching and Non-Teaching Staff. The performance of all is employees are evaluated annually. It objectively evaluates the performance of employees with regards to the established norms and also recognizes progress and evolution of the employees. To acknowledge the potential of the staff, there is a dynamic work experience that is recognized for each of them – this encloses but does not limit to academical, research orientation, managerial responsibilities.

DMIHER (DU) and its constituent colleges have self-appraisal mechanism for teaching staff in a three tier mechanism which involves Self-appraisal , Peer evaluation by the Department heads/ HOI and Review by Vice Chancellor.

Work efficiency and commitment, Initiative towards learning newer trends in their respective areas, Leadership and team work and Discipline and regularity are considered in appraisals. In addition to that, to keep the review fair of any bias, the review is taken from the subordinates, peers and superiors.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

280

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

220

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

527

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The Resource Mobilization Policy is framed based on the following broad Objectives

1. Diversification of the avenues of 'Resource mobilization' for Datta Meghe Institute of Medical Sciences (Deemed to be University), Sawangi (Meghe), Wardha, so as to make itself sustained in the domain of Education, Healthcare and Research by maximization of utilization of the potentials of the teachers, health professionals, researchers, learners and administrative support staff thereto.

2. Optimal utilization of the infrastructure, instructional facilities and expertise of the University through strategies of effective deployment of manpower, feedback-based appraisal system, forging productive collaborations leading to international brand-building of the University and inter-sectorial co-ordination through a strategic management system.

3. Invocation of 'Academia-Industry Synergy' in academics, Research and Development and healthcare sectors through International business models implemented by the professional administration and dedicated domain-specific manpower.

In order to accomplish the set out objectives the appropriate strategies are invoked by the competent authority in the context of diversification of the educational avenues and 'Resource mobilization' thereto.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

56.64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

242.67

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

The accounts of the university are audited regularly in time as per the provisions of Bombay Public Trust Act. The external audit procedures are as per the accounting and auditing standards prescribed by the institute of Chartered Accountants of India. The university has appointed a firm of Chartered Accountants as its internal Auditors. The internal Auditors have drawn well defined audit procedures to cover all the major activities of the university in a financial year. The audit procedures ensure well defined internal control mechanisms over the financial affairs of the university. The major observations of the internal auditors are discussed in finance committee meeting for appropriate actions and ratifications. The same is taken note of by the Board of Management and forwarded for tabling it before the University Grants Commissions.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

Internal Quality Assurance cell (IQAC): The Internal Quality Assurance cell of the University is established as per NAAC

guidelines regarding the composition of IQAC (Dec 2017). Since quality enhancement is a dynamic process, IQAC of the University is a part of the Institution's system and consistently work towards realization of the goal towards quality enhancement and sustenance. The entire functioning of IQAC is anchored towards actualization of Perspective Developmental Plan (PDP), prepared under guidance of the Planning and Monitoring Board of the Institution, by establishing processes, relevant initiatives, and monitoring & evaluation of activities as against defined indicators. It keeps the PDP abreast with emerging concepts in higher education and aid in constant evolution of processes in academics, assessments, student support, research, outreach, governance, services and initiatives towards sustainable developmental goals, to achieve desired outcomes through conscious, consistent and catalytic efforts. IQAC mainly focusses on internalization and institutionalization of quality enhancement initiatives. There are four functional units (wings) of IQAC, DMIHER (DU):

Functional Units of IQAC, DMIHER (DU) :

1. Rankings and Accreditations

2. Quality benchmarks & Best Practices

3. Feedbacks, Audits & Program Evaluation

4. Quality dissemination and Quality circles

File Description	Documents
Upload relevant supporting document	[View File](#)

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Process of Impact analysis : Impact analysis can identify the potential consequences of a change and help an organization make informed decisions. The principle which underpins Impact analysis within DMIHER (DU) is about identifying the potential consequences of a change or estimating what needs to be modified to accomplish a change. It involves a detailed study of anticipated outcomes of planned activities, potential impact on outcomes and dependencies.

Sr no

Initiatives

Impact analysis report (in brief)

Anticipated outcomes

Challenges

Recommendations

1

Creation of Outcome based Electronic question bank

Outcome based assessment & hence ensuring desirable competencies

Faculty buy-in for the concept and sparse knowledge about OBE

Faculty sensitization

Utilizing the existing question bank for further modifications thereby limiting the nature of work and indulgence.

2

Undergraduate publication as a mandatory part of curriculum

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Experiential learning about Evidence generation from early years of professional training

Trained supervisors to guide UG students

Linking with Preceptor ship program of the Institute so that the 1: 10 mentor : student ratio becomes a manageable number

3

Uniform implementation of Value added courses

Development of creative and divergent competencies and sensitization towards SDGs

Uniform implementation and monitoring

Central implementation, assessment and certifications to ensure uniformity.

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

DMIHER(DU) established its autonomous cell for women named "Institutional Forum for Women" on 23rd November 2010 with the aim of providing guidance & support to all women working in DMIHER(DU). In tandem with the aim and principles of Gender Equality, the 5th Sustainable development Goal given by United Nations, the University has a fully functional Institutional forum for Women (IFFW) of DMIMS University with following components:

1. Women's Cell – which is responsible for conducting gender sensitization programs for students and faculties of all the institutions under the purview of university.
2. Internal Complaint committee-Which deals with any complaints of sexual harassment and abuse in any of the institutions under the institute.

Various gender sensitization program conducted by Women's cell throughout the year Gender sensitization programs like Gender equality, Mothers day. International women's day is celebrated on 8th March every year. The Internal complaint committee Conducts special programs to make faculty and students aware of prevention of sexual abuse in work place once in a year in each institution. The University has more than 50% teaching faculty in various leadership positions who are females like Director, Dean, Dean Faculty, Vice Dean, Convenors, Co-conveners, Head of Department etc.

File Description	Documents
Upload relevant supporting document	[View File](#)
Annual gender sensitization action plan(s)	https://naac.dmiher.edu.in/fdata/wl/?id=KZoElGkZebz8Eliq7PvJcKezpXA1YI8S
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=pLcaynmXBXdT6ck45imzT9A9fwXpEOtQ

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/power-efficient equipment

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Datta Meghe Institute of Higher Education & ResearchDMIHER (DU) has a robust Waste Management and Disposal System in place to deal with all sorts of waste.

