



YEARLY STATUS REPORT - 2022-2023

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 own campus **Yes**

- Phone no. of the Vice-chancellor **9765404007**
- Alternate phone No. **07152278801**
- Mobile no (Vice-chancellor) **9765404007**
- Registered Email ID (Vice-chancellor) **vc@dmihher.edu.in**
- Address **Sawangi (Meghe)**
- City/Town **Wardha**
- State/UT **Maharashtra**
- Pin Code **442107**

2. Institutional status

- University **Deemed**

- Type of Institution **Co-education**

- Location **Rural**

- Financial Status **Private**
- Name of the IQAC Co-ordinator/Director **Dr. Tripti Waghmare**
- Phone No. **9765404077**
- Alternate phone no. **07152287703**
- Mobile No: **9765404077**
- IQAC e-mail ID **iqac@dmihher.edu.in**
- Alternate e-mail **drtriptisrivastava@gmail.com**

3.Website address

<https://www.dmiher.edu.in/frontEnd/pages/page/images/pdf/Annual-Report/AQAR-2021-2022.pdf>

4.Whether Academic Calendar prepared during the year?

Yes

- If yes, was it uploaded in the Institutional Website?

<https://dmihher.edu.in/frontEnd/pages/page/images/pdf/CAAC-22-23.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
Dr Banode	assesment of complications in oncologic care by MRI in oncology .	TIFAC Core	2022-2023	107518378
Dr Banode	Multicenter Randomized Trial Assessing MRI and Image-guided Biopsy for Suspected Prostate Cancer	TIFAC Core	2022-2023	43850000
Dr Banode	Impact of Coronary physiology in the Cath lab in tertiary care setup	TIFAC Core	2022-2023	35491662
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Dr Banode	Comparison of MRI and CT-Based Radiomics and Their Combination for Early Identification of Pathological Response	TIFAC Core	2022-2023	7500000

Annual Quality Assurance Report of DATTA MEGHE INSTITUTE OF HIGHER EDUCATION AND RESEARCH
(DEEMED TO BE UNIVERSITY)

Dr Shrivastava	Outcomes of uninterrupted embryo culture with interrupted standard culture	TIFAC Core	2022-2023	6030000
Dr. Zahir Quazi, Dr. Abhay Gaidhane	Effectiveness of Community Based Parenting Program in improving Cognitive development of rural children in Maharashtra	ICMR	2020-2022	3460717
Satish Mahajan, Mr. Manish Deshmukh	A study of Ashwagandha administration in participants vaccinated against COVID-19 vaccine on safety, immunogenicity, and protection: A Randomized, Double Blind, Placebo Controlled, Multi-Centric Clinical Trial	Central Council for Research Ayurvedic Sciences	2021-2022	3059816
Dr. Sweta Parwe	Treatment adherence,	Central Council for	2023-2024	2052960

	tolerability and safety of Ayurveda therapeutic regimen in the Management of primary Knee Osteoarthritis Pariyojana	Research in Ayurvedic		
Dr. Babaji Ghewade, Dr. S. K. Shurma	Prevalence, risk factor and laboratory diagnosis of non tuberculosis mycobacteria 1 (NTM) disease : a multicentre Study	ICMR	2019-2022	1668015
DMIHER DU	NMEICT	Ministry of HRD	2017-2024	1282711
Dr. S.Z. Quazi, Dr. Abhay Gaidhane, Dr Punit Fulzele	New Gen Innovation Entrepreneurship Development Centre (IEDC)	Department of Sciences & Technology (DST) Government of India	2019-2022	1062016
Abhay Gaidhane	"A Phase 2/3, Observer-Blind, Randomized, Controlled Study to Determine the Safety and Immunogenicity of Covovax	Indian Council of Medical Research	2021-2022	854424

	[Sars-Cov-2 Recombinant Spike Protein Nanoparticle Vaccine (Sars-Cov-2 Rs) With Matrix-M1™ Adjuvant] In Indian Adults			
Dr. S. Z. Quazi, Dr. Abhay Gaidhane	Customized Bioactive porous Titanium Implants tissue integration and attenuated aseptic Loosening for orthopedic applications with project Code BTO by DRDO LSRB-338	IIT DRDO LSRB	2021-2023	500000
Priti Bhagat, Ashutosh Bagade, Dr. Sachin Dhamke, Dr. S. Z. Quazi, Dr. Punit Fulzele	Smart Neonatal Incubator for Rural India	Innovation, Technology Development, and Deployment	2020-2023	436210
Dr Banode	Spectrum of interventional radiology procedures in tertiary	TIFAC Core	2022-2023	425600

	care teaching hospital			
Satish Mahajan, Mr. Manish Deshmukh	"The impact of Expenses Ayush - Chyawanprash on immunogen icity when administered after COVID-19 vaccination in health care personnel - An open- label, prospective randomized controlled study "	CENTRAL COUNCIL FOR RESEARCH IN AYURVEDIÇ SCIENCES (CCRAS)	2021-2022	335000
Dr. Sunita Nayak	3D Printed c ost- effective Be ntonite-Hydr oxyapatite scaffold with enhanced bone regeneration using Silk- fibroin	DST	2022-2023	250000
Dr. Vidya S. Tale	Design and development of nanoparticle coated contact lenses for prevention of microbial keratitis	DST	2022-2023	250000

Deepika Singhal	Gift of vision (Mobile application for eye donation)	DST	2022-2023	250000
Dr. Deepak Saxena	Water Sanitation & Hygiene Quick Check (WASH Q-Check): A Rapid Assessment Tool	DST	2022-2023	250000
Dr Aatish S. Daryapurkar	Synthesis of Curcumin-PLGA Nanofiber using Electrospinning techniques and to evaluate the efficacy of CU-PLGA nanofiber mat in GAgP patients	DST	2022-2023	250000
Dr. Chayan Das	Development of advanced polymeric materials for biomedical application like tubes, catheters and prosthesis by utilising dynamic covalent bond	DST	2022-2023	250000

Dr. Mayur Parate	Development of The Device to Screen Diabetic Patient Using Pupillometry	DST	2022-2023	250000
Prof. Ashok Kumar	Development of customized cranial prosthesis using automated melt electro writing and 3D printing platform	DST	2022-2023	250000
Dr. Santanu Dhara	Iodine crosslinked carbon nanodot coated antibacterial polymer surface for reducing biomedical catheter mediated	DST	2022-2023	250000
Dr. Nitin Kumar Lautre	Development of Lab on chip micro-well on Perspex through microwave drilling	DST	2022-2023	250000
Dr Ashutosh Bagade	Fabrication of Ti6Al4V-beta-tricalcium	DST	2022-2023	250000

	phosphate scaffolds using Additive manufacturing			
Dr Gaurav Mishra	Air Quality information system for hospital and homes	DST	2022-2023	250000
Dr Punit Fulzele	Device for visualization retraction and isolation of oral structures	DST	2022-2023	250000
Dr.B.Reshmi	Point of care tool for Screening and Early Detection of Amblyopia: LAZY-EYE-SCOPE	DST	2022-2023	250000
Dr Punit Fulzele	Instant Esthetic crowns	DST	2022-2023	250000
Dr A M Kuthe	Study of architecture on bone regeneration using 3D printing	DST	2022-2023	250000
Dr Punit Fulzele	System for automated measurement of oral structures	DST	2022-2023	250000

Dr Kaushik Chatterjee	Algae-based 3D printed composite scaffolds for skin tissue regeneration	DST	2022-2023	250000
Dr Kaushik Chatterjee	Injectable immunomodulatory hydrogel composite for cartilage tissue repair and regeneration	DST	2022-2023	250000
Shilpa Gaidhane	Portable Cold Box Carrier	DST	2022-2023	250000
Dr. Abhay Gaidhane, Dr. S.Z. Quazi	Improving drug adherence of patients with drug sensitive TB - TMEAD	Indian Institute of Public Health (IIPHG) Public Health Foundation of India (PHFI), Gandhinagar	2020-2022	218700
Dr. Zahir Quazi, Dr. Abhay Gaidhane, Dr. Nazli Khatib	Efficacy of neutraceuticals (Probiotics or prebiotics) in the prevention or treatment of Covid 19 : A Systematic review and	ICMR (Funded by ILSI india)	2021-2023	51432

	meta analysis			
Harshita Agrawal, Dr Zahiruddin Quazi Syed	A comparative study to monitor drug adherence to antihypertensive drugs among preeclamptic women and to determine factors contributing to drug compliance restrictions	Indian Council of Medical Research	2022-2023	50000
Pratiksha Rade, Dr. Abhishek Joshi	Effectiveness of water and environmental Sanitation practices and it's association with occurrence of diarrheal cases in under five children of central rural area: a cohort study	Indian Council of Medical Research	2022-2023	50000
Akarshan Nilay, Dr. Rajesh Gattani	Study of social, psychological, physical and conjugal status of a patient of primary	Indian Council of Medical Research	2022-2023	50000

	vaginal hydrocele pre and post treatment			
Shrishti Sharma, Dr. Bhushan Jajoo	3 Dose vs 3 Days antibiotic course to assess Surgical Site infections in breast cancer treatment	Indian Council of Medical Research	2022-2023	50000
Lakshana Raghuraman, Dr. Rajat Pandey	comparison of complications associated with continuous and interrupted closure of fascia in elective midline laprotomies- a cohort study	Indian Council of Medical Research	2022-2023	50000
Ankita Thakur, Dr. Yashwant Lamture	A Comparative Study Between Conventional Sutures, and Adhesive Glue for Clean Elective Surgical Skin Closure	Indian Council of Medical Research	2022-2023	50000
Anaiska Ray	Incidence of	Indian	2022-2023	50000

<p>,Dr. Shradha Jain</p>	<p>vertigo as a component of cybersickness due to prolonged continuous digital screen-time in undergraduate students of university in central India</p>	<p>Council of Medical Research</p>		
<p>Roshan Prasad,Dr. Surekha Tayade</p>	<p>Evaluating the local food palette and nutritional deficit of pregnant women in rural central India and administering health educational intervention</p>	<p>Indian Council of Medical Research</p>	<p>2022-2023</p>	<p>50000</p>
<p>Himanshu Kothekar,Dr. Archana Dhok</p>	<p>Effect of vegetarian diet on lipid profile of Indian Medical undergraduates</p>	<p>Indian Council of Medical Research</p>	<p>2022-2023</p>	<p>50000</p>
<p>Utkarsh Yass hwi,Roshan Kumar Jha</p>	<p>Variation in serotonin level in Indian Medical undergraduates</p>	<p>Indian Council of Medical Research</p>	<p>2022-2023</p>	<p>50000</p>

	overusing social media in late adolescence			
Kartik Bansal,Dr. Sandeep Shrivastava	A Prospective Study to Evaluate the Triage System in Medical Emergencies	Indian Council of Medical Research	2022-2023	50000
Anugya Taksande,Dr. Sachin Tote	Knowledge, attitude and perception of Medical and Paramedical students towards Human Milk Bank and donation of breast milk	Indian Council of Medical Research	2022-2023	50000
Mr. Ayush Baderia,Dr Monal Kukde	A comparative study of incidences of periodontitis in anc patients using modified bass brushing technique	Indian Council of Medical Research	2022-2023	50000
Miss. Charu Singh,Dr. Prithvi Petkar	Knowledge, attitude and practices regarding cancer preventive	Indian Council of Medical Research	2022-2023	50000

	vaccines among medical students in central India: a cross-sectional study			
Mr. Sagar Khadse, Dr. Shafee Mohd. Khan	Incidence of COPD in patients with post Covid 19 status	Indian Council of Medical Research	2022-2023	50000
Miss. Poojal Mapari, Dr. Anupama Bhute	Knowledge, Attitude and Practices of Pregnant Women Regarding Pelvic Floor Muscle Training in Central India	Indian Council of Medical Research	2022-2023	50000
Miss. Aishwarya Pande, Dr. Akhilesh Kamble	Strategies to prevent surgical site infection in hospital	Indian Council of Medical Research	2022-2023	50000
Mr. Palash Saoji, Dr. Priya Nair	Determining the effects of betel quid chewing during pregnancy on birth outcomes in a tertiary healthcare: An Analytical C	Indian Council of Medical Research	2022-2023	50000

	ross- Sectional Study.			
Vaishnavi Patekar,Dr Punit Fulzele	Association between maternal stress, childhood feeding practices, salivary risk markers and early childhood caries among preschool children of wardha	Indian Council of Medical Research	2022-2023	50000
Bhawna Dajjuka,Dr Seema Sathe	Assessing the effect of COVID-19 pandemic on the worsening of orofacial pain due to TMD and bruxism among young population of central India	Indian Council of Medical Research	2022-2023	50000
Gaurav Hemnani,Dr Anand Wankhede	Evaluation and correlation of Periodontal Clinical Parameters, Gingival Index and levels of Human chorionic	Indian Council of Medical Research	2022-2023	50000

	gonadotropin hormone (HCG) in pregnant women with and without periodontitis			
Harshita Dhanrajani, Dr Rajnikant Kambala	Effect of administration of okra powder in post extraction wound healing of diabetic patients.	Indian Council of Medical Research	2022-2023	50000
Nandini Thakrani, Dr Chinmayee Dahihandekar	The effect of structured training program on diabetes mellitus related oral complications among central indian population: a cross-sectional study.	Indian Council of Medical Research	2022-2023	50000
Shafae Azmi, Dr Rozina Gilani	Effect of vitamin c supplements on extraction socket healing in patients with type 2 diabetes	Indian Council of Medical Research	2022-2023	50000

	mellitus			
Lavanya Phaye, Dr Chitrika Subhadarsane	Comparative evaluation of oral and periodontal health status of sickle cell disease patients with that of sickle cell trait patients in the tertiary health care centre	Indian Council of Medical Research	2022-2023	50000
Ruchi Jain, Dr Khushboo Durge	A comparative evaluation between triphala paste and aloe vera paste as an adjunct to oral prophylaxis in patients with chronic gingivitis : a clinical study	Indian Council of Medical Research	2022-2023	50000
Vaishnavi Waikar, Dr Ravi Sune	Evaluation of oral malignant potential disorders and tobacco dependency among tobacco habitual.	Indian Council of Medical Research	2022-2023	50000

Sakshi Bawankar, Dr Madhuri Gawande	Correlation of metabolic syndrome with periodontitis among adults- an observational study	Indian Council of Medical Research	2022-2023	50000
Jasnoor Kaur Makan, Dr Sweta Kale	Software analysis to evaluate the accuracy of conventional protocol versus digital protocol for impressions of orbital defects	Indian Council of Medical Research	2022-2023	50000
Tanushree Gadhave, Dr Chetan Gupta	Comparative evaluation of clinical efficacy of articaine+dexamethasone and bupivacaine+dexamethasone in impacted third molar surgery for reducing post-operative pain, trismus and swelling	Indian Council of Medical Research	2022-2023	50000
Aryaman Kusumbiya, Dr Deepankar Shukla	Comparative study of the efficacy of collaplug versus gelfoam	Indian Council of Medical Research	2022-2023	50000

	after dental extractions in patients on oral anticoagulant therapy.			
Sakshi Pagrut, Dr Ashish Jaiswal	Evaluating the effect of artificial intelligence based oral health education model among 10 to 15 year old children in adivasi ashram school of central india - an interventional study	Indian Council of Medical Research	2022-2023	50000
Siddhesh Chirade, Dr Nilima Wadnerwar	Comparative Oral and Dermal Bio accessibility Study of Manjishthadi Agada	Central Council for Research in Ayurvedic Sciences	2022-2023	50000
Mrunmayi Santosh Bandurkar, Dr Punam Sawarkar	Evaluation of comparative efficacy of Gomaya Bhasma Udvartana followed by Haridradi Basti versus Lifestyle modifications(Central Council for Research in Ayurvedic Sciences	2022-2023	50000