Every effort is taken at DMIHER (DU) to avoid any waste and Waste

is Wealth Policy is normally adopted at DMIHER(DU). In the event of Non avoidable means, the waste are properly collected through in-house transportation segregated, as detailed:

CATEGORIZATION:All kinds of wasteare categorized, classified, and treated for which DMIMS has adopted a robust system for collection and segregation of the all waste including bio-medical waste

- Biomedical waste
- General waste
- Other waste (e-waste, radio-active waste)

Further, Bio Medical Wastecan be and are broadly classified into four categories based on the segregation pathway and colour code. They are;

- Yellow category
- Red category
- White category
- Blue category

Pre-treatment of waste has been done and storage of waste safely within the premises as per the allotted space, before such waste is collected by Common Disposal Agency including Bio-medical Waste Treatment Facility (CBWTF) Operator.

Further, DMIHER has adopted the Waste Disposal Policies notified by the Government of India and Rules thereon from time to time apart from Notifications issued by the Local Authorities and State Government of Maharashtra.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

    A. Any 4 or All of the above

1. **Restricted entry of automobiles**
2. **Use of bicycles/ Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of plastic**
5. **Landscaping**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

    A. Any 4 or all of the above

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions/awards**
5. **Beyond the campus environmental promotional activities**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies

    A. Any 4 or all of the above

of reading materials, screen reading, etc.

File Description	Documents
Upload relevant supporting document	<u>View File</u>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The University provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities, in tune with the 10th Sustainable developmental Goal by United Nations – 'Reduced Inequalities'.The International Student cell is in place to support overseas students and non-resident Indians to adapt to a new environment. International days are celebrated with fervour with active student participation. The Student Welfare cell is a vibrant cell under which eleven students clubs' segregated into Curricular, Co-curricular and Extracurricular, periodically organise various events with active student participation irrespective of caste , creed and gender. Foundation course at the beginning of professional training ensures that learners from varied backgrounds come together for one common purpose of learning. Festivals of different religion are celebrated with fervour so that students get introduced with varied cultures and maintain the religious, social and communal harmony. The 10 day unique Annual social gathering during Ganeshutsav is a time wherein students from all different cultures and religion come together and perform dances, drama and other talents. Various community outreach activities are conducted by student bodies. All students from different states are trained to communicate in various languages through the communication skill lab.

File Description	Documents
Upload relevant supporting document	<u>View File</u>

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Datta Meghe Institute of Higher Education & Research DMIHER (DU)is committed towards organizing various programs from time to time for the promotion of Constitutional values, rights, duties, and responsibilities of citizens. It also sensitizes the students and the employees to the constitutional obligations about values,

rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country. Moreover, these are aimed to familiarize its stakeholders about Fundamental Duties and Rights. The university celebrates 26th January, as Republic day with practise of performing the flag hoisting at the hands of the university topper with great gratification to honour the date on which the constitution of India came into effect. Constitution Day is celebrated on 26th November every year in order to sensitize the students and employees on responsibility towards the constitutional values, rights, duties and responsibilities of citizens. The university takes pride of raising up successful leaders among the students by conducting the Student Council election every year. The elected representatives are given leadership training and delegate the responsibilities of organising college programmes with the support of other student volunteers.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

`All of the above`

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

DMIHER (DU) celebrates a variety of national and international events and days. Republic day is celebrated with great patriotism in the institute, achievers are invited for flag unfurling. Various health days like World TB Day, Anti Leprosy day, World Earth Day, World Environment Day, National Communal Harmony Day and Week, Nutrition Day, Cancer, Diabetes , Hypertension Days, AIDS day and Week are observed in the institution mostly theme wise.

These days are observed in the institute as well as in the

community encouraging student participation and community involvement.Breastfeeding week is celebrated in Anganwadi's specially focussing on the pregnant and lactating mothers.Water conservation activities are held on Earth day to support the SDGs. Tree Plantation is also a step towards the SDGs and these activities are frequently held by the institute.

Students of the institute show their selfless attitude by participating and organizing Blood Donation Camps. Other donations in the form of Toys , Consumables and also getting actively involved in social causes like, visiting Blind schools, interacting and spending time with the specially able children. Ganesh Festival in the University is an extravaganza of Cultural, educational, health -related and social fest held annually.

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

The curriculum of all academic programs address competencies related to local , National and Global needs by virtue of Foundation, Core and Elective components. The recommendations of the Regulatory bodies like NMC, DCI, PCI, NCI, NCOIME, AICTE, and University Grants Commission (UGC) are considered for minimum criterion of inclusions at each level and is fortified with global trends, emerging bodies of knowledge, value education, sustainability, life skill etc. Various Value added courses are introduced at relevant intervals to impart Interdisciplinary knowledge, develop employability and entrepreneurship skills and sensitize learners towards cross-cutting themes related to Sustainable Development Goals (SDGs). All curricula have well identified Graduate Attributes, PO, CO, Competencies and Learning objectives. Every competency is described in terms of Core/Non-core, domain of learning , instructional and assessment strategy. The electronic question bank is aligned to the competencies for analyzing attainment of course outcomes.

Periodic revision of the curriculum is done every three years by following "DMIMS Eleven Steps Model for Undergraduate/ Postgraduate Curriculum Revision. The University has implemented CBCS into all its academic program wherever applicable and feasible. An 'Academic Credit Bank: DMIMS Model' is conceptualized to allow flexibility to learners at different stages of learning.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

91

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

681

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

53

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

18

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

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Gender sensitization and awareness talks are organized periodically by 'Institutional forum for women' of the University. Student representation in the Women's Forum in the form of Gender champions are at the forefront of the awareness and initiatives for gender equality. Experiential learning activities such as competitions and program on gender related issues are organized.

Moral and ethical values are inculcated during foundation course and are spread throughout the entire academic program by AETCOM (Attitude , Ethics and Communication) module. 'Respect to Cadaver' and 'Gratitude ceremony' are organized as a mark of gratitude for the kindness of the body donors. The University has been endowed 'UNESCO CHAIR IN BIOETHICS, HAIFA since 2017and undertakes several activities. GLP (Good Laboratory Practices) and GCP (Good Clinical Practices) are part of the curriculum in all faculties' UG and PG courses .The Determinants of Health are taught to the students under the subject of Preventive and Social Medicine. The seventeen Sustainable development goals (SDG) are addressed in various learning activities. The thrust/emerging areas for ex : Pandemic module are determined based on announcements made by various statutory councils, World Health Organization and other similar authorities, taking into account local, National, and Global needs.

File Description	Documents
Upload relevant supporting document	[View File](#)

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

89

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above

1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year

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```
6587
```

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

```
6587
```

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

1.4 - Feedback System

1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	• **All 4 of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

1.4.2 - Feedback processes of the institution may be classified as follows	• **Feedback collected, analysed and action taken and feedback available on website**

File Description	Documents
Upload relevant supporting document	[View File](#)

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

```
2239
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File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

1296

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the studentsand organises special Programmes for advanced learners and slow learners

DMIHER (DU) strategizes its curricular transactions based on type of learner, their learning behavior and style. It specifically believes in the philosophy that every learner is unique and hence teaching learning strategies must be aligned to the type of learner. Psychometric analysis of every learner is done at the beginning of academic term. The analysis typically comprises of analysing the learner's IQ, Skills sets and Personality traits. The Scores of examination and Attendance are triangulated with findings of psychometric analysis and accordingly learners are classified into Potential, Average and Rapid learners. The trajectory of this analysis is charted for all professional years to analyze the change in the learners potential with advancing academic term.