	Standard Control) in the management of Obesity: A Single Blind Double Arm Interventional study			
Sakshi Badre,Dr Mujahid Khan	Pharmaceuticalo-analytical study of Kushthadi Lepa and its modified dosage form as Kushthadi Soap and comparative evaluation of their antimicrobial activity	Central Council for Research in Ayurvedic Sciences	2022-2023	50000
Harvindarsing Bawari,Dr. Bharat Rathi	Perceived Stress and Stressors among Students of Ayurveda College: An Observational Study	Central Council for Research in Ayurvedic Sciences	2022-2023	50000
Tejas Wanjari,Dr Pratiksha Rathod	Role Of Brahmi Siddha Ksheer Shirodhara In Premenstrual Syndrome Induced Mood Swings	Central Council for Research in Ayurvedic Sciences	2022-2023	50000
Dr. Juni	Cytology of	Indian	2022-2023	50000

Raut,Dr. Abhay Mudey	thyroid lesions and its correlation with sonographic scoring system using TIRADS	Council of Medical Research		
DR.GARAPATI JYOTSNA,Dr.S hubhada Jajoo	To study the utility of Her2 Neu and Ki67 as Immunohistochemical prognostic markers in comparison to various histopathological parameters and TNM staging in colorectal carcinoma	Indian Council of Medical Researchq	2022-2023	50000
Dr Drashti Patel,Dr Surekha Tayade	Immuno-profiling of BRAFV600E in precancerous and cancerous lesions of Pathology breast by immunohistochemistry and its association with clinico pathological features.	Indian Council of Medical Research	2022-2023	50000
Dr Shivani Singh,Dr	Phenotypic and	Indian Council of	2022-2023	50000

Neema Acharya	genotypic detection of Carbapenemase production among the clinical isolates of Escherichia Coli and Klebsiella spp by mCIM, eCIM and PCR in a tertiary health care center	Medical Research		
Dr. Aashita Malik, Dr. Amar Taksande	Diagnostic utility of impulse oscillometry vs spirometry in obstructive airway diseases	Indian Council of Medical Research	2022-2023	50000
Dr. Pulivarthi Chaitanya, Dr. Revat Meshram	Dydrogesterone vs combined oral contraceptive pills for functional ovarian cysts	Indian Council of Medical Research	2022-2023	50000
Dr. Komal Vilas Dadgal, Dr. Swapnil Mohod	Intra vaginal platelet rich plasma versus vaginal estrogen cream for treatment of	Indian Council of Medical Research	2022-2023	50000

	genitor-urinary syndrome in post menopausal women			
Dr. Sakshi Pravin Kabra, Nilima Thosar	Comparative evaluation of anti-microbial efficacy of simvastatin paste and Aloe verna paste as a pulpotomy medicament	Indian Council of Medical Research	2022-2023	50000
Dr. S. Z. Quazi, Dr. Abhay Gaidhane	ICMR- Bioprinting of skeletal tissue towards customized Phalanx & regeneration	ICMR	2021-2022	43357
Dr. Arvind Bhake, Dr. Noman Akhar	Centre for National registry for rare and other inherited disorders	ICMR	2017-2022	8233
Dr. Vashali Kuchewar, Manish Deshmukh	An Ayurvedic intervention as an add on for prevention of acute pain crises in Sickle Cell Anaemia	CENTRAL COUNCIL FOR RESEARCH IN AYURVEDIC SCIENCES	2022-2023	13969739
Dr. Vatsala Gupta, Dr.	To study the utility of	Indian Council of	2022-2023	50000

Ashok Mehendale	COX-2 as immunohistochemical prognostic marker in comparison to various histopathological parameters and TNM staging in breast carcinoma	Medical Research		
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8. Is the 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 **4**

- Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website **Yes**

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

10. Did IQAC receive funding from any funding agency to support its activities during the year? **Yes**

- If yes, mention the amount **100000**

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

Application for NAAC 4th Cycle Re-accreditation

NAAC has recognised DMIHER (DU) as a mentor Institute under the 'Margdarshan' scheme to mentor six colleges.

NIRF Ranking 2023: Overall 75, University 39, Medical 25, Dental 17

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 commercialized.
Organized Conferences, Seminars, Workshops on quality assurance	14 Workshops were conducted focusing on NEP and SDG's
Orientation programmes on quality issues for teachers and students	16 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

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 own campus	Yes
• Phone no. of the Vice-chancellor	9765404007
• Alternate phone No.	07152278801
• Mobile no (Vice-chancellor)	9765404007
• Registered Email ID (Vice-chancellor)	vc@dmihher.edu.in
• Address	Sawangi (Meghe)
• City/Town	Wardha
• State/UT	Maharashtra
• Pin Code	442107
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Rural
• Financial Status	Private
• Name of the IQAC Co-	Dr. Tripti Waghmare

ordinator/Director					
• Phone No.	9765404077				
• Alternate phone no.	07152287703				
• Mobile No:	9765404077				
• IQAC e-mail ID	iqac@dmiher.edu.in				
• Alternate e-mail	drtriptisrivastava@gmail.com				
3.Website address	https://www.dmiher.edu.in/frontEnd/pages/page/images/pdf/Annual-Report/AQAR-2021-2022.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• If yes, was it uploaded in the Institutional Website?	https://dmiher.edu.in/frontEnd/pages/page/images/pdf/CAAC-22-23.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	
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	1 Response			
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	Trial			
Dr.Sweta Parwe	Treatment adherence, tolerability and safety of Ayurveda therapeutic regimen in the Management of primary Knee Osteoarthritis Pariyojana	Central Council for Reseach in Ayurvedic	2023-2024	2052960
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Abhay Gaidhane	"A Phase 2/3, Observ er-Blind, Randomized, Controlled Study to Determine	Indian Council of Medical Research	2021-2022	854424

	<p>the Safety and Immunogenicity of Covovax [Sars-Cov-2 Recombinant Spike Protein Nanoparticle Vaccine (Sars-Cov-2 Rs) With Matrix-M1™ Adjuvant] In Indian Adults</p>			
<p>Dr. S. Z. Quazi, Dr. Abhay Gaidhane</p>	<p>Customized Bioactive porous Titanium Implants tissue integration and attenuated aseptic Loosening for orthopedic applications with project Code BTO by DRDO LSRB-338</p>	<p>IIT DRDO LSRB</p>	<p>2021-2023</p>	<p>500000</p>
<p>Priti Bhagat, Ashutosh Bagade, Dr. Sachin Dhanke, Dr. S. Z. Quazi, Dr. Punit</p>	<p>Smart Neonatal Incubator for Rural India</p>	<p>Innovation, Technology Development, and Deployment</p>	<p>2020-2023</p>	<p>436210</p>

Fulzele				
Dr Banode	Spectrum of interventional radiology procedures in tertiary care teaching hospital	TIFAC Core	2022-2023	425600
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Dr. Sunita Nayak	3D Printed cost-effective Bentonite-Hydroxyapatite scaffold with enhanced bone regeneration using Silk-fibroin	DST	2022-2023	250000

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	polymeric materials for biomedical application like tubes, catheters and prosthesis by utilising dynamic covalent bond			
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Dr. Santanu Dhara	Iodine crosslinked carbon nanodot coated anti bacterial polymer surface for reducing	DST	2022-2023	250000

	biomedical catheter mediated			
Dr. Nitin Kumar Lautre	Development of Lab on chip micro-well on Perspex through microwave drilling	DST	2022-2023	250000
Dr Ashutosh Bagade	Fabrication of Ti6Al4V-beta-tricalcium phosphate scaffolds using Additive manufacturing	DST	2022-2023	250000
Dr Gaurav Mishra	Air Quality information system for hospital and homes	DST	2022-2023	250000
Dr Punit Fulzele	Device for visualization on retraction and isolation of oral structures	DST	2022-2023	250000
Dr.B.Reshmi	Point of care tool for Screening and Early Detection of Amblyopia: LAZY-EYE-SCOPE	DST	2022-2023	250000

Dr Punit Fulzele	Instant Esthetic crowns	DST	2022-2023	250000
Dr A M Kuthe	Study of architecture on bone regeneration using 3D printing	DST	2022-2023	250000
Dr Punit Fulzele	System for automated measurement of oral structures	DST	2022-2023	250000
Dr Kaushik Chatterjee	Algae-based 3D printed composite scaffolds for skin tissue regeneration	DST	2022-2023	250000
Dr Kaushik Chatterjee	Injectable immunomodulatory hydrogel composite for cartilage tissue repair and regeneration	DST	2022-2023	250000
Shilpa Gaidhane	Portable Cold Box Carrier	DST	2022-2023	250000
Dr. Abhay Gaidhane, Dr. S.Z. Quazi	Improving drug adherence of patients with drug sensitive	Indian Institute of Public Health (IIPHG) Public	2020-2022	218700

	TB - TMEAD	Health Foundation of India (PHFI), Gandhinagar		
Dr. Zahir Quazi, Dr. Abhay Gaidhane , Dr. Nazli Khatib	Efficacy of neutraceuticals (Probiotics or prebiotics) in the prevention or treatment of Covid 19 : A Systematic review and meta analysis	ICMR (Funded by ILSI india)	2021-2023	51432
Harshita Agrawal, Dr Zahiruddin Quazi Syed	A comparative study to monitor drug adherence to antihypertensive drugs among preeclamptic women and to determine factors contributing to drug compliance restrictions	Indian Council of Medical Research	2022-2023	50000
Pratiksha Rade, Dr. Abhishek Joshi	Effectiveness of water and environmental	Indian Council of Medical Research	2022-2023	50000

	Sanitation practices and it's association with occurrence of diarrheal cases in under five children of central rural area: a cohort study			
Akarshan Nilay,Dr. Rajesh Gattani	Study of social, psychological, physical and conjugal status of a patient of primary vaginal hydrocele pre and post treatment	Indian Council of Medical Research	2022-2023	50000
Shrishti Sharma,Dr. Bhushan Jajoo	3 Dose vs 3 Days antibiotic course to assess Surgical Site infections in breast cancer treatment	Indian Council of Medical Research	2022-2023	50000
Lakshana Raghuraman,Dr Rajat Pandey	comparison of complications associated	Indian Council of Medical Research	2022-2023	50000

	with continuous and interrupted closure of fascia in elective midline laprotomies - a cohort study			
Ankita Thakur, Dr. Yashwant Lamture	A Comparative Study Between Conventional Sutures, and Adhesive Glue for Clean Elective Surgical Skin Closure	Indian Council of Medical Research	2022-2023	50000
Anaiska Ray, Dr. Shraddha Jain	Incidence of vertigo as a component of cybersickness due to prolonged continuous digital screen-time in undergraduate students of university in central India	Indian Council of Medical Research	2022-2023	50000
Roshan Prasad, Dr.	Evaluating the local	Indian Council of	2022-2023	50000

Surekha Tayade	food palette and nutritional deficit of pregnant women in rural central India and administering health educational intervention	Medical Research		
Himanshu Kothekar, Dr . Archana Dhok	Effect of vegetarian diet on lipid profile of Indian Medical und ergraduates	Indian Council of Medical Research	2022-2023	50000
Utkarsh Yas shwi, Roshan Kumar Jha	Variation in serotonin level in Indian Medical und ergraduates overusing social media in late adolescence	Indian Council of Medical Research	2022-2023	50000
Kartik Bansal, Dr. Sandeep Shrivastava	A Prospective Study to Evaluate the Triage System in Medical Emergencies	Indian Council of Medical Research	2022-2023	50000
Anugya	Knowledge,	Indian	2022-2023	50000

Taksande,Dr . Sachin Tote	attitude and perception of Medical and Paramedical students towards Human Milk Bank and donation of breast milk	Council of Medical Research		
Mr. Ayush Baderia,Dr Monal Kukde	A comparative study of incidences of periodon titis in anc patients using modified bass brushing technique	Indian Council of Medical Research	2022-2023	50000
Miss. Charu Singh,Dr. Prithvi Petkar	Knowledge, attitude and practices regarding cancer preventive vaccines among medical students in central India: a cr oss- sectional study	Indian Council of Medical Research	2022-2023	50000
Mr. Sagar Khadse,Dr. Shafee	Incidence of COPD in patients	Indian Council of Medical	2022-2023	50000

Mohd. Khan	with post Covid 19 status	Research		
Miss. Poojal Mapari, Dr. Anupama Bhute	Knowledge, Attitude and Practices of Pregnant Women Regarding Pelvic Floor Muscle Training in Central India	Indian Council of Medical Research	2022-2023	50000
Miss. Aishwarya Pande, Dr. Akhilesh Kamble	Strategies to prevent surgical site infection in hospital	Indian Council of Medical Research	2022-2023	50000
Mr. Palash Saoji, Dr. Priya Nair	Determining the effects of betel quid chewing during pregnancy on birth outcomes in a tertiary healthcare: An Analytical Cross-Sectional Study.	Indian Council of Medical Research	2022-2023	50000
Vaishnavi Patekar, Dr Punit Fulzele	Association between maternal stress, childhood	Indian Council of Medical Research	2022-2023	50000

	feeding practices, salivary risk markers and early childhood caries among preschool children of wardha			
Bhawna Dajjuka,Dr Seema Sathe	Assessing the effect of COVID-19 pandemic on the worsening of orofacial pain due to TMD and bruxism among young population of central India	Indian Council of Medical Research	2022-2023	50000
Gaurav Hemnani,Dr Anand Wankhede	Evaluation and correlation of Periodontal Clinical Parameters, Gingival Index and levels of Human chorionic gonadotropin hormone (HCG) in pregnant women with	Indian Council of Medical Research	2022-2023	50000

	and without periodontitis			
Harshita Dhanrajani, Dr Rajnikant Kambala	Effect of administration of okra powder in post extraction wound healing of diabetic patients.	Indian Council of Medical Research	2022-2023	50000
Nandini Thakrani, Dr Chinmayee Dahihandekar	The effect of structured training program on diabetes mellitus related oral complications among central indian population: a cross-sectional study.	Indian Council of Medical Research	2022-2023	50000
Shafae Azmi, Dr Rozina Gilani	Effect of vitamin c supplements on extraction socket healing in patients with type 2 diabetes mellitus	Indian Council of Medical Research	2022-2023	50000
Lavanya Phaye, Dr	Comparative evaluation	Indian Council of	2022-2023	50000

Chitrika Su bhadarsanee	of oral and periodontal health status of sickle cell disease patients with that of sickle cell trait patients in the tertiary health care centre	Medical Research		
Ruchi Jain,Dr Khushboo Durge	A comparative evaluation between triphala paste and aloe vera paste as an adjunct to oral prophylaxis in patients with chronic gingivitis : a clinical study	Indian Council of Medical Research	2022-2023	50000
Vaishnavi Waikar,Dr Ravi Sune	Evaluation of oral malignant potential disorders and tobacco dependency among tobacco habitual.	Indian Council of Medical Research	2022-2023	50000
Sakshi	Correlation	Indian	2022-2023	50000