An array of strategies are planned for Potential and Rapid learners;

For Portential Learners

1. Remedial teaching
2. Capsulated teaching
3. Students Guidance clinic

```
    4. Preceptorship program

For Rapid/Advance Learners;

Higher Educational Achievers Recognition Track (HEART)

    1. Personal and Professional development (PPD),
    2. Advanced Academic Success (AAS),
    3. Advanced Academic Success (AAS),
    4. Internationalization
    5. Capsulated teaching & Tutorials
```

File Description	Documents
Upload relevant supporting document	[View File](#)
Link For Additional Information	https://drive.google.com/file/d/1vkWQmP7Wfv1xwGpf1u3HgZWQmmvQo2k6/view?usp=share_link

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
6587	**661**

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

```
Based on the principles of learning, DMIHER (DU) has adopted
teaching learning assessment approaches that are student
centric and outcome based. Students are involved in system-wide
planning, research, teaching, evaluation, decision-making and
advocacy of academic activities. Experiential learning
opportunities in simulation lab, hospital and community
settings is provided by Early Clinical Exposure, Comprehensive
Community Health Care Program (CHCP), Community based research
```

, training in skill labs , Organ Donation Society etc. Project based learning and Research Electives find place in all Undergraduate as well as postgraduate programs to hone learner's analytical and critical thinking skills and brace them for Evidence based practice. Based on identification of different learning styles, Self-Directed Learning (SDL) are assigned in every subject for PBL,CBL, SVL, Library & Museum. Integration of contents by incorporating Alignment, Nesting, Sharing and Correlation within teaching hours. Ample opportunity is provided at SVL, to practice and learn the specific skills. Attitude Ethics and Communication module (AETCOM) including Humanities are integral components of formal curriculum and is assigned credence in all type of assessments. The University's readiness towards effective use of technology for academic purposes and its parity with International standards fetched QS-I Gauge 'E Learning Excellence for Academic Digitization (E-LEAD)' certification.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

All classrooms, lecture halls, demonstration halls, practical labs, lecture recording facility, seminar rooms , library , departmental offices and hostels are technology enabled in the University. Synchronous and Asynchronous modes are adopted through Institutional LMS along with subscriptions of Google G suit, Zoom etc. Institutional LMS enables conduction of Live Sessions, sharing of learning resources, assessments and interactive platform.

Teaching : E lectures , E tutorials , E practical , E clinics , Live streaming of dissections , Webinars/ webinar series , E SISA / E SRS/E IDCD

Learning : E notebooks , e text books , Recorded lectures , Seminars , Continuous assessments – MCQ on google forms, assignments , Google drive Links , Clinical key , AMBOSS, Body Interact

Student Mentoring : Online teaching coordinators / Institute , Online Preceptorship Program, Online Student Counselling by SGU

Assessment : Open book examination , Synchronous proctored examination : theory & Practical , E- OSVV

Three ICT based TLA models are copyrighted by the University and one is jointly authored by 5 Deemed to be Universities (9348/2020-CO/L). SVL has technology enabled high fidelity mannequins wherein important clinical scenarios can be simulated for training viz Anatomage, SIM MOM, SIM MAN , HPS

File Description	Documents
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

695

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

661

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers withPh.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

350

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the

year

2.4.3.1 - Total experience of full-time teachers

9542

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

261

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

13

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

13

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

145

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

The reforms undertaken are;

1. Secondary templates for PG resulting in generation of System Generation of Question Paper to standardization question paper setting.

2. On-line Research methodology examination (after completion of research methodology course) to ensure scientifically sound research protocols and subsequent project reports.

3. Segregation of Practical answer sheets used in Formative & Summative Examinations

4. Purchase of software for On-line submission of Practical & Internal assessment marks to avoid manual errors during transfer of data

5. eQB for Post graduate courses to be modified as per the Secondary Templates to facilitate System-generation of question papers.

6. Primary & Secondary templates for first MBBS to be modified according to CBME to ensure

File Description	Documents
Upload relevant supporting document	[View File](#)

2.5.4 - Status of automation of Examination division along with approved Examination Manual	**A. 100% automation of entire division & implementation of Examination Management System (EMS)**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

Every Academic Program of the University has Graduate attributes, POs and COs. Competencies , aligned learning objectives, teaching and assessment methods are defined for every program. The Mapping of Competencies with COs , COs to POs and POs to Graduate attributes is done and eQB is prepared aligned to COs. Theory examination, Assessment of Psychomotor skills, Portfolios /logbook , Project based learning, Performance on in-class tests (or portion of a larger exam) and Presentations are few methods adopted for direct assessment. The Authenticity, Legitimacy and Credibility of theory examinations is ensured by Outcome Based eQB and Outcome Based Test-Blueprints. Format and Content Validation of question paper is undertaken after every exam. Outcome based -Secondary test blueprint is used for auto generation of question paper, thereby ensuring assessment of course outcomes.

A robust Continuous Internal Assessment (CIA) model is in place to comprehensively assess all competencies , ensure timely remedial measures and opportunities to the learner. Annexations of the CIA are logbook scores (certifiable competencies, AETCOM competencies, research milestones, Journal, Early Clinical exposure etc.), SVL training, Self directed learning, Library & museum assignments etc. By using multiple tools, multiple examiners, multiple settings, the examination system of DMIMS University becomes more valid.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

Every Academic Program of the University has Graduate

attributes, POs and COs. Competencies , aligned learning objectives, teaching and assessment methods are defined for every program. The Mapping of Competencies with COs , COs to POs and POs to Graduate attributes is done and eQB is prepared aligned to COs. Theory examination, Assessment of Psychomotor skills, Portfolios /logbook , Project based learning, Performance on in-class tests (or portion of a larger exam) and Presentations are few methods adopted for direct assessment. The Authenticity, Legitimacy and Credibility of theory examinations is ensured by Outcome Based eQB and Outcome Based Test-Blueprints. Format and Content Validation of question paper is undertaken after every exam. Outcome based -Secondary test blueprint is used for auto generation of question paper, thereby ensuring assessment of course outcomes.