Bawankar, Dr Madhuri Gawande	of metabolic syndrome with period ontitis among adults- an observation al study	Council of Medical Research		
Jasnoor Kaur Makan, Dr Sweta Kale	Software analysis to evaluate the accuracy of conventiona l protocol versus digital protocol for impressions of orbital defects	Indian Council of Medical Research	2022-2023	50000
Tanushree Gadhawe, Dr Chetan Gupta	Comparative evaluation of clinical efficacy of articaine+d examethason e and bupiv acaine+dexa methasone in impacted third molar surgery for reducing po st- operative pain, trismus and swelling	Indian Council of Medical Research	2022-2023	50000
Aryaman Kusumbiya, Dr Deepankar	Comparative study of the	Indian Council of Medical	2022-2023	50000

Shukla	efficacy of collaplug versus gelfoam after dental extractions in patients on oral ant icoagulant therapy.	Research		
Sakshi Pagrut,Dr Ashish Jaiswal	Evaluating the effect of artificial intelligenc e based oral health education model among 10 to 15 year old children in adivasi ashram school of central india - an interventio nal study	Indian Council of Medical Research	2022-2023	50000
Siddhesh Chirade,Dr Nilima Wadnerwar	Comparative Oral and Dermal Bio accessibili ty Study of Manjishthad i Agada	Central Council for Research in Ayurvedic Sciences	2022-2023	50000
Mrunmayi Santosh Bandurkar ,Dr Punam Sawarkar	Evaluation of comparative efficacy of Gomaya Bhasma Udvartana	Central Council for Research in Ayurvedic Sciences	2022-2023	50000

	followed by Haridradi Basti versus Lifestyle modifications(Standard Control) in the management of Obesity: A Single Blind Double Arm Interventional study			
Sakshi Badre,Dr Mujahid Khan	Pharmaceutical co-analytical study of Kushthadi Lepa and its modified dosage form as Kushthadi Soap and comparative evaluation of their antimicrobial activity	Central Council for Research in Ayurvedic Sciences	2022-2023	50000
Harvindarsing Bawari,Dr. Bharat Rathi	Perceived Stress and Stressors among Students of Ayurveda College: An Observational Study	Central Council for Research in Ayurvedic Sciences	2022-2023	50000
Tejas Wanjari,Dr	Role Of Brahmi	Central Council for	2022-2023	50000

Pratiksha Rathod	Siddha Ksheer Shirodhara In Premenstrual Syndrome Induced Mood Swings	Research in Ayurvedic Sciences		
Dr. Juni Raut, Dr. Abhay Mudey	Cytology of thyroid lesions and its correlation with sonographic scoring system using TIRADS	Indian Council of Medical Research	2022-2023	50000
DR.GARAPATI JYOTSNA, Dr. Shubhada Jajoo	To study the utility of Her2 Neu and Ki67 as Immunohistochemical prognostic markers in comparison to various histopathological parameters and TNM staging in colorectal carcinoma	Indian Council of Medical Research	2022-2023	50000
Dr Drashti Patel, Dr Surekha Tayade	Immuno-profiling of BRAFV600E in precancerous and cancerous	Indian Council of Medical Research	2022-2023	50000

	lesions of Pathology breast by immunohistochemistry and its association with clinicopathological features.			
Dr Shivani Singh, Dr Neema Acharya	Phenotypic and genotypic detection of Carbapenemase production among the clinical isolates of Escherichia Coli and Klebsiella spp by mCIM, eCIM and PCR in a tertiary health care center	Indian Council of Medical Research	2022-2023	50000
Dr. Aashita Malik, Dr. Amar Taksande	Diagnostic utility of impulse oscillometry vs spirometry in obstructive airway diseases	Indian Council of Medical Research	2022-2023	50000
Dr. Pulivarthi Chaithanya, Dr. Revat	Dydrogesterone vs combined oral contra	Indian Council of Medical Research	2022-2023	50000

Meshram	ceptive pills for functional ovarian cysts			
Dr. Komal Vilas Dadgal, Dr. Swapnil Mohod	Intra vaginal platelet rich plasma versus vaginal estrogen cream for treatment of genitor-urinary syndrome in post menopausal women	Indian Council of Medical Research	2022-2023	50000
Dr. Sakshi Pravin Kabra, Nilima Thosar	Comparative evaluation of anti-microbial efficacy of simvastatin paste and Aloe verna paste as a pulpotomy medicament	Indian Council of Medical Research	2022-2023	50000
Dr. S. Z. Quazi, Dr. Abhay Gaidhane	ICMR- Bioprinting of skeletal tissue towards customized Phalanx & regeneration	ICMR	2021-2022	43357
Dr. Arvind Bhake, Dr. Noman Akhar	Centre for National registry	ICMR	2017-2022	8233

	for rare and other inherited disorders			
Dr. Vashali Kuchewar, Manish Deshmukh	An Ayurvedic intervention as an addition for prevention of acute pain crises in Sickle Cell Anaemia	CENTRAL COUNCIL FOR RESEARCH IN AYURVEDIC SCIENCES	2022-2023	13969739
Dr. Vatsala Gupta, Dr. Ashok Mehendale	To study the utility of COX-2 as immunohistochemical prognostic marker in comparison to various histopathological parameters and TNM staging in breast carcinoma	Indian Council of Medical Research	2022-2023	50000

8. Is the composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9. No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website 	Yes

<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10. Did IQAC receive funding from any funding agency to support its activities during the year?	Yes	
<ul style="list-style-type: none"> If yes, mention the amount 	100000	
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Application for NAAC 4th Cycle Re-accreditation		
NAAC has recognised DMIHER (DU) as a mentor Institute under the 'Margdarshan' scheme to mentor six colleges.		
NIRF Ranking 2023: Overall 75, University 39, Medical 25, Dental 17		
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		
Empty space for plan of action and outcome		

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 commercialized.
Organized Conferences, Seminars, Workshops on quality assurance	14 Workshops were conducted focusing on NEP and SDG's
Orientation programmes on quality issues for teachers and students	16 orientation and sensitization workshops were conducted for faculties and students on
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Board of Management	31/01/2024
14.Does the Institution have Management Information System?	Yes
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 	
<p>The University boasts a robust Management Information System (MIS) that intricately manages all vital departments and units. Covering administration, academics, finance, the library,</p>	

construction, maintenance, hospital operations, student affairs, and inventory, the MIS ensures comprehensive oversight. Within this framework, a fortified Hospital Management and Information System (HMIS), a Learning Management System (LMS) for tracking the student lifecycle, and a Library Management System are firmly established.

To maintain operational efficiency and accountability, periodic reports detailing the status of departments, including academic, attendance, research, and examination cells, are regularly submitted and rigorously reviewed by the Internal Quality Assurance Cell (IQAC) on a quarterly basis. This structured approach ensures that departments and units within DMIHER (DU) are held accountable and contribute to increased productivity.

Monthly Internal Quality Assurance review meetings provide a platform for monitoring various departments, constituent colleges, and specialized schools within DMIHER (DU), including the School of Allied Health Sciences and the School of Advanced Studies. These meetings cover a wide array of areas such as faculty development, student welfare, admissions, international affairs, and brand marketing. They serve to align actions with the Perspective Development Plan (PDP) of the University, ensuring progress towards established goals.

Moreover, the MIS facilitates timely decision-making by providing critical insights into the university's operations. Each constituent unit and autonomous cell organizes monthly review meetings, known as College Councils, with a clear agenda aligned with the University's PDP. These meetings serve as forums for addressing pertinent issues and ensuring that initiatives are in line with overarching strategic objectives.

The IQAC review meetings assess the status of key performance indicators outlined in the Perspective Development Plan, identify gaps, and initiate corrective actions as needed. Additionally, minutes from various statutory and non-statutory committee meetings, including the Academic Council and the Board of Management, are scrutinized during these monthly gatherings.

In essence, the MIS framework not only facilitates streamlined operations but also fosters a culture of accountability and continuous improvement within DMIHER(DU). By integrating data-driven decision-making with regular review mechanisms, the University ensures its sustained growth and relevance in the academic landscape.

15. 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.

16.Academic bank of credits (ABC):

The DMIHER(DU) Academic Bank of Credits (ABC) model revolutionizes student mobility within DMIHER(DU) by instituting a comprehensive system of credit recognition, accumulation, transfers, and redemption, fostering adaptable education paradigms. Mandated by UGC directives, an impressive 90% of students across all academic disciplines have registered in the Academic Bank of Credits, underlining its institutional importance. Marksheets conform to the prescribed ABC format, streamlining documentation and ensuring uniformity.

In line with NEP 2020 objectives advocating global educational integration, DMIHER(DU) envisions a borderless educational landscape, facilitating credit transfers for international study and research, thereby enhancing student mobility across national boundaries. To fortify international collaboration, DMIHER Global Office of International Affairs spearheads initiatives to foster joint degrees, credit transfers, and diverse academic engagements with 37 esteemed foreign institutions.

Among these collaborations are renowned entities such as Mayo Clinic, Weill Cornell School of Medicine, and the University of Sydney, exemplifying the breadth and depth of DMIHER(DU)'s global partnerships. DMIHER(DU) Global focuses on five key areas: International Research and Funding, International Students/Campus, Teaching and Expertise, Mobility and Experiential Learning, and Internationalization at Home, fostering a truly global educational environment.

Every academic program within the University adheres to outcome-based and competency-based standards, integrating Choice Based Credit System (CBCS) and elective courses. Faculty members are

empowered to innovate within the approved curriculum framework, subject to periodic revisions every three years. Stakeholder feedback guides curriculum enhancements, with recommendations from the Board of Studies culminating in Academic Council approval.

The copyrighted 'Credit framework for various programs under Datta Meghe Institute Of Medical Sciences' ensures institutional adherence to best practices, promoting transparency and quality assurance in program delivery. The curriculum structure encompasses foundational, core, and elective components, supplemented by internships, apprenticeships, and externships, each duly credited to enrich the academic experience.

DMIHER(DU)'s commitment to educational excellence and international collaboration underscores its status as a pioneering institution, fostering holistic student development and academic innovation in an increasingly interconnected world.

17.Skill development:

DMIHER (DU) has pioneered the launch of three Bachelor of Vocational (BVoc) Programs aligned with the National Skill Qualification Framework (NSQF), catering to the evolving landscape of vocational education. These programs include B.Voc. in Animation & Multimedia, B.Voc. in Animation & Graphic Design, and B.Voc. in Animation & VFX. Moreover, the institution has introduced Recognition of Prior Learning (RPL) initiatives in collaboration with 'Lenskart', specifically tailored for Optometry technicians.

Recognizing the importance of soft skills, DMIHER offers specialized courses such as 'Get Set Go', 'Advanced Get Set Go', and 'Presenter in Me', targeting students at different stages of their academic journey. The integration of Attitude, Ethics, and Communication (AETCOM) training within Health Sciences programs underscores the institution's commitment to holistic professional development.

With a robust portfolio of 26 undergraduate and 9 postgraduate programs in Allied Health Sciences, DMIHER (DU) emphasizes practical experience through embedded apprenticeships and externships. Engineering, Allied Sciences, and Allied Health Sciences programs mandate industry internships, fostering industry-ready graduates. The involvement of industry veterans in academic oversight ensures program relevance and currency.

DMIHER's partnership with the National Skill Development Corporation (NSDC) underscores its dedication to skill development, managing learner enrollment, skill mapping, and certifications. Value-based education permeates the curriculum, reinforced by the 'Value Education Cell' through courses on family values, professional ethics, and character development.

Constitutional values and citizenship-themed lectures are integrated into the academic calendar, nurturing responsible citizenship among students. Essential medical training in Basic Life Support (BLS) and Advanced Cardiovascular Life Support (ACLS), coupled with community engagement initiatives like health camps and blood donation drives, instills a sense of social responsibility.

Student-led initiatives, including awareness campaigns on organ donation and menstrual hygiene, demonstrate proactive engagement with community health issues. The collaboration with the Zonal Transplant Coordination Center (ZTCC) reflects DMIHER's commitment to promoting organ donation awareness.

The ceremonial 'Silent Mentor' event honors donors, highlighting the ethical dimension of medical education. The School of Virtual Learning supplements traditional learning with simulation-based courses, enhancing proficiency in specialty and super-specialty medical fields.

DMIHER's holistic approach to education, underscored by practical training, industry collaboration, and community engagement, positions it as a leading institution in vocational and healthcare education.

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

DMIHER integrates elements of the Indian Knowledge system into its academic programs, fostering cultural sensitivity and linguistic diversity among students and faculty. The curriculum reflects this commitment through various initiatives aimed at promoting Indian languages, culture, and traditional practices.

Training in vernacular languages, particularly Marathi, is incorporated into the curriculum, enabling students to communicate effectively with patients in their native language. Cross-cultural competency training during clinical postings enhances students' ability to navigate diverse patient

populations. Moreover, electives in the Indian System of Medicine provide medical graduates with insights into traditional healing practices.

The establishment of the 'Lifestyle Modification Clinic' by the Department of Physiology underscores the institution's holistic approach to healthcare, offering patients counseling on yoga, meditation, and balanced diets. Sanskrit instruction in Ayurveda and the translation of traditional texts into English further enrich the learning experience, preserving ancient knowledge systems.

Bilingual instruction in Allied Health Sciences programs, combining English and Hindi, ensures accessibility and inclusivity. The Medical Education Unit's development of a Marathi-English dictionary for rural dialects enhances clinical training in community settings.

Collaboration with 'Hindi Vishwavidyalaya' for language training and the inclusion of traditional books and manuscripts in the central repository deepen the institution's commitment to linguistic and cultural preservation. The National Commission of Indian System of Medicine's funding of AYUSH projects reflects recognition of DMIHER's contributions to traditional medicine research.

Faculty from Mahatma Gandhi Ayurveda College and Research Centre have played a pivotal role in developing competency-based curricula for Ayurveda, Siddha, and Unani disciplines. DMIHER's submission of competency-based PG curricula in Marathi for Physiology and Pharmacology to the National Medical Commission demonstrates innovation in medical education.

The institute's bilingual delivery and assessment across 26 programs enhance accessibility and facilitate learning for diverse student populations. Cultural immersion programs and festivals offer foreign students a glimpse into Indian traditions and foster cross-cultural understanding.

Annual celebrations, including the vibrant Ganesh Festival and diverse cultural performances representing various Indian states, showcase the richness of Indian heritage. Students, faculty, and staff actively participate in festivities, fostering a sense of community and inclusivity.

Events like 'Swar Vaidarbhi' promote Indian music and cultural

exchange, enriching campus life and promoting cultural diversity. Through these initiatives, DMIHER celebrates India's rich cultural tapestry while preparing students to serve diverse communities with cultural sensitivity and respect.

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

The University's academic programs, including those in health professions, adhere to outcome-based education (OBE) principles, emphasizing Graduate Attributes, Program Outcomes (PO), Program Specific Outcomes (PSO), and Course Outcomes (CO). Periodic evaluations and remedial actions are taken to ensure the achievement of these outcomes. To enhance the conventional OBE model, the Centre for Policy and Planning of DMIHER introduces the DMIMS 4 STEP ESCALATING Model. This model integrates various elements including Apical Councils' norms, global and national educational expectations, the proposed National Education Policy, and accreditation parameters from agencies like NAAC and NIRF.