A robust Continuous Internal Assessment (CIA) model is in place to comprehensively assess all competencies , ensure timely remedial measures and opportunities to the learner. Annexations of the CIA are logbook scores (certifiable competencies, AETCOM competencies, research milestones, Journal, Early Clinical exposure etc.), SVL training, Self directed learning, Library & museum assignments etc. By using multiple tools, multiple examiners, multiple settings, the examination system of DMIMS University becomes more valid.

File Description	Documents
Upload relevant supporting document	[View File](#)

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

1006

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

The Directorate of Research is an autonomous, decentralized multifaceted transdisciplinary authority with extensive administrative and financial authority. The Research Promotion Policy (RPP), which includes the IPR and consultancy policy, is well-defined and caters to researchers, innovators, novice entrepreneurs, collaborators, alumni, industry, investors, as well as local community and connecting stakeholders. High-end research facilities and grant opportunities, including seed funding, co-working space, technical mentorship, and forums, have been created to spark an innovation and entrepreneurial culture and have resulted in a lasting impact on scientific understanding and innovation beyond typical research and provided 'out-of-the-box' solution. The University has created an enabling research-intensive environment by providing highly equipped advanced research facilities such as central research laboratory, animal house, medicinal plant garden and research/statistical database/health informatics. The RPP promotes idea competitions, hackathons, events, hands-on training programs, research-short courses, workshops, and certification programs, mentor-camps to provide training, mentoring, guidance, and facilities to novice researchers to hone their ideas and help them combine humanistic knowledge with sustainable research ecosystem. The policy provides Incentives such as career advancement/increments and cash prizes to Undergraduates/Interns/Postgraduates/Fellows/Ph.D. Scholars and faculty members based on achievements. Research Ethics and Research Integrity are highly stringent with a Biosafety Committee, an IEC.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

284.22

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

400

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year

283

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.1.5 - Institution has the following facilities to support research Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery	A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

49

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

237

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

399

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

107

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

DMIHER(DU) has created an Ecosystem for Innovations, including

an Incubator and initiatives to develop technologies, undertake strategic research and foster innovation & entrepreneurship. DMIMS promotes competition for innovative ideas amongst stakeholders by forming the Coffee clubs and ginger groups, for affordable innovations in key social sectors. The Innovation Ecosystems have created a significant impact, as indicated by the recognition as Band "Excellent" in the ARIIA and the "4-star" rating received by the DMIHER(DU) Innovation Council by the MoE's Innovation Cell. New Gen Innovation Entrepreneurship Development Center (New GenI EDC) is supported by the NSTEDB, DST, GOI, with a mission to promote knowledge-based and technology-driven start-ups by harnessing young minds and their innovation potential in an academic environment. BETIC innovation cell co-established with IIT Mumbai, CoE Pune, and VNIT, Nagpur, helps bring together doctors, engineers, to learn medical device innovation and for unmet clinical needs. The cell has facilitated NDRF training programs by conceptualizing and developing remote-operated device for handling radioactive material. SinnoLABs (Social Innovation Labs) funded by Erasmus+EU, is established to develop social enterprises. iHealTH (innovation Health Technology Hub) is collaborative initiative effort with AIIMS Jodhpur, and NIDHI TBIIIPHG. Institution's Innovation Council (IIC) fosters the culture of innovation and start-up ecosystem.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

51

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

51

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

20

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following 1. Inclusion of research ethics in the research methodology course work 2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc) 3. Plagiarism check 4. Research Advisory Committee	**A. All of the above**

File Description	Documents
Upload relevant supporting document	[View File](#)

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards Commendation and monetary incentive at a University function Commendation and medal at a University function Certificate of honor Announcement in the Newsletter / website	**A. All of the above**

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

227

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

423

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

4005

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

444

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.4.8 - Bibliometrics of the publications during the year based on average Citation Index in Scopus/ Web of Science/PubMed

Scopus	Web of Science
12164	8919

File Description	Documents
Any additional information	[View File](#)
Bibliometrics of the publications during the year	[View File](#)

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
52	49

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View File](#)
Any additional information	[View File](#)

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake consultancy

The University has an Intellectual Property Right (IPR) Policy to promote the widespread use of institutional IP. The policy has prescribed the framework for translating IP into the product, services, and processes. The policy proposed the governance structure that includes the IP advisory committee and the IPR cell, which is responsible for outreach/awareness activities, relation management with creators, IP management, technology management, IP contract negotiation, IP contract management, and IP cost and revenue distribution.

DMIHER(DU) has a startup and innovation policy that aims to create an integrated, institution-based innovation ecosystem to support faculties and ideas and young students' innovations and provide a conducive environment for the optimum harnessing of their creative pursuit. The specific objective of this policy is to (1) develop an innovation and Incubation Ecosystem for Innovators; (2) create an environment for creativity to flourish (3) build internal capacity and critical components of the innovation ecosystem (4) create pathways forming to market by harnessing and handholding Projects/Research/Innovation/Ideas.

The DMIHER(DU) Consultancy Policy aims to provide guiding principles and procedures for undertaking consultancy services by faculty members of the University. The innovator/incubatees receive mentoring and training support and opportunity for networking and collaboration with industries and other venture centers.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

3.5.2.1 - Total amount generated from consultancy and corporate training during the year (INR in lakhs)

233

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the year

DMIHER(DU) has the National Service Scheme (NSSS) unit functioning independently since 2011. NSS is a part of our academic, social, and personal lives and is the third dimension of education. The NSS provides a platform for students - the youth of the nation to be involved in real-life social activities and thereby become responsible citizens of the nation. Throughout the year, Swachh Bharat Abhiyan, Cleanliness drives, and Tree plantation activities develop social responsibility in the students. Various health days like World Leprosy Day, World Health day, Nutrition Week, AIDS day & Week is observed with community participation, and health awareness is created using Role Play and short skits. In addition to practicing national integration and social harmony, the students participate in events such as Community Harmony Week and Vigilance Awareness Week, organizing and participating in blood donation drives facilitates the students to gain skills in mobilizing community participation and acquire leadership qualities and democratic attitudes. NSS volunteers involve themselves in water conservation activities and NGOs like Paani Foundation, working for this movement. NSS has the motto of "Not Me, But You," which the volunteers embody by developing the competence required for group living and sharing responsibilities.

File Description	Documents
Upload relevant supporting document	[View File](#)

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

48

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

478

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

6587

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

73

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

137

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc.

Each constituent unit of university has adequate number of class rooms as per the binding guidelines of the statutory councils. The classrooms are ICT enabled and has A-V Facilities, LCD projectors, computers, internet and smart boards. There are 82 well equipped laboratories for practical training. Each department is provided with a seminar room apart from central seminar rooms provided in the School for Health Professionals Education and Research, Research cell, Skill lab over and above those in the constituent colleges. The hospitals have advanced facilities for imparting quality training to the students. The community outreach activities are well structured.