The 4 STEP ESCALATING DMIMS - OBE Model emphasizes clarity of focus, designing curriculum and instruction around outcomes, setting optimal expectations for student learning, and providing expanded opportunities for assessment. It ensures the identification and escalation of Graduate Attributes, POs, PSOs, and COs based on guiding principles at each level.

Strategic initiatives align with qualitative and quantitative parameters to achieve desired outcomes. Instructional and assessment strategies are geared towards outcome attainment in every curriculum. An outcome-based electronic question bank is designed to align with course outcomes, ensuring objectivity, validity, reliability, relevance, and cognitive level.

OBE underscores the importance of defining learning objectives rather than teaching content. Assessments focus on analyzing outcomes for health professional graduates. Implementing OBE has led to teaching, learning, and assessment strategies aligned with desired outcomes. Clear criteria for measuring competencies and monitoring outcome attainment trajectory through assessments ensure desired outcomes in graduates.

Three best practices in OBE aligned with NEP 2020 include the DMIMS 4 Step Escalating Outcome Based Education Model for Health Sciences Education, DMIMS Model of Outcome Based Continuous Professional Development Initiatives, and Learner-led validation of outcome-based electronic question bank.

These practices are recognized and registered as literary copyrights by the Government of India. They exemplify the university's commitment to outcome-based education, continuous improvement, and meeting evolving educational standards.

20.Distance education/online education:

DMIHER (DU) has taken significant strides in embracing modern education modalities through its Centre for Distance and Online Education (CDOE). The institution currently offers a range of programs delivered online, including BBA, BCA, BCOM, MCA, MCOM, and BA in Open and Distance Learning (ODL) mode. Moreover, it plans to introduce several Advanced Certificate Courses and Specializations in various fields in the academic year 2023-24.

In a bid to enhance the quality of education, DMIHER integrates SWAYM/NPTEL courses into the curriculum of programs in Engineering, Allied Health Sciences, and Allied Sciences. These courses, which constitute up to 40% of the curriculum, are meticulously aligned with the content and evaluated through formative and university examinations. Additionally, all postgraduate and doctoral students are required to complete an online ICMR course on Bioethics through SWAYAM.

The university's commitment to digital education is further exemplified by its adoption of a Learning Management System (LMS) to facilitate teaching and learning activities across all academic programs. Notably, electronic portfolios play a pivotal role in students' academic journeys, documenting their educational milestones, acquired skills, project details, job profiles, reflections, and more.

In the realm of healthcare education, DMIHER leverages cutting-edge technologies such as 'Anatome' for virtual dissections and high-fidelity mannequins to impart clinical skills in its School of Virtual Learning. The institution has also been a frontrunner in promoting a blended learning model, collaborating with prestigious universities to develop a comprehensive framework for medical education.

Moreover, DMIHER's initiatives during the COVID-19 pandemic have been recognized through publications and submissions to regulatory bodies like UGC. The institution has received accolades such as QS I-GAUGE E-Learning Excellence for Academic Digitization (E-LEAD) and QS Advanced E-LEAD, underscoring its effective integration of digital technology into teaching and

learning practices.

Furthermore, DMIHER has standardized its online teaching, learning, and assessment processes through the establishment of copyrighted Standard Operating Procedures (SOPs). These SOPs ensure consistency and quality in e-academic activities, covering aspects such as assignments, practical discussions, and attendance tracking.

Through its innovative approaches and commitment to excellence, DMIHER continues to redefine the landscape of distance and online education while maintaining high standards of academic rigor and technological integration.

Extended Profile

1.Programme

1.1	131
Number of all Programmes offered by the Institution during the year	

File Description	Documents
Data Template	View File

2.Student

2.1	7499
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	1081
Number of graduated students during the year	

File Description	Documents
Data Template	View File

3.Academic

3.1	721
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Number of full-time teachers during the year		
File Description	Documents	
Data Template	View File	
3.2	721	
Number of sanctioned posts during the year		
File Description	Documents	
Data Template	View File	
4.Institution		
4.1	36420	
Total expenditure excluding salary during the year (INR in lakhs)		
File Description	Documents	
Data Template	View File	

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 health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

The university meticulously designs the curricula for its academic programs, incorporating considerations of local, regional, state, national, and global significance. These designs adhere to the recommendations of regulatory bodies and aligning with local needs, national policies, global trends, emerging knowledge, values education, sustainable development goals, and life skills. Embracing the DMIMS 4 Step Escalating Outcome Based Education Model for Health Sciences Education (L-94272/2020), the university evaluates its programs against apex council norms and their compatibility with outcome-based education. The model addresses global, national, and societal expectations, the National Education Policy 2020, and the criteria of NAAC, NIRF, and other accrediting and ranking agencies. It emphasizes clarity of focus, design-down: deliver-up, optimal expectations, and expanded opportunities while identifying graduate attributes and program

outcomes based on guiding principles. The university implements strategic initiatives aligned with qualitative and quantitative outcome parameters, conducting analysis, identifying gaps, and implementing corrective measures. Furthermore, it pioneers outcome-based assessment practices through initiatives like the outcome-based electronic question bank and test blueprint. Periodic curriculum revisions are standard practice, informed by formal and informal sources, including feedback from learners, faculty, employers, alumni, and academicians, ensuring alignment with evolving needs and knowledge. Curricular components encompass foundational, core, and elective elements, fostering attitudes, ethics, communication, professionalism, problem-solving, technological literacy, leadership, analytical thinking, entrepreneurship, and lifelong learning skills through diverse electives, interdisciplinary courses, and value-added programs. Special emphasis is placed on interdisciplinary knowledge, employability, entrepreneurship, and sensitivity to sustainable development goals. The curriculum also addresses global healthcare challenges, such as pandemic management, through dedicated modules.

File Description	Documents
Curricula implemented by the University	https://naac.dmiher.edu.in/fdata/wl/?id=kU7rX7XBdxrmYtzEimCRSKam2F2XJqfh
Outcome analysis of POs, COs	https://naac.dmiher.edu.in/fdata/wl/?id=qxm1ZY5NEFbdEigMsAvRBIMp9UwWZXOT
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=Br4slbtgrXYRiap1kfyrUBIL3OHKCGgo

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

3

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Details of the revised Curricula/Syllabi of the programmes during the year	View File
Institutional data in prescribed format (Data Template)	View File
Syllabus prior and post revision of the courses	View File
Any other relevant information	View File

1.1.3 - Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions / Industries during the year

The health professions education program, in particular, is competency-based, emphasizing the development of skills such as analytical thinking, critical reasoning, problem-solving, professional conduct, employability, entrepreneurship, and soft skills. Courses within each program are thoughtfully designed to address these competencies, fostering collaboration and partnerships with relevant institutions and industries.

Stringent Standard Operating Procedures (SOPs) ensure a comprehensive certification of competencies in cognitive, conative, and psychomotor learning domains. The curriculum, subject to periodic review, includes modules like AETCOM to enhance lifelong learning. The university promotes multi-disciplinarity through both intra and inter-disciplinary skill-based programs, with a strong focus on enhancing employability and entrepreneurial skills.

The university is home to the Indian Biomedical Skill Consortium (IBSC), a Centre of Excellence supported by the Ministry of Skills, Government of India. Additionally, a well-established Career Enhancement Centre conducts training and placement programs, career counseling, and industry-institute interactions, facilitated by numerous MOUs with industries and organizations.

The DMIHER Institutional Innovation Council cultivates an innovation-centric culture through a thriving entrepreneurship ecosystem. Workshops on intellectual property rights (IPR), design thinking, innovation, entrepreneurship, and startup development

are regular occurrences, promoting active participation in knowledge-based enterprises. The New Gen Innovation Entrepreneurship Development Centre (NEWGEN IEDC) further supports learners in developing innovative and knowledge-driven ventures, providing facilities like pre-incubation support, fabrication laboratories, and business development cells. Learners also have opportunities to "Earn while you Learn" in specific courses, ensuring the creation of highly competent and progressive DMIHER professionals.

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	View File
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	View File
Any other relevant documents	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year)

1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
University letter stating implementation of CBCS by the Institution	View File
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View File
Any other relevant information	View File

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year

18

File Description	Documents
List of the new Programmes introduced during the year	View File
Minutes of relevant Academic Council/BoS meetings for the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year

1.2.3.1 - Number of courses offered across all programmes during the year

824

File Description	Documents
List of Interdisciplinary courses under the programmes offered by the University during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Each academic program's curriculum is thoughtfully structured to address cross-cutting issues such as Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes, and Professional Ethics. The involvement of student representatives as 'Gender Champions' actively promotes initiatives related to gender sensitivity and equality. Experiential learning activities, including competitions on gender-related issues, are conducted throughout the year, reinforcing the university's non-discrimination and transgender policies.

Moral and ethical values form an integral part of the curriculum, instilled in learners from foundational courses through modules like AETCOM (Attitude, Ethics, and Communication) and Universal Human Values. The curriculum covers 54 relevant competencies during the entire professional training of undergraduates. The Value Education Cell oversees activities focused on sustaining human values and ethos in professional practice, encompassing personal, social, economic, and environmental aspects influencing health status. The curriculum addresses environmental concerns, including the impact of modern developments and environmental pharmacology.

Good Laboratory Practices (GLP) and Good Clinical Practices (GCP) are integral components of both undergraduate and postgraduate curricula across faculties. Determinants of Health, environmental considerations, the concept of One Health and Personalized Medicine, Health Economics, and various aspects of Sustainable

Development Goals (SDGs) are appropriately integrated into academic programs. Special emphasis is placed on SDG3 (Good health and Well-being) in all Health Professions Education programs.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://naac.dmiher.edu.in/fdata/wl/?id=zRYKvf2pqh7oXVVZbvKxWj9o1gipjc5f
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	https://naac.dmiher.edu.in/fdata/wl/?id=98u5D7vRcQWwscfIRuaxqNEz3zzqYClH
Any other relevant information	View File

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

File Description	Documents
Brochure or any other document related to the value-added course/s	View File
List of value-added courses (Data Template -5)	View File
Any other relevant information	View File

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year

18904

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	View File
Any other relevant information	View File

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

DMIHER distinguishes itself through its Early Clinical Exposure, available to all health professional streams, and its Comprehensive Community Health Program, which orients students towards primary healthcare in communities. Through initiatives like the Family Adoption Program, learners engage in targeted health awareness activities across adopted villages, enhancing their AETCOM skills. Community-based training extends to rural and urban health centers, health camps, and participation in national health programs, offering students diverse service settings exposure. The institution's student welfare cell, with numerous clubs and NSS, facilitates extension and outreach activities, including the Organ Donation Awareness Society.

Research skills are instilled early on, contributing significantly to the university's scientific publications. Postgraduate programs emphasize research through orientation programs, presentations, and publications in indexed journals. Every postgraduate and doctoral scholar undergoes research methodology training, supplemented by courses on systematic literature review and meta-analysis.

The university mandates students to undertake at least one intramural research project, resulting in its consistent recognition among the country's top institutions. Industrial visits bridge theoretical knowledge with practical applications, while apprenticeship embedded programs provide real-world experiences aligned with NEP 2020, fostering holistic development.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	https://naac.dmiher.edu.in/fdata/wl/?id=7LdaBvYzx6QRcGEorgPwj67xo5rX1lrJ
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=QbxcqkKEBsaxsp9D5iS09SLeKjpMuUwb

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining **A. All 4 of the above**

**structured feedback on curricula/syllabi from
various stakeholders Students Teachers
Employers Alumni Professionals**

File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View File
URL for feedback report	https://www.dmiher.edu.in/curriculum-feedback-analysis-atr
Sample filled-in Structured Feedback forms by the institution for each category	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.4.2 - Feedback process of the Institution may be classified as:

A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional

File Description	Documents
URL for stakeholder feedback report	https://www.dmiher.edu.in/curriculum-feedback-analysis-atr
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process

File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	View File
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell for the year	View File
Initial reservation of seats for admission	View File
Any other relevant information	View File

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

File Description	Documents
Institutional data in prescribed format (Data Template)	View File
Document relating to Sanction of intake	View File
Extract of No. of application received in each program	View File
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File

2.1.3 - Student enrollment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries

2.1.3.1 - Number of students from other states and countries during the year

581

File Description	Documents
List of students enrolled from other states and countries during the year	View File
E-copies of admission letters to the students enrolled from other States / Countries	View File
Copy of the domicile certificate/passport from respective states / countries	View File
Previous degree/ Matriculation / HSC certificate from other state or country	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers. The Institution: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement

A. All of the Above

File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View File
Details of outcome measures	View File
Proforma created to identify slow performers/advanced learners	View File
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	View File
Any other relevant information	View File

2.2.2 - Student - Fulltime teacher ratio (data for the preceding academic year)

2.2.2.1 - Total number of students enrolled in the specified year

2533

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by

Based on the principles of learning, DMIHER (DU) has adopted teaching, learning, and assessment approaches that prioritize students and outcomes. The institution emphasizes student involvement in various aspects of academic activities, including planning, research, teaching, evaluation, decision-making, and advocacy. Experiential learning opportunities are offered in simulation labs, hospitals, and community settings through programs like Early Clinical Exposure, Comprehensive Community Health Care Program (CHCP), community-based research, skill labs

training, and the Organ Donation Society.

Project-based learning and research electives are integrated into undergraduate and postgraduate programs to develop analytical and critical thinking skills and prepare learners for evidence-based practice. Different learning styles are identified, and self-directed learning (SDL) is assigned in various subjects for problem-based learning (PBL), case-based learning (CBL), supervised virtual learning (SVL), library research, and museum visits. The curriculum emphasizes the integration of content through alignment, nesting, sharing, and correlation within teaching hours.

Students are provided ample opportunities at SVL to practice and learn specific skills. The Attitude, Ethics, and Communication module (AETCOM), including humanities, is an integral part of the formal curriculum and is given importance in all types of assessments. The university's readiness to utilize technology effectively for academic purposes and its alignment with international standards have earned it the QS-I Gauge 'E Learning Excellence for Academic Digitization (E-LEAD)' certification.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	https://naac.dmiher.edu.in/fdata/wl/?id=wf0117PucOyVgjtYKDiTBysMn6yOldkp
Any other relevant information	View File

2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and Simulation-Based Learning The Institution:
1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	View File
List of training programmes conducted in the facilities during the year	View File
List of clinical skills training models	View File
Proof of Establishment of Clinical Skill Laboratories	View File
Proof of patient simulators for simulation-based training	View File
Report on training programmes in Clinical skill lab/simulator Centre	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

2.3.3 - Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

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 platforms. 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-textbooks, Recorded lectures, Seminars, Continuous assessments - MCQs 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
Details of ICT-enabled tools used during the year for teaching and learning	https://naac.dmiher.edu.in/fdata/wl/?id=tUWJoJKe2qb4EyoJomGFBGeIkuEGjXIM
List of teachers using ICT-tools	https://naac.dmiher.edu.in/fdata/wl/?id=AFXeXkyBbxcLQ1pRG4LFU5XZmB2ezZ4S
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=AMeJtrroBuDwz706dLgrpxLPm7msC5aI

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
721	7499

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	View File
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	View File
Copy of circular pertaining to the details of mentor and their allotted mentees	View File
Approved Mentor list as announced by the HEI	View File
Log Book of mentors	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

721

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	View File
Position sanction letters by competent authority	View File
Appointment letters of faculty during the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils during the year

2.4.2.1 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

520

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

10091

File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	View File
Experience certificate of fulltime teacher	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year

721

File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	View File
Reports of the e-training programmes	View File
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	https://naac.dmiher.edu.in/fdata/wl/?id=FB DewxAqYR7J4Jc9oPEVaSFbiDA4U7g5
List of e-contents / e courses / video lectures / demonstrations developed	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

2.4.5 - Number of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the year

186

File Description	Documents
Institutional data in the prescribed format/ Data Template	View File
Certified e-copies of award letters (scanned or soft copy)	View File
Any other relevant information	View File

2.5 - Evaluation Process and Reforms

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

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year

1614

File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	View File
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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

338

File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View File
Minutes of the grievance cell / relevant body	View File
List of complaints / grievances during the year	View File
List of students who appeared in the exams during the year (Data template)	View File
Any other relevant information	View File

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.

1. Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	https://naac.dmiher.edu.in/fdata/wl/?id=3dklyteXm0bJE5Q5FYxkJl0CHFxsm4mZ
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

1. Reform Undertaken- Implementation of online evaluation in the Faculties of Allied Health Sciences & Pharmaceutical Sciences.

Purpose of the Reform undertaken

- The university is expanding both in terms of number of students & faculties. To facilitate the process of evaluation and to avail a larger pool of experienced evaluators the process of online remote valuation was introduce.

OutcomeAnalysis of Reform

Faster and more efficient valuation.

Timely result declaration.

Cost effectiveness

2. Reform Undertaken- Generation of Templates and commensurate eQB in Faculty of Allied Sciences & Engineering and Technology

Purpose of the Reform undertaken

- The integration of all the processes of assessment in the newly

introduced faculties is the mandate of the competent authorities. In accordance to that, a modality to replicate the set standards of paper settings through template generation was implemented.

OutcomeAnalysis of Reform

- Question papers commensurate with the set university standards subscribing to standardize wait age and coverage of syllabus.

3. Reform Undertaken- •

- End step IT enabled examination

Purpose of the Reform undertaken

Last step in IT enabled examination for the complete automation in exam process.

OutcomeAnalysis of Reform

Upgradation in software with additional features

File Description	Documents
Details of examination reforms implemented during the year	https://naac.dmiher.edu.in/fdata/wl/?id=9oLZ8hsj102pBfgm62PWEbtw109GJUck
Any other relevant information	View File

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):

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

File Description	Documents
Snapshot of EMS used by the Institution	View File
Copies of the purchase order of the software/AMC of the software	View File
The present status of automation., Invoice of the software, & screenshots of software	View File
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

The University emphasizes the vital role of assessment in maintaining educational equilibrium, ensuring alignment with global, national, and societal demands, as well as meeting accreditation standards such as the Washington Accord, WFME guidelines, and the National Education Policy 2020. Each academic program delineates clear graduate attributes, program outcomes, and specific objectives, in line with NAAC core values and the University's Vision-2025. Formative and summative assessments are conducted using diverse tools, addressing various levels of competency through LAQs, SAQs, and simulations, among others.

Continuous Internal Assessment (CIA) employs multiple tools and examiners to comprehensively evaluate competencies, facilitating timely interventions and learning opportunities. The assessment process prioritizes learner-centricity, transparency, and credibility, utilizing standardized operating procedures (SOPs) for electronic question banks and test blueprints to ensure

validity and reliability. Electronic question banks are categorized based on Bloom's taxonomy, catering to diverse programs. Test blueprints are meticulously designed to align with syllabus weightage, mitigating validity threats.

Content and format validation of question papers are crucial for ensuring educational assessment's effectiveness, with a targeted validation benchmark of 95%. Indirect assessment methods, including surveys and feedback mechanisms, supplement formative assessment processes, enhancing Teaching, Learning, and Assessment (TLA) strategies. Overall, the University's assessment program demonstrates validity, reliability, and stakeholder acceptance, contributing to a balanced educational environment.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://naac.dmiher.edu.in/fdata/wl/?id=2Sy6wj djWI5FkPB6cl0YZ31acHWnGSoJ
Methods of the assessment of learning outcomes and graduate attributes	https://naac.dmiher.edu.in/fdata/wl/?id=JTL6goxeTh7pN0fueU4NPsvXUgKJkgZX
Any other relevant information	View File

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

1081

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	View File
Institutional data in prescribed format (Data Template)	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://naac.dmiher.edu.in/fdata/wl/?id=LZcMAiclai38mN3MomapOleUoSXjvwdb
Any other relevant information	View File

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

File Description	Documents
Any other relevant information	View File
Database of all currently enrolled students (Data Template)	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website

The Research Promotion Policy (RPP) at the university is well-defined, actively creating an ecosystem for researchers, innovators, entrepreneurs, collaborators, alumni, industry, investors, and the local community. The university provides advanced facilities, centers, and grant opportunities like seed fund support, co-working spaces, advanced computing facilities, and mentorship for innovators, fostering an innovation and entrepreneurship culture. This initiative taps into the innovation potential of young minds, yielding lasting impacts on scientific understanding, generating unique solutions, and creating social impact with high-value job opportunities. DMIHER encourages ideas to boost cognitive capacities, systematically fostering a culture of innovation and a thriving entrepreneurship ecosystem. The university actively involves society through initiatives like the Citizen Research Program, Unnat Bharat program, DBT Foldoscope Program, Social Innovation Lab (SINNO lab), Enprendia Entrepreneurship Resource Centre (ERC), and collaborations with Atal Tinkering labs, National Repository for Panchgavya Chikitsa, and Swarop program. Various centers, including the New Generation Innovation Entrepreneurship Development Cell, Biomedical Engineering Technology Incubation Centre (BETIC), and Social Innovation Lab (SINNO lab), support and nurture innovation ecosystems. Human capital and capacity building are promoted through idea competitions, boot camps, hackathons, hands-on training programs, internships, employment-focused courses, certification programs, and mentor camps. The Research Promotion Policy emphasizes an open-ended approach, providing researchers with training, mentoring, and facilities to integrate humanistic knowledge with a sustainable research ecosystem.

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	View File
Document on Research promotion policy	View File
Any other relevant information	View File

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

292.92

File Description	Documents
Sanction letter of seed money to the faculty	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving seed money and details of seed money received (Data Template)	View File
Any other relevant information	View File

3.1.3 - Number of teachers awarded national/international fellowship/Financial support for advanced studies/collaborative research/conference participation in Indian and Overseas Institutions during the year

458

File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	View File
List of teachers and their national/international fellowship details (Data Templates)	View File
Any other relevant information	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

311

File Description	Documents
List of research fellows and their fellowship details	View File
E copies of fellowship award letters	View File
Registration and guide / mentor allocation by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.1.5 - University has the following facilities
Central Research Laboratory / Central Research Facility Animal House/ Medicinal plant garden / Museum Media laboratory/Business Lab/e-resource Studios Research/Statistical Databases/Health Informatics Clinical Trial Centre Any other facility to support research

A. Any 5 of the Above

File Description	Documents
Videos and geo-tagged photographs	https://naac.dmiher.edu.in/fdata/wl/?id=1vyult9hntFktSr3mMZFxluYG8z4gyfR
List of facilities provided by the University and their year of establishment (Data Template)	View File
List of the facilities added in the current academic year	View File
Any other relevant information	View File

3.1.6 - Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

3.1.6.1 - The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by National and/or International agencies

58

File Description	Documents
E-copies of departmental recognition award letters	View File
List of departments and award details (Data Template)	View File
Any other relevant information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year

556.07

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	View File
List of project and grant details (Data Template)	View File
Any other relevant information	View File

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

2682

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	View File
List of projects and grant details (Data Template)	View File
Any other relevant information	View File

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

141

File Description	Documents
List of research projects and funding details (Data Template)	View File
Supporting document/s from Funding Agencies	View File
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	View File
Any other relevant information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

The Research Promotion Policy (RPP), encompassing Intellectual Property Rights (IPR) and consultancy, is clearly defined and actively building an ecosystem for researchers, innovators, emerging entrepreneurs, collaborators, alumni, industry, investors, and the local community, focusing on transdisciplinary and interdisciplinary research. Originally aligned with Sustainable Development Goals (SDGs), the policy has seamlessly transitioned to adhere to the National Education Policy 2020 and the National Innovation and Start-up Policy. The university has established advanced facilities, centers, and grant opportunities, such as seed fund support, co-working spaces, advanced computing facilities, and mentorship for innovators and startups, fostering a culture of innovation and entrepreneurship. DMIHER encourages ideas to enhance higher-order cognitive capacities among students and researchers, systematically fostering a culture of nurturing ideas for innovation and a thriving entrepreneurship ecosystem. The university actively engages society through initiatives like the Citizen Research Program, Unnat Bharat program, DBT Foldoscope Program, Social Innovation Lab (SINNO lab), Enprendia Entrepreneurship Resource Centre (ERC), and collaborations with Atal Tinkering labs, National Repository for Panchgavya Chikitsa, and Swarop program. Various centers, including the New Generation Innovation Entrepreneurship Development Cell, Biomedical Engineering Technology Incubation Centre (BETIC), Social Innovation Lab (SINNO lab), and others, support and nurture innovation ecosystems. Human capital and capacity building are promoted through idea competitions, boot camps, hackathons, hands-on training programs, internships, employment-focused courses, certification programs, and mentor camps. The Research Promotion Policy emphasizes an open-ended approach, providing researchers with training, mentoring, and facilities to combine humanistic knowledge with a sustainable research ecosystem.

File Description	Documents
Geotagged photographs of the facilities and innovations made	View File
Any other relevant information	View File

3.3.2 - Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research

Grant writing and Industry-Academia Collaborations during the year

DMIHER(DU) consistently organizes knowledge events, including lecture series, webinars, seminars, workshops, and conferences, targeting undergraduates, postgraduates, Ph.D. scholars, and teaching faculty. These activities concentrate on Intellectual Property Rights (IPR), Research Methodology, Research Grant Writing, and Industry-Academia Collaborations, fostering education and research across stakeholders. DMIHER collaborates with esteemed institutes and industries for these initiatives. Intellectual Property Rights (IPR) workshops address patents, copyrights, trademarks, enlightening innovators, faculty, and students about intricacies and protection strategies. Research Methodology seminars cover quantitative and qualitative methods, engaging participants in critical debates and hands-on practices. A week-long research methodology and biostatistics course is integrated into the Ph.D. curriculum. Experts discuss Good Clinical Practice (GCP), Good Laboratory Practice (GLP), and hospital quality assurance in workshops for clinical and laboratory researchers. Grant Writing workshops impart skills for successful grant applications, guiding researchers through various aspects and supporting them in identifying funding agencies. The university's success is evident through grants received by UG, PG students, and faculty from reputable agencies, including high numbers of UG-STS and PG thesis grants from ICMR. Industry-Academia Collaboration emphasizes entrepreneurial culture and start-up support at DMIHER. Training programs from industry professionals cover IPR, translational research, quality assurance, quality control, and research planning, facilitating the conversion of innovations into commercial products.

File Description	Documents
Reports of the events	https://naac.dmiher.edu.in/fdata/wl/?id=yMkqpsZkR0VPcvrOEPmsYPOM8FWM0kwa
List of workshops/seminars on the above conducted during the year	https://naac.dmiher.edu.in/fdata/wl/?id=Kdf41BwBb3Tg2ip8ikU58DXZLIrKmcceJ
Any other relevant information	View File

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year

30

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	View File
Link to appropriate details on the Institutional website	https://naac.dmiher.edu.in/fdata/wl/?id=n09Npam6ulZlAb9PvW9lBbCnJ5apOekV
Institutional data in prescribed format (Data Template)	View File

3.3.4 - Number of start-ups incubated on campus during the year

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)

12

File Description	Documents
Registration letter	View File
E- sanction order of the University for the start-ups on the campus	View File
Contact details of the promoters	View File
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	View File
Any other relevant information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

File Description	Documents
Institutional code of Ethics document	View File
Course content of research ethics and details of members of Ethics Committee	View File
Copy of software procurement for plagiarism check	View File
Minutes of the relevant committee meetings for the year with reference to the code of ethics	View File
Details of committee on publication guidelines	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.2 - The Institution provides incentives for teachers who receive state,national or international recognitions/awards. Options:

Career Advancement Salary increment

Recognition by Institutional website notification

Commendation certificate with cash award

A. All of the Above

File Description	Documents
Policy on Career advancement for the awardees	View File
Policy on salary increment for the awardees	View File
Snapshots of recognition of notification in the HEI's website	View File
Copy of commendation certificate and receipt of cash award	View File
List of the awardees and list of awarding agencies and year with contact details for the year	View File
Incentive details (link to the appropriate details on the Institutional website)	View File
Institutional data in prescribed format (Data Template)	View File

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

289

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	View File
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	View File
Technology transfer document	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per

recognized PG teacher of the Institution during the year

3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year

395

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	View File
Web page for research in the Institutional website.	https://www.dmiher.edu.in/about-research-1
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

File Description	Documents
List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link	View File
Names of the indexing databases	View File
Any other relevant information	View File

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year

3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year

2009

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://naac.dmiher.edu.in/fdata/wl/?id=7DnJU4M6Jl6yOrcxDrDkjaZUVWe4eIJE
Names of the indexing databases	View File
Any other relevant information	View File

3.4.7 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the year

3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year

445

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	View File
List of names of publishers: National/ International	View File
Any other relevant information	View File

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

22131

File Description	Documents
List of the publications during the year	View File
Any other relevant information	View File

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

51

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any other relevant information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

The University has established an Intellectual Property Right (IPR) Policy to encourage the extensive utilization of institutional IP, providing a framework for translating IP into products, services, and processes. Applicable to students, faculty, staff members, researchers, and visiting scientists/experts engaged in university research projects, the policy proposes a governance structure involving the IP advisory committee and the IPR cell. This cell oversees outreach, creator relations, IP and technology management, contract negotiation, and revenue distribution. DMIHER's startup and innovation policy seeks to create an integrated, institution-based innovation ecosystem, supporting faculties, young students' ideas, and innovations. The policy aims to foster creativity, provide end-to-end support for ideas, build internal capacity, and establish pathways to market. Norms for revenue sharing and royalties are in place to facilitate and incentivize innovation. The Consultancy Policy guides faculty members in providing consultancy services, actively encouraging external engagements for knowledge and technology transfer. The policy applies to all staff engaged in consultancy activities, emphasizing knowledge transfer within institutional terms. Regular capacity-building workshops cover patents, copyrights, commercialization, and technology transfer. The University conducts awareness programs on protecting inventions and respecting IP rights. Interactive sessions with industry experts provide a platform for budding entrepreneurs to express their ideas and enhance the viability of future endeavors. The Research Promotion Policy (RPP), incorporating IPR and consultancy, is well-defined, building a necessary ecosystem for researchers, innovators, entrepreneurs, collaborators, alumni, industry, investors, and the local community, aligned with the National Education Policy 2020 and Sustainable Development Goals 2030.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://naac.dmiher.edu.in/fdata/wl/?id=MAuHqFTnGy90Ud8rwcOtCPkxLU2HZdNA
Link to the soft copy of the IPR and Consultancy Policy	https://naac.dmiher.edu.in/fdata/wl/?id=YT688aDznULs80jqwlwUWWCbOhsVRNA3
List of the training / capacity building programmes conducted during the year	https://naac.dmiher.edu.in/fdata/wl/?id=6EL8DH33QLJvDvkYKnVWIHWhBrCuNk26
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=GSRrp8kRjD9bM4YW3rYMfU46RLvm2HnS

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

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

524.21

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	View File
CA certified copy/Finance Officer Certified copy attested by head of the Institution	View File
List of consultants and revenue generated by them (Data Template)	View File
Any other relevant information	View File

3.6 - Extension Activities

3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with

industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

990

File Description	Documents
Photographs or other relevant supporting document	View File
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	View File
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	View File
Any other relevant information	View File

3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

13182

File Description	Documents
Reports of the events organized	View File
Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template)	View File
Geo tagged Photos of events and activities	View File
Any other relevant information	View File

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

DMIHER(DU) is dedicated to providing high-quality healthcare and related services to Vidarbha and neighboring states, prioritizing marginalized, hard-to-reach, and underprivileged communities. The outreach extends to rural and peri-urban areas, including tribal populations, covering all life stages from maternal care to

geriatric services. DMIHER ensures comprehensive care, addressing basic, curative, preventive, promotive, and rehabilitative aspects. The institution conducts community-based services through extension and outreach activities, specifically targeting the unmet needs of the underprivileged. With the goal of subsidizing healthcare costs and reducing out-of-pocket expenses, all programs are designed to benefit the community. DMIHER's commitment to community welfare has been acknowledged through prestigious awards from international, national, and local government bodies. Recognitions come from district health departments, NGOs, social institutes, and various organizations, highlighting DMIHER's excellence in healthcare. Accolades from entities like Zilla Parishad, Wardha; Niti Aayog; Indian Medical Association, Nagpur; and others underscore DMIHER's leadership in community well-being and healthcare services.

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	View File
List of Government/other recognized bodies that have given the awards	View File
Any other relevant information	View File

3.6.4 - Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio-economic development issues carried out by the students and staff, including the amount of expenditure incurred during the year

DMIHER (DU) is recognized for outstanding community services in Central India by international and national bodies, impacting Wardha District, Vidarbha, Telangana, Madhya Pradesh, and Chhattisgarh. The university is dedicated to providing holistic healthcare, covering preventive, promotive, curative, rehabilitative, referral, and palliative services. Utilizing rural community healthcare centers and outreach services, the university conducts diverse healthcare activities, including the unique family adoption program where students adopt families for community-based learning in villages. Participating in "Unnat Bharat Abhiyan," the university showcases commitment to holistic village development by adopting five villages, conducting Swachh Bharat initiatives, and organizing free/subsidized health checkup camps. Specialist services extend to Army personnel and Central Ammunition Depot Pulgaon employees, offering maternal and child

health services, early disease screening, and free cancer screening camps in collaboration with the Rotary Club. Mobile healthcare teams serve Wardha and Chandrapur areas. In health financing, the university engages in initiatives like free treatment through government health insurance schemes, including Pradhan Mantri Ayushman Bharat Yojana and Mahatma Jyotiba Phule Jeevandayee Yojna. Contributions include health camps, preventive checkups, health insurance, cohort-based programs, maternal and child health initiatives, employee concessions, and visually impaired programs. NSS unit and YRC club volunteers engage in water conservation, collaborating with NGOs like the Paani Foundation. Efforts extend to tobacco cessation, advanced treatments through government collaborations, and community health physiotherapy. Workplace assessments prevent and manage injuries through community-based physiotherapy. Services reach old age homes and geriatric clinics, showcasing the university's comprehensive commitment to community well-being.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://naac.dmiher.edu.in/fdata/wl/?id=bXhtqwbhaRGTXt61JY628VcLpbelHFta
Link for additional information	https://naac.dmiher.edu.in/fdata/wl/?id=LHvxHbURqyv1zVIVUx5pA0UfinsUmLAv
Link for additional information	https://naac.dmiher.edu.in/fdata/wl/?id=LHvxHbURqyv1zVIVUx5pA0UfinsUmLAv

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

3.7.1.1 - Total number of Collaborative activities for research, faculty exchange, student exchange during the year

73

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	View File
Certified copies of collaboration documents and exchange visits	View File
Link with collaborating Institution's website	https://naac.dmiher.edu.in/fdata/wl/?id=zgIfMkGwJRthyh8bMwpTuJBZVv0KYZ3Y
Any other relevant information	View File

3.7.2 - Presence of functional MoUs with Institutions/ industries in India and abroad for academics, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the year

3.7.2.1 - Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the year

52

File Description	Documents
E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View File
Institutional data in prescribed format	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

DMIHER is dedicated to optimizing the use of its academic infrastructure to align with its vision of establishing a platform for holistic innovation, team collaboration, originality, and student competence. The institution boasts advanced Teaching-Learning and Skill Development Facilities, including Smart Classrooms, Seminar Rooms, and Lecture Capturing Systems, totaling 249 spaces meeting apex council norms. Tele-Conference Facilities facilitate interaction with national and international adjunct

faculties.

Skill acquisition spaces feature four Dissection Halls with AV and ICT capabilities, connecting to a Virtual Dissection Table. The School of Experiential Learning houses state-of-the-art Skill Labs with high-fidelity manikins and simulation setups, preparing students for international examinations. Teaching Hospitals provide abundant clinical material and high-end diagnostic facilities, enhancing psychomotor skills. A Herbal Garden at the Ayurved college enriches students' knowledge of medicinal plants.

Self-Directed Learning spaces like Jigyasa and Swadhaya, integrated museums, and Information and Resource Centers equipped with digital databases and e-portfolios contribute to fostering a self-driven learning environment at DMIHER.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://naac.dmiher.edu.in/fdata/wl/?id=mc3oP8jOtuEOF4LmPWHTVhIFt14zTq2S
Geotagged photographs of the facilities	https://naac.dmiher.edu.in/fdata/wl/?id=C9NPFR7YYU3czXXsV9xU6DkrXfE0ZXS8
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=fYshmgkUyQB5f1Xa2dquJjRHMPV81Vqu

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff: sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre etc. and for cultural activities

To facilitate optimal student participation, the university established a 'Student Welfare Cell' overseeing Co-curricular clubs like Arts, Music, Theatre, Dance, Quiz, Literary, and Sports, along with NSS and Youth Red Cross units. Committees in each constituent unit with elected student council members ensure active participation. The university annually publishes a timetable for these activities, monitored through a structured Management Information System (MIS).

Sports facilities include playgrounds for cricket, football, volleyball, basketball, futsal, and athletics. Intra-faculty and inter-faculty competitions like Energia and Impulse enhance students' sports participation. The university collaborates with the Vidarbha Cricket Association for state-of-the-art cricketing

facilities. Special self-defense classes are organized for female students, and the university supports students in national sports events.

Indoor sports facilities, including pool, chess, carom, table tennis, and badminton, are provided in hostels, with centralized facilities for staff. A centrally provided "State of Art" gymnasium and swimming pool cater to staff and students' health and fitness needs. Dedicated Yoga and Meditation Centers, along with music and dance practice rooms, contribute to multifaceted development.

Cultural activities occur in well-equipped assembly halls and the centrally air-conditioned Datta Meghe auditorium, hosting major events. Students participate in conferences, regional competitions, and the annual Swarvaidarbhi singing competition during Ganesh Festival celebrations, showcasing and nurturing local talent.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://naac.dmiher.edu.in/fdata/wl/?id=GKz0PvzpLaTpnYcveSmy488FzBIDtgKn
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=GKz0PvzpLaTpnYcveSmy488FzBIDtgKn

4.1.3 - Availability and adequacy of general campus facilities and overall ambience

DMIHER boasts an infrastructure designed to meet the diverse needs of students, faculty, and patients, creating an environment conducive to creative ideation, meaningful learning, and dedicated healthcare. The campus features beautiful landscapes, meticulously planted trees, comfortable lawns, indoor and outdoor sports facilities, centralized food courts, a Student Hub, Selfie points, well-ventilated corridors, innovation rooms, a temple, an all-faith prayer center, a yoga hall, a health club, and a swimming pool, enhancing the overall character of the campus.

The institution prioritizes the safety and tranquillity of its occupants through a network of CCTV cameras and security personnel. Essential campus facilities include hostels with Wi-Fi connectivity, recreational spaces, and 24x7 security services, accommodating nearly 4000 students. Residential quarters for staff, a multicuisine centralized food court, a 1300-capacity

auditorium, a state-of-the-art Health Club with a swimming pool and gymnasium, banking facilities, well-maintained internal roads with signage, and transportation services are also available.

The campus emphasizes environmental sustainability with RO water treatment plants, sewage treatment plants, and a commitment to becoming a 100% solar-powered campus by 2030. Currently, over half of the energy consumption is met through solar panels. DMIHER's health sciences focus is supported by a 2700 bedded tertiary care hospital facility, available 24*7 to all its inhabitants.

File Description	Documents
Geotagged Photographs of Campus facilities	https://naac.dmiher.edu.in/fdata/wl/?id=5CJkSFWUdJmOzLdLMfNUmaZlD1y25Tp2
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=yEsCxND69OBRjMjvi4ZW9ZjHD7bWMZ1M

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

9385.48

File Description	Documents
Audited report / utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data Template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

DMIHER oversees four teaching hospitals, two for Modern Medicine at Main and Off Campus. Acharya Vinoba Bhave Rural Hospital and Siddharth Gupta Memorial Cancer Hospital hold accreditations from NABH, NABL, and ISO. The hospital offers super speciality services

such as Neurosurgery, Cardiology, Gastroenterology, and Oncology. Diagnostic services include a 3 Tesla MRI, CT Scan, 2 Cathlabs, and various imaging facilities. The Central Clinical Laboratory features advanced equipment for sample processing, and the Central Clinical Physiology Lab covers various diagnostics.

Shalinitai Meghe Hospital and Dr Babasaheb Ambedkar Super Specialty Institute Nagpur are accredited by NABH and NABL. The hospital also offers super speciality services and diagnostic facilities similar to those at Acharya Vinoba Bhave Rural Hospital.

Sharad Pawar Dental Hospital, accredited by NABH, provides comprehensive dental care, including maxillofacial surgeries and orthodontic procedures. Mahatma Gandhi Ayurved Hospital Salodis the first NABH-accredited Ayurveda Teaching Hospital in Central India. It features facilities for Panchkarma, anorectal diseases, and a research laboratory. Ravi Nair Physiotherapy Setup, recognized as a District Rehabilitation Centre, offers neurorehabilitation, gait analysis, and respiratory rehabilitation services. Patient welfare schemes and in-house initiatives cater to various healthcare needs.

The teaching hospitals conduct high-end, complex surgeries, and the linear accelerator in the cancer hospital enhances the learning of radiation oncology concepts.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://naac.dmiher.edu.in/fdata/wl/?id=GxN2CuMuFxi3COYte6tuWN7DU3W3epRY
List of facilities available for patient care, teaching- learning and research with geotagged evidences	https://naac.dmiher.edu.in/fdata/wl/?id=RlFsHkrYDEYnBJlOkDZMVyn4BL0hc8gk
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=1Uwj0cte2PppReCSqOPTVGGRZVe9Lt3v

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

The University oversees a network of five esteemed teaching hospitals: Acharya Vinoba Bhave Rural Hospital, Sharad Pawar

Dental College, Ravi Nair Physiotherapy College, Mahatma Gandhi Ayurved College and Research Center, and Shalinitai Meghe Hospital and Research Center (located off-campus). These hospitals meticulously adhere to the standards set by the apical council, ensuring a comprehensive array of both outpatient and inpatient cases.

The educational experiences are elevated through the incorporation of cutting-edge equipment, providing learners with hands-on opportunities for skill enhancement. Sophisticated tools such as operating microscopes, laparoscopy, endoscopy, bronchoscopy, and magnetic resonance imaging foster bedside learning experiences, enriching the learners' skills.

Within the dental hospital, procedures extend from routine scaling and tooth extraction to complex surgeries such as mandibular hypoplasia correction and cleft palate closures. Collaborative efforts with initiatives like the Smile Train project contribute to the rehabilitation of cleft palate and lip patients.

Similarly, the Ayurvedic hospital offers a diverse range of treatments, incorporating Panchkarma, Agnikarma, and Jalaukavacharan. Physiotherapy services, obstetric care, and specialized clinics further augment the clinical spectrum.

DMIHER has developed an indigenous Hospital Management Information System (HMIS) through the collaborative input of clinical faculty, administrators, and finance teams over the years. This robust system, comprising over 36 modules, facilitates comprehensive patient care management, covering aspects such as MRD, bed allotment, pharmacy management, and finance integration. With approximately 750 devices accessing patient data, the HMIS ensures efficient and seamless hospital operations, significantly contributing to enhanced patient care and overall management.

File Description	Documents
Outpatient and inpatient statistics for the year	https://naac.dmiher.edu.in/fdata/wl/?id=wqyfa3LHIeOVdRC1rnD6k2GGaA7UtDiN
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	https://naac.dmiher.edu.in/fdata/wl/?id=wqyfa3LHIeOVdRC1rnD6k2GGaA7UtDiN
Link to hospital records / Hospital Management Information System	https://naac.dmiher.edu.in/fdata/wl/?id=7iQJ0qurXOKLxNxtDSRPq92DqAK7yrK4

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health

A. All of the Above

File Description	Documents
Geotagged photographs of Health Centers	View File
Government Order on allotment/assignment of PHC to the Institution	View File
Documents of resident facility	View File
Any other relevant information	View File

4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI, ISO certification of departments /Institution GLP/GCLP accreditation.

A. All of the Above

File Description	Documents
Copies of the Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template in prescribed format	View File

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS)

Integrated Library Management Software (ILMS) was originally developed in-house in 2005. In response to the University's development plan and the challenges posed by the COVID-19 pandemic, the university expedited efforts to optimize library functions. The ILMS was enhanced by incorporating additional software, such as Library Automation Software - LIBNET (now updated and replaced), and subsequently transitioning to KOHA. The implementation of a Radio Frequency Identification (RFID) system further automated the issue and return processes.

Key features of ILMS include digitization and barcoding of library resources, automated issue and return processes through RFID or barcode scanning, digital accession and indexing, online sharing of library resources, built-in audit mechanisms, efficient calculation of library utilization, and an online feedback system.

Digital Libraries E-Resource Centre in each DMIHER library provides computer terminals and separate enclosures for a comprehensive learning experience with unlimited access to library resources and internet sources. The libraries are equipped with 1 GBPS internet connectivity, Wi-Fi facilities for modern learning experiences, and qualified librarians to ensure seamless operations.

The libraries offer a well-lit and ventilated atmosphere with diverse seating spaces for students, researchers, and faculty, including seminar halls. Additional facilities such as drinking water, washrooms, and reprography services contribute to a conducive and exciting learning environment at DMIHER.

File Description	Documents
Geotagged photographs	https://naac.dmiher.edu.in/fdata/wl/?id=wE5vDx3CYkFgvZupSP0Az1gN13vNG7Ga
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=Lp ha149xXaJ8VzCKB7VCN8MZTC5jrKiZ

4.3.2 - Number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

The Information Resource Center at DMIHER boasts an extensive collection, encompassing 92,061 books, including 59,825 textbooks, 33,236 reference books, and 1,810 archives. The diverse range of resources spans reference books, yearbooks, medical clinics, annual reviews, atlases, MCQs, competitive exam materials, USMLE content, and educational CDs/DVDs. The library caters to a broad spectrum of subjects such as anatomy, neuro-anatomy, pathology, dentistry, surgery, and more, providing critical references for various medical disciplines.