A high-end Skill lab with modern gadgets like virtual dissection table with Atlas and Histopathology modules, Communication and linguistic skill lab, Simulators in basic and advance skill lab and high fidelity virtual mannequins is available for the training of the students. The School of Virtual Learning also houses high end facilities like Robotic Hands for Surgery, AR VR Based Models and Virtual Sonography, Ultrasound, ECHO, Laparoscopy etc. Moudules. Indigenously created OSCE/ OSPE Videos for each level of learners are

available on intranet. A variety of case based scenarios are taught through immaculately trained standardized patients.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

The University lays equal emphasis on promoting co-curricular and extracurricular activities, so as to ensure overall personality development of the learners. To ensure optimum student participation in the sports, cultural and other extracurricular activities the University has created a 'Student Welfare Unit'. The annual timetable of all the co-curricular and extracurricular activities is prepared by the student welfare cell and is notified by the University at the beginning of each academic year and its compliance is ensured periodically through the structured MIS.

The University has various sports facilities. The University has entered in a MOU with Vidarbha Cricket Association to develop State of art cricketing facilities in the campus.

The indoor sports facilities like pool, chess, carom, table tennis, badminton are provided in all the hostels. The facilities of "State of Art" indoor and outdoor gymnasium and swimming pool are provided centrally in the health club for staff and students.

A centrally airconditioned auditorium is proved with capacity of 1300 persons for conducting Cultural Activities.

Yoga and Meditation Centre, "Dhwani" the Music room and Dance Practice rooms are available along with dedicated trainers for each activity.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.3 - Availability of general campus facilities and overall ambience

Adequate hostel facilities are available in the campus for the students. The facilities are maintained and upgraded

periodically to ensure comfortable residential facility for the students. Each hostel has recreation rooms, airconditioned study rooms with internet facility and basic facilities.

All buildings are provided with adequate toilet and drinking water Kiosk facilities.

A central food court with clean, hygienic and subsidized dining facilities is provided in the campus. The post office and banking facilities are available in the campus.

Well illuminated roads with LED lights are laid and maintained in the campus. Signage's are installed at all appropriate places in the campus for easy navigation in the campus for the visitors. Digital notice boards are installed in all units for dissemination of information.

The campus is lush green and beautifully landscaped.

The green practices like green audits, tree plantation, water recycling (4 STP plants recycling about 8 lac L of water every day), rain water harvesting, and soil water recharge, use of alternative or green energy are routinely practiced. The solar electricity panels are installed. Care is take while constructing the buildings to ensure natural light and cross ventilation to minimize use of electricity.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

8640.74

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

LIBNET: Library Management Software.

Library software was first designed and developed in year 2003. This software has been developed by our institute Programmer with help of Librarian in the year 2003. The system was continuously updated to remain in line with the latest technological advancements. New technology means continuous mustering skills to work with different tools and techniques so that the benefits of the technology should reach the end users in its fullest sense.

Library has facilities such as Library Management Software (LMS) and OPAC (Online Public Access Catalogue) which is used by students & faculty for search of books by title, author, subject, status etc. And Journals search by Title, Vol. Issue no. Year, Back issues etc. This software covers all areas within the preview of the LMS for efficient Information Management and at the same time provides a precious tool for all its members to have access to these resources at his fingertips.

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

398

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

568

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

249

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

The computers are made available to the students along with necessary accessories and wifi facility at the digital library, laboratories, study rooms in the hostels, offices of the student welfare cell. The toppers of each year in the university examination are provided free lap tops each year under all the faculties.

The other It facilities include dynamic digital notice boards in each college with total number of 18 notice boards.

The student information kiosks are installed in each constituent college which provides necessary information like time table, annual academic calendar, Attendance related information, examination time table, Vital circulars and information like swayam courses, MOOC courses, anti-ragging rules and guidelines, gender sensitization and information

related to woman's cell and internal complaint committee, Uploaded LRM, Video lectures etc. Total numbers of kiosks present are 14.

A student App is developed by the university which has various modules like attendance, Grievances, examination results, syllabi, LRM, video lectures, annual calendar, uploading of important circulars and notices, structured, periodic student feed backs, for easy dissemination of the information and facilitate speedy communication.

The other facilities provided to the students are online clearances (NOC), online fee payment portals.

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
6587	3000

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line)	• ?1 GBPS

File Description	Documents
Upload relevant supporting document	[View File](#)

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing	A. All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)
Upload the data template	[View File](#)

4.4 - Maintenance of Campus Infrastructure

4.4.1 - Total expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

4959.20

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

The laboratories have biomedical equipment's for which there is a separate Biomedical engineering section in place. It is headed by a Biomedical engineer along with team of biomedical engineers and technical staff under him. The activities like periodic audits, monthly review meetings of the BME section. An annual calendar is prepared for AMC/ CMC of equipment's/ Calibration, preventive maintenance schedule which is monitored on monthly basis.

Electrical department has 2 teams, one for new work and other team is exclusively for preventive and break down maintenance.

A separate college wise library committee and central university library committees are in place for planning and monitoring the library services and maintenance of the facility.

The maintenance of books is done through periodic paste control which is outsourced. The maintenance of books, book binding, binding other resource material like back volumes of journals is done annually through the outsourcing. Such tasks are usually carried out during the vacation period to ensure that the library facilities are not disrupted. University has various sports facilities comprised of various indoor and outdoor games along with gym, swimming pool and gymnasium facilities. All classrooms are with IT enabled and computer facilities.

File Description	Documents
Upload relevant supporting document	[View File](#)

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

2677

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

3129

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology	**A. All of the above**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on	• **All of the above**

policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Upload relevant supporting document	[View File](#)

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

`103`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.2.2 - Total number of placement of outgoing students during the year

`866`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

`260`

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

33

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The Student Welfare Cell (SWC) of the University consists of Director, faculty In charges of SWC from every constituent college, student members as Vice President, General Secretary, Cultural Secretary, Sports Secretary, Joint Secretary, Class Representatives and Student Representatives. The academic responsibilities for students are forked as Curricular (which consists of onsite/online teaching and learning academic activities through interactive platforms in form of Didactic lectures, Practical, student lead in training peers in School of virtual learning, Reviewing and contributing as part of Student Team Notebook, Co-curricular activities consisting of Research & Development Cell which promotes avenues of research, Co-curricular activities also include student welfare cell clubs like Quiz Club; Debate Club; Literary club),Extra-curricular activities (include student welfare clubs like Theatre &Arts Club, Music Club, Dance Club the club members host and organize the concerned genre related activities and competitions, Sports Club hosting annual sports meets, state and interstate sports competitions along with a grand mega event DMIHER(DU) marathon),student-teacher combined cultural event like Gurukul, NSS activities. Amongst the various administrative responsibilities, the student members are represented in Curriculum committee, college council & joint college council meeting, examination committee, alumni feedbacks, and event holding responsibilities.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

47

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional)contributes significantly to the development of the institution through financial and other support services during the year

Vaave Alumni Association platform is subscribed for registration of alumni and ensuring regular and better communication with the alumni for building up a lifetime relationship. Significant alumni activities are held like alutalks, webinars, CME/CDE, workshop, lectures and other programs. Alumni extend their support for campus placements and internships. The Alumni also interact with new entrants during their foundation course , share their experiences and guide them about professional training and interprofessional skills

Few of the eminent alumni are appointed as adjunct faculty in various departments.