Moreover, the Archives section holds historical records of DMIHER since its inception, accompanied by a collection of 1,695 treasured books. The library facilitates access to 325 national and 363 international journals in hardcopies, with a total of 9,310 bound journals and 6,501 e-journals. Online databases such as DELNET, EBSCO Host, Proquest, British Council, and the Digital Library of the Royal Society of Medicine have been subscribed since 2012, offering users remote access to a wealth of subject-specific information.

The library's commitment to diversity is reflected in its collection of 104 ancient Indian books in Sanskrit, digitized manuscripts of traditional medicinal texts, and materials on Ayurveda. A dedicated section for quality assurance literature and contributions from alumni and retired faculty further enrich the library. The Library Committee continuously expands the collection by adding 10% new titles annually. Additionally, the library houses 3,819 CDs/DVDs, 37,599 reference e-books, and 1,575 online dynamic books.

File Description	Documents
Library acquisition data for the year	https://naac.dmiher.edu.in/fdata/wl/?id=d8HzBUIHGE3RL1BMhY8MbJMQ1NXQ49e2
Any other relevant information	View File

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases **A. All of the Above**

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	View File
E-copy of subscription letter/membership letter or related document with the mention of year	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for purchase of books and journals (including e-resources) during the year

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

435.56

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	View File
Audited Statement highlighting the expenditure for purchase of books and journal library resources	View File
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	View File
Details of annual expenditure for purchase of books and journals for the year (Data Template)	View File
Any other relevant information	View File

4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

A. All of the Above

File Description	Documents
Give links or upload document of e-content developed	View File
Supporting documents from the hosting agency for the e-content developed by the teachers	View File
Give links e-content repository used by the teachers / Students	https://naac.dmiher.edu.in/fdata/wl/?id=HE84xlxT15JRkyjOzfZJ3PmJlKVjFHvM
Data Template	View File

4.4 - IT Infrastructure

4.4.1 - Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

249

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	View File
Description of new facilities added during the preceding academic year	View File
Consolidated list duly certified by the Head of the institution	View File
Geotagged photographs	View File
Any other relevant information	View File

4.4.2 - Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

DMIHER is dedicated to evolving alongside stakeholders' needs, consistently updating infrastructure, facilities, IT installations, and processes. Computer facilities for students undergo regular upgrades to enhance teaching-learning experiences across classrooms, clinical setups, and community settings, facilitating easy access to digital databases for research.

FEAT campus boasts a well-equipped computer lab adhering to AICTE guidelines, with open Wi-Fi access and around 3000 computers distributed across DMIHER units. Approximately 25% of the IT infrastructure is updated annually, with specific budget allocations. Classroom amenities include Smart Boards, projectors, internet access, and A-V aids, supplemented by LAN/Wi-Fi/Intercom facilities. The Digital library provides internet-enabled computers, AV aids, and e-resources for various learning programs.

Teachers have access to high-tech studios for creating e-resource videos integrated into the LMS. Hostel students enjoy round-the-clock Wi-Fi access for online learning, library access, and DMIHER's student app. A fibre optic network connects all locations, including colleges, hospitals, hostels, labs, and administrative blocks.

The Data Centre houses 25 servers, 14 storage & network devices for data storage and backup. Hospital areas are equipped with computers for patient data access via HIMS, serving as clinical

learning resources. PG students receive Tabs for HMIS access and learning materials. The hospital's HMIS is linked to the National Medical Commission's server, and operation theatres feature advanced camera and network facilities for live surgery demonstrations. This fully networked campus with state-of-the-art IT infrastructure empowers learners to excel in the global arena.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://naac.dmiher.edu.in/fdata/wl/?id=9xnnAVuAq0b9sL9ZTF1BaoVq1TlAhlFy
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=w0s3qOdUU3NAnAM7qVU09RV6tdeIH6c6

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) A. ?1 GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Annual subscription bill / receipt	View File
Any other relevant information	View File

4.4.4 - Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.

In an era marked by groundbreaking discoveries and paradigm shifts, education must evolve rapidly to keep pace with the dynamic landscape. Recognizing this imperative, educational institutions such as the University have embraced innovative teaching methods, leveraging exclusive e-content development centers. These centers, numbering five, empower faculty to create scientifically verified content for diverse educational platforms, including the Learning Management System, Hybrid Teaching Learning, Assessment, and Curriculum Delivery Systems.

The University's physical infrastructure, exemplified by its

Advanced Digital Studio, Electronic Data Processing section, and Lecture Capture Systems in lecture halls, underscores a commitment to cutting-edge technology. These facilities enable the production of high-definition audiovisual content, online lectures, and interactive learning resources, ensuring a rich and immersive educational experience. Moreover, departmental laboratories and surgical theaters are equipped with digital capture tools, cementing a commitment to preserving and utilizing valuable teaching materials.

DMIHER's forward-looking Vision 2025 emphasizes the integral role of e-learning and digital tools in shaping the future of health professions education. This vision entails harnessing emergent technologies such as 3D virtual reality to elevate teaching, learning, and assessment processes. Faculty engagement in ongoing training, coupled with meticulous monitoring by college councils, ensures the quality, consistency, and sustainable growth of this transformative educational paradigm. As DMIHER strides towards its vision, it envisions a future where e-learning becomes a cornerstone, advancing health professions education to unprecedented heights.

File Description	Documents
The e-content development facilities	https://naac.dmiher.edu.in/fdata/wl/?id=fN0D89qJgu4ggmcNte430QpsY79Dkfwv
Geotagged photographs	https://naac.dmiher.edu.in/fdata/wl/?id=4yaIlaFUvDs4epdjGpeKoKYjfvM2gpUo
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=fMyrUQbbG0vZvx3qvJMavoictmxkHwkY

4.5 - Maintenance of Campus Infrastructure

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

9707.85

File Description	Documents
Audited statements of accounts on maintenance	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	View File
Link to ERP	https://naac.dmiher.edu.in/fdata/wl/?id=rwG1GyJ7ox7x121Z5gQOV7aqXh3yYw6L
Any other relevant information	View File

4.5.2 - There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

DMIHER has strategically established comprehensive systems and processes, complemented by allocated budgets, to ensure the seamless maintenance of both its physical and academic support facilities. This responsibility is entrusted to an in-campus Maintenance Department, overseen by a designated Nodal Officer. Collaborating with a Technology-enabled Total Facility Management company, Service Master Clean, the institution adopts a forward-thinking approach to facility management. Service Master Clean employs innovative, automated, and digitized solutions, utilizing IoT-enabled Operations and Maintenance activities to optimize resource utilization and control Facility Management costs.

Accessible 24x7, the maintenance services employ RF Ids displayed at various campus locations for registering complaints and grievances. Stakeholders, including students, can conveniently register requests via smartphones, with real-time updates captured in the software. Adhering to a policy of prompt resolution, requests are queued for resolution within 24 hours to 1 week, monitored rigorously through a dashboard displaying complaint status, resolution time, and age of the complaint.

The Biomedical Engineering Department, led by qualified engineers, ensures the maintenance, calibration, and certification of lab equipment. Additionally, housekeeping services, transport vehicle oversight, and power backup facilities are meticulously managed. The Maintenance Department extends its purview to academic infrastructure, sports facilities, and IT facilities, ensuring the upkeep of laboratories, libraries, digital infrastructure, and sports amenities. The IT Department, led by a seasoned

professional and supported by a team of IT professionals, maintains and upgrades information and technology facilities.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	https://naac.dmiher.edu.in/fdata/#/1/1/AOAR%202022-23/Criteria%20-%204/4.5.2
Log book or other records regarding maintenance works	https://naac.dmiher.edu.in/fdata/wl/?id=6WwHx80UDMk1BhxrsyiCMRgkDYRjbCL6
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=e0wSZnLloeiOFqJtYyLn3hdqILf6L6Z0

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

2794

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	View File
List of students for the year who received scholarships/ freeships /fee-waivers	View File
Any other relevant information	View File

5.1.2 - Institution implements a variety of capability enhancement and other skill development schemes Soft skills development Language and communication skill development Yoga and wellness

A. All of the Above

**Analytical skill development Human value
development Personality and professional
development Employability skill development**

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	View File
List of capability enhancement and skill development schemes (Data Template)	View File
Link to Institutional website	https://www.dmiher.edu.in/capacity-enhancement-schemes
Any other relevant information	View File

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

5.1.3.1 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year

3737

File Description	Documents
Copy of circular/brochure of such programs	View File
List of students attending each of these schemes signed by competent authority	View File
Program/scheme mentioned in the metric	View File
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell

DMIHER places a significant emphasis on three key goals in its internationalization efforts: fostering an International Campus, imbuing the institution with international teaching knowledge and expertise, and implementing internationalization at home. The University has been proactively cultivating these goals since 2008 through the establishment of the dedicated International Student Cell (ISC). The ISC concentrates on fortifying the International Campus by bolstering the recruitment, retention, and success of international students. Recognizing the diverse needs and financial resources of graduate and undergraduate students, the University invests in ample resources to enhance the overall student experience, providing support from application to graduation. The ISC ensures a robust educational and professional experience, offering opportunities for skill development and intercultural competencies for thriving in the global community.

The Office for International Affairs ensures the comfort of International/NRI/PIO students at the campus, offering support from admissions to immigration, housing to browsing, personal to professional assistance, academic to administrative support, grievance redressals, career counseling, and placement support. Currently, the University hosts international students from diverse countries, maintaining diplomatic relationships and strategic partnerships for international student admissions.

The University organizes various events, including cultural festivals, food tastings, language exchange programs, community-based volunteer programs, student clubs, celebrations of international days and festivals, study groups, career events, and workshops, fostering an inclusive learning environment that accommodates diverse cultures and religions, providing equal learning opportunities for all.

File Description	Documents
International students' cell	https://www.dmiher.edu.in/international-cell
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=DB_jtp7wL6CrLxSlnTEiGgJ3WO8CZH2d3

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the Above

grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

File Description	Documents
The Institution has a transparent m	View File
Circular/web-link/ committee report justifying the objectives of the metric	https://naac.dmiher.edu.in/fdata/wl/?id=yYOSsYXKSLOY2TqXqsHB0dc285E0Bfv0
Details of student grievances and action taken (Data Template)	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMS PGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the preceding academic year

145

File Description	Documents
Number of students qualifying in state/ nation	View File
Pass Certificates in the examination	View File
Any other relevant information	View File

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

866

File Description	Documents
Self-attested list of students placed / self-employed	View File
Details of student placement / self-employment during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education

5.2.3.1 - Number of outgoing students progressing to higher education

260

File Description	Documents
List of students who have progressed to Higher education preceding academic year	View File
Supporting data for students/alumni	View File
Details of student progression to higher education (Data Template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

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

41

File Description	Documents
e-copies of award letters and certificates	View File
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	View File
Any other relevant information	View File

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

The Student Welfare Cell (SWC) at DMIHER is composed of the Director, Convenor, and representatives from the Student Council of constituent colleges. These Student Council members, including the President, Vice President, General Secretary, and others, are elected by the students. They oversee the committee's activities and implement plans outlined in the SWC's annual calendar. The Student Council plays a significant role in the university's governance, academic, co-curricular, extra-curricular, and administrative functions through the 'Umbrella mechanism of the University for Meaningful Student Engagement (MSE).'

To cater to the diverse professional programs offered, the Student Council organizes activities aimed at enhancing overall student productivity and professional outcomes. They also participate in various university committees and councils, including those related to curriculum, examinations, and grievance redressal. Additionally, they engage in international and national exchange programs, public health initiatives, academic discussions, and cultural sponsorships.

One notable initiative by the Student Council is the Organ Donation Awareness Society, run in collaboration with the Zonal Transplant Coordination Centre (ZTCC), Nagpur. This society, managed entirely by students, promotes organ donation awareness and encourages individuals to pledge as donors while educating society about the process and significance of organ donation.

File Description	Documents
Student Council activities during the year	https://naac.dmiher.edu.in/fdata/wl/?id=BcJzSJnXv3N2abZRwCvgpn4rh6gA22mx
Any other relevant information	https://www.dmiher.edu.in/students-welfare-antiragging-cell

5.3.3 - Number of sports and cultural activities / events/ competitions organised in the Institution during the year

5.3.3.1 - Number of sports and cultural activities / competitions organised by the Institution during the year

146

File Description	Documents
Report of the events/along with photographs appropriately dated and captioned	View File
Copy of circular/brochure indicating such kind of activities Information as per Data template	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

The alumni engagement at Datta Meghe Institute of Higher Education and Research encompasses various avenues. Each constituent college hosts its own alumni body, registered under a charitable trust. The Vaave Alumni Association platform facilitates alumni registration and fosters ongoing communication, nurturing lifelong connections. Regular scientific alumni events, including Alutalks, webinars, and workshops, are held to promote knowledge exchange. Alumni actively support graduates through placements and internships, sharing insights and professional guidance. They also engage with new students during foundation courses, offering mentorship and insight into market trends and career paths. Annual ceremonies honor body donors and welcome new students with white coat inductions, featuring esteemed alumni speakers. Adjunct faculty roles are filled by distinguished alumni, enriching

departmental expertise. Annual alumni gatherings strengthen ties with the institution and current students, with plans for offshore reunions. Eminent alumni contribute to research and academic endeavors, offering endowments and donations to support excellence. Their feedback informs curriculum revisions, ensuring alignment with evolving needs. Individual alumni committees in each college oversee activities, with monthly reviews and quarterly association meetings to ensure smooth operations and continual enhancement.

File Description	Documents
Details of Alumni Association activities for the year	View File
Frequency of meetings of Alumni Association with minutes	View File
Quantum of financial contribution for the year	View File
Audited statement of accounts of the Alumni Association for the year	View File

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments **A. All of the Above**

File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View File
List of Alumni contributions made during the year	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance

DMIHER (DU) is committed to nurturing professionals with competence, confidence, concern, compassion, and global relevance through a higher education model centered on competencies. This framework, deeply rooted in quality, learner-centricity, community engagement, and evidence-based practices, extends across all units within the institution. The university is dedicated to creating an atmosphere conducive to interdisciplinary research, aiming to produce meaningful outcomes at both national and regional levels.

A pivotal aspect of DMIHER's mission is to provide comprehensive healthcare services, particularly targeting rural, needy, marginalized, and underprivileged populations. Achieving this objective entails establishing collaborative connections and implementing a decentralized governance system that is proactive, transparent, and accountable.

The institution's evolution from a focus on health sciences to a multidisciplinary entity, including the establishment of an Off-campus Medical School in Nagpur, reflects its adaptability and responsiveness. In alignment with the National Education Policy (NEP) 2020, the university underwent a rebranding from Datta Meghe Institute of Medical Sciences to Datta Meghe Institute of Higher Education and Research.

DMIHER DU boasts 12 diverse faculties, incorporating the recently launched Faculty of Engineering and Technology (FEAT) to address contemporary and future engineering needs. The university embraces online programs and open and distance learning (ODL) initiatives, integrating innovative skill training through electives and embedded apprenticeships.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://www.dmiher.edu.in/about
Report of achievements which led to Institutional excellence	https://naac.dmiher.edu.in/fdata/wl/?id=dL2p6LiyOXWyM3vCO9bms2hYFiaqSBbG
Any other relevant information	View File

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.