Besides these activities, eminent alumni of the institute also extend their support in form of participation in research activities, publications etc. Endowments in the form of Medal to outstanding achievers, Donations in the form of Books & journals etc are frequently done by the Alumni. Alumni being one of the major stakeholders of the Institute, feedback from Alumni are sought (11 step mechanism of curriculum revision) for curriculum revision and their suggestions are considered during revision of curriculum.

Review of alumni cell activities is taken in monthly IQAC meeting and Alumni association meetings with members of all constituent colleges are organized quarterly.

File Description	Documents
Upload relevant supporting document	[View File](#)

5.4.2 - Alumni contribution during the year (INR in Lakhs)	A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a clearly stated vision and mission which are reflected in its academic and administrative governance

Vision of DMIHER (DU) is '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.' The Vision and Mission of University is reflected Perspective Development Plan (PDP) of Universitu and constituent colleges with dynamic defined indicators as per emerging trends, National and global needs in Higher education. Leadership has crystal clear objectives and ensures that interest of every stakeholder is being protected.

Participative, inclusive planning and implementation of PDP with periodic monitoring, has enabled University to grow from Unidisciplinary to Multidisciplinary with an Off campus Medical School at Nagpur. As per the mission, DMIMS (DU) has expanded with 12 faculties. Faculty of Engineering and Technology (FEAT) is initiated with emerging disciplines. The University has ventured into Online programs with judicious inclusion of skill training through Electives and embedded Internships. DMIMS is consistently placed in first 100 Universities in NIRF, ARIAA and has accomplished NABH accreditation of Ayurveda hospital, NABL accreditation of COVID lab were some of the achievements in preceding year. University has also ventured into International rankings viz Times Impact

File Description	Documents
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

University's Nature of Governance is Participative in character wherein equal representation of key stakeholders is ensured in all decision making bodies. At DMIHER (DU) the two pillars of Autonomy and Inclusiveness is built into the system by Choice of Democratic Norms. The Academic Council is vested with the Academic Matters and decisions are taken after due diligence and deliberation.

DMIHER has adopted a healthy practice of including a mix of Academic Professionals in Academic council viz. Head of Institution, Dean Faculty, Head of the Departments representing the Top Hierarchy, Representatives of the Associate Professors representing the Middle Level Hierarchy and Assistant Professors representing lowest hierarchy which truly reflects the Inclusive, Participative and Democratic Style in working. Student representatives are ensured in every decision making body.

The systems approach for governance is evident by representation of faculties in Statutory bodies viz Board of Management, Planning & Monitoring Board, IQAC, Academic Council, Board of Examination and Finance Committee and Non - Statutory Committees viz. Joint College Council, College councils, Standing Committees of Deans whereby faculties and Head on Institutions play an active role in decision making. 12 autonomous cells have been set-up for certain key ancillary areas and its effective functioning.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

In DMIHER (DU) a robust Planning Process is put in place that involves Unit Level planning, Departmental Planning, Institutional Planning and integrating them into the University Planning Process. Thus all the stakeholders are involved and in view of the Unique empowerment of the process of the planning right from the Unit Level thus ensuring inclusive Development Process. The Perspective Development Plan (PDP) / Strategic Plan is framed and finalized, by guidance of Planning and Monitoring Board (PMB) and is disseminated to the Unit / Departmental / Constituent Institutions with clear benchmarking

and the implementation schedule with clear time frame. The PDP has a defined set of indicators against which the development of the University in all domains is monitored and gaps are identified. The indicators are also revised periodically depending upon the new emerging trends in Higher Education, National and Global needs and Policies. Based on University PDP, the PDP of every constituent Unit of DMIMS is aligned and are reviewed against its target indicators in Monthly and Quarterly College council meetings, Quarterly Joint college council meetings. Research Advisory board, IQAC and Academic council are the reviewing and guiding authorities for final noting in the Board of Management.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

The university has a well-defined hierarchy with clearly defined key responsibility area and performance metrics. The statutory bodies have been set up based upon the UGC regulations 2019.

Administrative Setup

Various functions of the university are managed through the joint efforts of several committees. The following table gives a glimpse of the same:

Governing Body & Roles and Responsibilities

- Board of Management, Planning and Review Committee, IQAC-Planning, Review and Development
- IQAC, Academic Council- Courses and Curriculum
- Admission Cell, Finance Committee - Admissions and Fees
- Examination cell, Board of Examination -Examinations and Results
- Central Research Cell, Journal Cell, Ph.D. Cell -Research and Journals
- Central Placement cell -Placements and Internship
- Finance Committee -Finance
- Anti-Ragging Cell, Student's welfare cell -Discipline
- International Cell - International Affairs
- Equal Opportunity Cell, Complaint Committee for POSH-

Campus Culture and Human Resource

Policies and Service Rules

The university has well drafted policies reviewed by the concerned governed bodies and approved by the Board of Management. The drafted policy is further broken into standard operating procedures for effective implementation.

Effectiveness in Procedures

Every committee conducts periodic meetings and concludes with clearly defined actions and timelines. The same is tracked by the convener for implementation.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation 1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination	A. All of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

DMIHER (DU) adheres to the UGC & AICTE Regulation regarding the minimum qualifications for the appointment of all Teaching Professionals, Academic Staffs and Non-Teaching Staff in the University and College. We strictly follow Maintenance of Standards in Higher Education – 2018, with several amendments made therein from time to time, for both Teaching and Non-Teaching Staff. The performance of all is employees are

evaluated annually. It objectively evaluates the performance of employees with regards to the established norms and also recognizes progress and evolution of the employees. To acknowledge the potential of the staff, there is a dynamic work experience that is recognized for each of them – this encloses but does not limit to academical, research orientation, managerial responsibilities.

DMIHER (DU) and its constituent colleges have self-appraisal mechanism for teaching staff in a three tier mechanism which involves Self-appraisal , Peer evaluation by the Department heads/ HOI and Review by Vice Chancellor.

Work efficiency and commitment, Initiative towards learning newer trends in their respective areas, Leadership and team work and Discipline and regularity are considered in appraisals. In addition to that, to keep the review fair of any bias, the review is taken from the subordinates, peers and superiors.

File Description	Documents
Upload relevant supporting document	[View File](#)

6.3.2 - Total number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

280

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

220

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting document	[View File](#)

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

527

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation of resources

The Resource Mobilization Policy is framed based on the following broad Objectives

1. Diversification of the avenues of 'Resource mobilization' for Datta Meghe Institute of Medical Sciences (Deemed to be University), Sawangi (Meghe), Wardha, so as to make itself sustained in the domain of Education, Healthcare and Research by maximization of utilization of the potentials of the teachers, health professionals, researchers, learners and administrative support staff thereto.

2. Optimal utilization of the infrastructure, instructional facilities and expertise of the University through strategies of effective deployment of manpower, feedback-based appraisal system, forging productive collaborations leading to international brand-building of the University and inter-sectorial co-ordination through a strategic management system.

3. Invocation of 'Academia-Industry Synergy' in academics, Research and Development and healthcare sectors through International business models implemented by the professional administration and dedicated domain-specific manpower.

In order to accomplish the set out objectives the appropriate strategies are invoked by the competent authority in the context of diversification of the educational avenues and 'Resource mobilization' thereto.

File Description	Documents
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

56.64

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals,philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

242.67

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - Institution conducts internal and external financial audits regularly

The accounts of the university are audited regularly in time as per the provisions of Bombay Public Trust Act. The external audit procedures are as per the accounting and auditing standards prescribed by the institute of Chartered Accountants of India. The university has appointed a firm of Chartered Accountants as its internal Auditors. The internal Auditors have drawn well defined audit procedures to cover all the major activities of the university in a financial year. The audit procedures ensure well defined internal control mechanisms over the financial affairs of the university. The major observations of the internal auditors are discussed in finance committee meeting for appropriate actions and ratifications. The same is taken note of by the Board of Management and forwarded for tabling it before the University Grants Commissions.

File Description	Documents
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

Internal Quality Assurance cell (IQAC): The Internal Quality Assurance cell of the University is established as per NAAC guidelines regarding the composition of IQAC (Dec 2017). Since quality enhancement is a dynamic process, IQAC of the University is a part of the Institution's system and consistently work towards realization of the goal towards quality enhancement and sustenance. The entire functioning of IQAC is anchored towards actualization of Perspective Developmental Plan (PDP), prepared under guidance of the Planning and Monitoring Board of the Institution, by establishing processes, relevant initiatives, and monitoring & evaluation of activities as against defined indicators. It keeps the PDP abreast with emerging concepts in higher education and aid in constant evolution of processes in academics, assessments, student support, research, outreach, governance, services and initiatives towards sustainable developmental goals, to achieve desired outcomes through conscious, consistent and catalytic efforts. IQAC mainly focusses on internalization and institutionalization of quality enhancement initiatives. There are four functional units (wings) of IQAC, DMIHER (DU):

Functional Units of IQAC, DMIHER (DU) :

1. Rankings and Accreditations

2. Quality benchmarks & Best Practices

3. Feedbacks, Audits & Program Evaluation

4. Quality dissemination and Quality circles

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)	A. Any 5 or all of the above

File Description	Documents
Upload the data template	[View File](#)
Upload relevant supporting documnent	[View File](#)

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

Process of Impact analysis : Impact analysis can identify the potential consequences of a change and help an organization make informed decisions. The principle which underpins Impact analysis within DMIHER (DU) is about identifying the potential consequences of a change or estimating what needs to be modified to accomplish a change. It involves a detailed study of anticipated outcomes of planned activities, potential impact on outcomes and dependencies.

Sr no

Initiatives

Impact analysis report (in brief)

Anticipated outcomes

Challenges

Recommendations

1

Creation of Outcome based Electronic question bank

Outcome based assessment & hence ensuring desirable competencies

Faculty buy-in for the concept and sparse knowledge about OBE

Faculty sensitization

Utilizing the existing question bank for further modifications thereby limiting the nature of work and indulgence.

2

Undergraduate publication as a mandatory part of curriculum

Experiential learning about Evidence generation from early years of professional training

Trained supervisors to guide UG students

Linking with Preceptor ship program of the Institute so that the 1: 10 mentor : student ratio becomes a manageable number

3

Uniform implementation of Value added courses

Development of creative and divergent competencies and sensitization towards SDGs

Uniform implementation and monitoring

Central implementation, assessment and certifications to ensure uniformity.

File Description	Documents
Upload relevant supporting document	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the Institution for the promotion of gender equity during the year

DMIHER(DU) established its autonomous cell for women named "Institutional Forum for Women" on 23rd November 2010 with the aim of providing guidance & support to all women working in DMIHER(DU). In tandem with the aim and principles of Gender Equality, the 5th Sustainable development Goal given by United Nations, the University has a fully functional Institutional forum for Women (IFFW) of DMIMS University with following components:

1. Women's Cell – which is responsible for conducting gender sensitization programs for students and faculties of all the institutions under the purview of university.
2. Internal Complaint committee-Which deals with any complaints of sexual harassment and abuse in any of the institutions under the institute.

Various gender sensitization program conducted by Women's cell throughout the year Gender sensitization programs like Gender equality, Mothers day. International women's day is celebrated on 8th March every year. The Internal complaint committee Conducts special programs to make faculty and students aware of prevention of sexual abuse in work place once in a year in each institution. The University has more than 50% teaching faculty in various leadership positions who are females like Director, Dean, Dean Faculty, Vice Dean, Convenors, Co-conveners, Head of Department etc.

File Description	Documents
Upload relevant supporting document	[View File](#)
Annual gender sensitization action plan(s)	https://naac.dmiher.edu.in/fdata/wl/?id=KZoElGkZebz8Eliq7PvJcKezpXA1YI8S
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=pLcaynmXBXdT6ck45imzT9A9fwXpEOtQ

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation Solar energy Biogas plant Wheeling to the Grid Sensor-based	A. Any 4 or All of the above

**energy conservation Use of LED bulbs/
power-efficient equipment**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Datta Meghe Institute of Higher Education & ResearchDMIHER (DU) has a robust Waste Management and Disposal System in place to deal with all sorts of waste.

Every effort is taken at DMIHER (DU) to avoid any waste and Waste is Wealth Policy is normally adopted at DMIHER(DU). In the event of Non avoidable means, the waste are properly collected through in-house transportation segregated, as detailed:

CATEGORIZATION:All kinds of wasteare categorized, classified, and treated for which DMIMS has adopted a robust system for collection and segregation of the all waste including bio-medical waste

* Biomedical waste
* General waste
* Other waste (e-waste, radio-active waste)

Further, Bio Medical Wastecan be and are broadly classified into four categories based on the segregation pathway and colour code. They are;

* Yellow category
* Red category
* White category
* Blue category

Pre-treatment of waste has been done and storage of waste safely within the premises as per the allotted space, before such waste is collected by Common Disposal Agency including Bio-medical Waste Treatment Facility (CBWTF) Operator.

Further, DMIHER has adopted the Waste Disposal Policies

notified by the Government of India and Rules thereon from time to time apart from Notifications issued by the Local Authorities and State Government of Maharashtra.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic
5. Landscaping

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

1. Green audit
2. Energy audit

A. Any 4 or all of the above

3. **Environment audit**
4. **Clean and green campus recognitions/awards**
5. **Beyond the campus environmental promotional activities**

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software,mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e. tolerance and harmony towards cultural, regional, linguistic, communal, socio-economic and other diversities (within a maximum of 200 words)

The University provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities, in tune with the 10th Sustainable developmental Goal by United Nations – 'Reduced Inequalities'.The International Student cell is in place to support overseas students and non-resident Indians to adapt to a new environment. International days are celebrated with fervour with active student participation. The Student Welfare cell is a vibrant cell under which eleven students clubs' segregated into Curricular, Co-curricular and Extracurricular, periodically organise various events with active student participation irrespective of caste , creed and gender. Foundation course at the beginning of professional training ensures that learners from varied backgrounds come

together for one common purpose of learning. Festivals of different religion are celebrated with fervour so that students get introduced with varied cultures and maintain the religious, social and communal harmony. The 10 day unique Annual social gathering during Ganeshutsav is a time wherein students from all different cultures and religion come together and perform dances, drama and other talents. Various community outreach activities are conducted by student bodies. All students from different states are trained to communicate in various languages through the communication skill lab.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.9 - Sensitization of students and employees of the institution to constitutional obligations: values, rights, duties and responsibilities of citizens:

Datta Meghe Institute of Higher Education & Research DMIHER (DU)is committed towards organizing various programs from time to time for the promotion of Constitutional values, rights, duties, and responsibilities of citizens. It also sensitizes the students and the employees to the constitutional obligations about values, rights, duties and responsibilities and constantly works upon to nurture them as better citizens of the country. Moreover, these are aimed to familiarize its stakeholders about Fundamental Duties and Rights. The university celebrates 26th January, as Republic day with practise of performing the flag hoisting at the hands of the university topper with great gratification to honour the date on which the constitution of India came into effect. Constitution Day is celebrated on 26th November every year in order to sensitize the students and employees on responsibility towards the constitutional values, rights, duties and responsibilities of citizens. The university takes pride of raising up successful leaders among the students by conducting the Student Council election every year. The elected representatives are given leadership training and delegate the responsibilities of organising college programmes with the support of other student volunteers.

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed	All of the above

on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Upload relevant supporting document	[View File](#)

7.1.11 - Institution celebrates / organizes national and international commemorative days, events and festivals

DMIHER (DU) celebrates a variety of national and international events and days. Republic day is celebrated with great patriotism in the institute, achievers are invited for flag unfurling. Various health days like World TB Day, Anti Leprosy day, World Earth Day, World Environment Day, National Communal Harmony Day and Week, Nutrition Day, Cancer, Diabetes , Hypertension Days, AIDS day and Week are observed in the institution mostly theme wise.

These days are observed in the institute as well as in the community encouraging student participation and community involvement.Breastfeeding week is celebrated in Anganwadi's specially focussing on the pregnant and lactating mothers.Water conservation activities are held on Earth day to support the SDGs. Tree Plantation is also a step towards the SDGs and these activities are frequently held by the institute.

Students of the institute show their selfless attitude by participating and organizing Blood Donation Camps. Other donations in the form of Toys , Consumables and also getting actively involved in social causes like, visiting Blind schools, interacting and spending time with the specially able children. Ganesh Festival in the University is an extravaganza of Cultural, educational, health -related and social fest held annually.

File Description	Documents
Upload relevant supporting document	[View File](#)

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

a Title of Practice

Academic program on Systematic literature review for Doctoral scholars and Post graduate students as a value added course in Doctoral program of DMIHER(DU)

b. The context that led to initiation of practice

Doctoral programs are research intensive. Scholar has to undertake elaborate and focused literature review (published and unpublished) to identify a tenable research question. Similarly, post graduate medical education is one step near to professional practice and must include training of students in generating credible evidence that improve patient outcomes. In view of the fact that both these academic programs must involve training in research methodology and systematic literature review for a meaningful contribution to scientific community, the Academic program on Systematic literature review for Doctoral scholars and Post graduate students was launched.

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 200 words)

"Hi-Tech Hi-Touch model of competency based Graduate Dental education" The evolving plethora of evidences for outcome based education strongly mandates a similar approach in all Health care professions education, including Dentistry. In order to cater to the cause of oral health through a well-articulated Dental education for effective dispensation of oral healthcare delivery system, the concept of Competency Based Dental Education come into force at Sharad Pawar Dental College and Hospital, DMIHER(DU) from the academic year 2022-23 in the form of 'Competency Based Education for Graduate Dental Education' readied through its Dental Education Unit. The virtual learning mode through diligent LMSs invoked by the University in the present Covid situation is yet another significant hallmark brought out in the form of the DMIHER (DU) experience thereon for invocation of appropriate inclusions in the CBDE document as a result of which it has been captioned as 'Hi-Tech-Hi-Touch Model'. In order to give a meaningful fillip with respect to

its operation, an aligned Faculty Development Program is put in place to pave the way for training and orientation of the faculty in Dental Schools across the country for suitable and rigorous capacity building efficiently deliver the competency based curriculum.

7.3.2 - Plan of action for the next academic year

The University has revised and fortified its Perspective Development Plan with National Education Policy 2020's vision and mission. In view of the same, towards actualization of DMIHER(DU) as a Multidisciplinary University in coming years, various strategies will be focused to increase the Gross Enrolment Ratio(GER) by launching online degree and diploma programs, vocational programs, industry oriented skill training, apprenticeship embedded program, multilingual degree programs etc. Another major step will be to enable flexibility in higher education by designing the credit based curriculum with the flexibility of lateral entry/exit , multiple entry / exit, credit accumulation and transfers etc. The possibility of Dual degree, Joint degree and Twinning degree program with reputed National and International Universities will be explored. Student awareness and scientific events pertaining to United Nations Sustainable Development Goals (SDGs) will be one of the major inclusions in the coming year. Judicious and Conscious technology enabled curricular transaction and simulation based training will be another key focus area to strengthen competency based education.

In fact, majority of the initiatives, as mentioned above have already been initiated with defined and measurable objectives.