The university operates on the principle of participatory management, decentralizing its administration through committee-based handling of major activities such as academics, administration, finance, and examinations, delegating responsibilities accordingly. The Vice-Chancellor provides academic and administrative leadership, while policy guidelines are derived from a multi-tiered governance system involving the Board of Management (BoM), statutory bodies, UGC, key policymakers, and government representatives.

Various advisory boards, including Planning and Monitoring Board, International Advisory Board, Research Advisory Board, and Techno-Health Advisory Board, consist of experts in their respective fields. These bodies adhere to defined Standard Operating Procedures (SoPs) for implementing resolutions and conducting periodic reviews. In addition to statutory committees, decentralized administration is facilitated through autonomous cells empowered with specific authorities.

These committees include staff and student representatives who contribute to discussions and offer suggestions. Over 30% of staff and 7% of students are involved in decision-making bodies. Autonomy and delegation enable effective planning, execution, monitoring, and review, supported by the Internal Quality Assurance Cell (IQAC) conducting regular assessments and providing necessary advice for revisions.

The integration of statutory and non-statutory committees ensures informed decision-making. For example, the Joint College Council, a non-statutory committee, collates information from various sources and provides recommendations to the Academic Council and Board of Management, fostering participative decision-making

platforms that enhance job satisfaction, organizational commitment, employee-employer relations, and institutional performance.

File Description	Documents
Information / documents in support of the case study	https://naac.dmiher.edu.in/fdata/wl/?id=g5WeVfbNuH1apLGykBEpJDx5a1nRWWUM
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=rGqrlWvb8dO9xU0TD11eNlJlQAOPxgur

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Perspective Developmental Plan (PDP) is meticulously crafted, considering a range of essential criteria. These criteria encompass statutory requirements, aligning with the legal framework governing the institution. Moreover, the PDP is intricately linked to the overarching Vision and Mission of the Institute, ensuring a cohesive and purpose-driven developmental trajectory.

In addition, the plan is shaped by insights from the Planning & Monitoring Board and the Internal Quality Assurance Cell (IQAC). Active Need Analysis is conducted, taking into account global trends and aligning with national Education and Health Policies. Departments contribute their perspectives through research and academic presentations, proposing short-term, midterm, and long-term plans.

Stakeholder engagement is integral, with feedback sought from students, alumni, patients, peers, and other relevant entities. Individual inputs from faculty members further enrich the comprehensive plan. The PDP undergoes a thorough review process, with joint council approval preceding scrutiny by the Planning & Monitoring Board, Academic Council, and Board of Management.

DMIHER, drawing on two decades of experiential learning, has developed a copyrighted "10 Step Guide for Strategic Planning," widely adopted by other Higher Education Institutions (HEIs). The process involves agreed strategic planning, environmental scanning, issue identification, values and mission alignment, shared vision development, goal formulation, strategy agreement,

action plan development, finalizing the strategic plan, and building monitoring procedures for adaptability to changes in the external environment.

File Description	Documents
Strategic Plan document	View File
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	View File
Any other relevant information	View File

6.2.2 - Effectiveness and efficiency of functioning of the Institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

The university operates within a structured framework characterized by a clearly defined hierarchy, delineated key responsibility areas, and performance matrices, all governed by well-articulated Standard Operating Procedures (SOPs). To facilitate effective planning and decision-making, diverse governing bodies have been established, each assigned distinct responsibilities. In accordance with the Memorandum of Association (MoA) and the UGC Deemed to be University Regulations of 2019, the institution aligns itself with requisite bodies and councils.

Inclusive decision-making is facilitated through need-based non-statutory committees, advisory boards, and councils, ensuring engagement of all stakeholders. Technological support, provided by various Enterprise Resource Planning (ERP) systems, coupled with a meticulously crafted Comprehensive Academic Calendar, ensures the timely execution of decisions made by these committees.

The administrative framework, as outlined in the MoA and Rules, incorporates a well-defined hierarchy with roles and responsibilities for administrators, teachers, and staff. Policies addressing diverse administrative facets are formulated, while Bye laws and statutes, crafted by the Bye Law drafting Committee, serve as a manual for university activities. Standing and Special committees, under the Vice Chancellor's purview, regularly draft and amend policies, subsequently transforming them into standard operating procedures for efficient implementation.

Additionally, the university has established Patient and Student Charters, complemented by detailed service rules and an HR Manual. These documents comprehensively outline roles, responsibilities,

privileges, penalties, leave policies, and superannuation for employees. Adhering to statutory norms, appointments and promotions are conducted through duly constituted selection committees, with performance evaluation facilitated by a structured appraisal and feedback system, guiding promotions and increments.

File Description	Documents
Annual Report of the preceding academic year	https://naac.dmiher.edu.in/fdata/wl/?id=NYzABhGrjSzYsDukvpC8MTrtDBq7Iach
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://naac.dmiher.edu.in/fdata/wl/?id=XcOvjws5GbBn4ncoKNyo0eM402TaGqlR
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=p7aoKADjcPuxMlBi0aYb0Mnx0lbdFkI3

6.2.3 - The University has implemented e-governance in the following areas of operation Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	View File
e-Governance related document	View File
Screen shots of user interfaces	View File
Any other relevant information	View File

6.3 - Faculty and Staff Empowerment Strategies

6.3.1 - The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.

Datta Meghe Institute of Higher Education and Research prioritizes employee welfare, recognizing its profound impact on morale, productivity, staff retention, and organizational reputation. The

welfare measures are categorized into statutory provisions and practice-based initiatives. Statutory provisions, such as maternity leave and sick leave, are outlined in the University statutes. Meanwhile, practice-based measures have evolved over time to enhance individual and professional competence among faculty and non-teaching staff.

Employee welfare initiatives at DMIHER(DU) encompass a wide range of benefits and facilities, including accommodation, guest house access, transport, technological resources like laptops and free wifi, auditorium access, sports facilities, health club membership, free uniforms, and comprehensive medical coverage under the "DMIMS Employees Healthcare Scheme."

Leave policies are comprehensive, covering various types of leaves based on eligibility, including casual leave, earned leave, maternity leave, and study leave. Additionally, sabbatical and study leave with financial assistance support higher studies. Recognition through awards and incentives for academic, clinical, and research excellence, along with grants for research projects and career advancement schemes, further bolster employee support.

Financial assistance, including bank facilities, timely salary disbursement, retirement benefits, and emotional support mechanisms like grievance redressal cells and counseling services, underscore the institution's commitment to employee well-being and professional growth.

File Description	Documents
Policy document on welfare measures	https://naac.dmiher.edu.in/fdata/wl/?id=88MOtMkfr8WifRYJamLAagVDCL3SXXZS
List of beneficiaries of welfare measures	https://naac.dmiher.edu.in/fdata/wl/?id=Bb7mJINTLPEk90SC2mgPdohLACapmV9l
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=unxas0wqn42E0lJFNZsq4AP5KO7pDHgA

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

152

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
List of teachers provided membership fee for professional bodies during the year	View File
Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	View File
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

85

File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	View File
The lists of participants who attended the above programmes during the year (Data template)	View File
Detailed program report for each program	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View File
Reports of Academic Staff College or similar centres. Verification of schedules of training programs	View File
Copy of circular/ brochure/report of training program self- conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

215

File Description	Documents
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
E-copies of the certificates of the programs attended by teacher Any other relevant information	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non-teaching staff

DMIHER (DU) adheres meticulously to the regulations set forth by the UGC, apex councils, and relevant statutory bodies concerning the minimum qualifications for the appointment of Teaching Professionals, Academic Staff, and Non-Teaching Staff in the University and College. The institution consistently follows the Maintenance of Standards in Higher Education – 2018 regulations, making necessary amendments as needed. An annual performance evaluation system is in place, employing a structured and robust mechanism to objectively assess the performance of all employees against established norms. This evaluation recognizes progress, evolution, and potential for career advancement.

To acknowledge staff potential, a dynamic work experience recognition module considers academic and research orientation, managerial responsibilities, innovation, and the capacity to handle higher responsibilities. DMIHER implements a three-tier self-appraisal mechanism for teaching staff involving self-appraisal, peer evaluation, and final review by the Vice Chancellor. Appraisal parameters cover teaching, research, clinical services, co-curricular activities, and professional development.

For Non-Teaching Staff, a comprehensive review is conducted based on identified key responsibility areas and key performance indicators. These indicators are categorized into must, desirable, and aspirational achievements, reflecting excellence in performance. The appraisal process considers work efficiency, commitment, initiative, leadership, teamwork, discipline, integrity, punctuality, and regularity. A 360-degree evaluation, involving subordinates, peers, and superiors, ensures fairness and transparency. Annual Performance Reports are conducted, and after due verification, grades are presented to the Board of Management for approval, leading to increments and timely communication of deficiencies for improvement.

File Description	Documents
Performance Appraisal policy of the Institution	View File
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The Resource Mobilization Policy is formulated with the following overarching goals:

1. Diversification of resource mobilization avenues to ensure sustainability in Higher Education, Healthcare, and Research domains by maximizing the potential of faculty, healthcare professionals, researchers, learners, and administrative staff.
2. Optimal utilization of university infrastructure, instructional resources, and expertise through effective manpower deployment, centralized timetables, feedback-based appraisal systems, productive collaborations for international brand-building, and inter-sectorial coordination via strategic management.
3. Promotion of Academia-Industry-Community synergy in academics, Research and Development, and healthcare sectors through internationally recognized business models executed by professional administrators and domain-specific personnel.

To achieve these objectives, specific strategies are implemented under the guidance of competent authorities:

- Diversifying educational programs and revenue sources, adhering to fee guidelines prescribed by regulatory bodies.
- Phased augmentation of educational programs and intake capacities, guided by a Perspective Development Plan.
- Soliciting endowments and philanthropic donations to enrich the university's corpus.
- Pursuing sponsored research projects and fostering technology transfer in accordance with Intellectual Property Rights policies.
- Maximizing external research funding through diligent implementation of university research policies.
- Advancing in emerging areas to bolster Clinical Research and consultancy

potential, thereby generating additional revenue. - Establishing National and International Collaborative linkages for informational exchange, learner exchange, research collaborations, and joint teaching programs. - Securing developmental funds through industrial corporate social responsibility initiatives. - Expanding tertiary healthcare facilities to generate revenue while upholding the core commitment to providing affordable healthcare to rural communities.

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://naac.dmiher.edu.in/fdata/wl/?id=xSP9bva92BCA43frh1kyIsgwfK4pbrGb
Procedures followed for optimal resource utilization	https://naac.dmiher.edu.in/fdata/wl/?id=BS2Rrq2U7lpUYEuMF5RbrW4Kjyp85UmL
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=fDwBhZqA45RBWL3NmoVeimEad5OPCO2s

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	View File
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.4.3 - Institution conducts internal and external financial audits regularly

The university undergoes regular audits in compliance with the Bombay Public Trust Act, and follows UGC guidelines for preparing audited statements. DMIHER's financial activities primarily focus on academics, research, patient care, and education programs. To ensure fiscal discipline and transparency, monthly MIS, internal audits, and annual external audits are conducted.

Mechanisms are in place to monitor effective financial resource utilization throughout the financial year. The Finance Committee annually recommends budgets for Revenue and Capital Expenditure, approved by the Board of Management. Financial Statements are analyzed, and expenditures are managed within the budget. Internal audits of day-to-day transactions and annual statutory audits occur regularly.

Internal and external auditors, including a qualified institutional Auditor from External Resources, verify and certify annual Income and Expenditure and Capital Expenditure. External audits adhere to accounting standards set by the Institute of Chartered Accountants of India & UGC. The Finance Committee reviews internal audit reports, emphasizing key financial and strategic issues, with Heads of Institutions participating in closing meetings. The final report is submitted to the finance committee, and External Auditors' reports go through committee and Board of Management approval. Any findings or objections are promptly addressed for correction. This rigorous audit framework ensures financial accountability and adherence to established standards.

File Description	Documents
Policy on internal and external audit mechanisms	https://naac.dmiher.edu.in/fdata/wl/?id=Jg14qhIDV7dIOaAe9TKFaCwAMwJJZXpg
Financial Audit reports for the years	https://naac.dmiher.edu.in/fdata/wl/?id=4zOB9HodNquRnuLO3UgVbs3NNpn6LlKI
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=PJP3Yi0pcKno2qxYyYLkGdrYDaG9sQMn

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

The establishment of the Internal Quality Assurance Cell (IQAC) at the University follows NAAC guidelines, constituting an integral component of the university's governance. Its primary objective is to ensure quality by upholding academic and administrative standards, internalizing a culture of quality, and institutionalizing best practices, thereby enhancing quality across various facets of higher education.

The IQAC oversees the Perspective Developmental Plan (PDP), defining developmental indicators and implementing mechanisms for monitoring, reviewing, and updating these indicators regularly. It keeps abreast of emerging concepts in higher education to ensure continuous improvement across academic, research, administrative, and outreach domains, aligning efforts with sustainable developmental goals.

Structured into five functional units, IQAC at DMIHER (DU) includes areas such as Rankings and Accreditations, Perspective Development Plan, Quality Benchmarks & Best Practices, Feedbacks, Audits & Program Evaluation, Quality Circles and Quality Dissemination, and Mentoring to HEIs. Each unit plays a specific role in promoting quality enhancement through various activities, including data analysis, stakeholder feedback collection, program evaluation, and mentoring support to other higher education institutions.

To ensure operational consistency and effective coordination, IQAC designates an in-charge within each constituent unit of the university. Monthly and quarterly reviews are conducted to assess statutory and non-statutory activities, PDP progress, advisories, accreditations, rankings, and quality initiatives. Recommendations from these reviews are presented to relevant decision-making bodies for consideration and approval.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://naac.dmiher.edu.in/fdata/wl/?id=UCNaMXD73gZx1HozRtKKl8XsPNOH2pwa
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://naac.dmiher.edu.in/fdata/wl/?id=S1aUXg7NFy5WDFk4OIUrsFZw1STv1JW6
Minutes of the IQAC meetings for the year	https://naac.dmiher.edu.in/fdata/wl/?id=KPr7vWZfJylDyAMclTJhSulbRLu2CXK
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=t1QC6pGLydKFhgee4T21QDfRhy3cHQia

6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

A. All of the Above

File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View File
Data template including documents/certificates relating to options 1 to 6 above	View File
Any other relevant information	View File

6.5.3 - Impact analysis of the various initiatives carried out and used for quality improvement during the year

DMIHER utilizes Impact Analysis to anticipate the consequences of change and determine necessary adjustments to achieve desired

outcomes. The process initiates with Screening & Scoping, wherein interventions are carefully selected, and a stakeholder steering group is formed. Subsequently, the Appraisal phase takes center stage, involving the collection, analysis, and synthesis of relevant data to estimate the impacts of interventions. These impact estimates serve as the foundation for providing recommendations to enhance positive effects and mitigate negative ones. Depending on the context, the Appraisal can be conducted through either a rapid or comprehensive assessment approach.

Following the Appraisal, the Reporting phase plays a crucial role in disseminating the findings to stakeholder communities and decision-makers. The report encompasses a comprehensive description of the scope, identified priorities, stakeholder inputs, evidence gathered, overall findings, and any derived recommendations.

Finally, the Monitoring phase ensures the evaluation of the Impact Analysis process and the effectiveness of implemented recommendations. It is essential to monitor the implementation of proposed changes to ensure adherence to agreed-upon recommendations.

The Impact Analysis process at DMIHER encompasses several steps to ensure a thorough assessment and effective communication of findings to stakeholders. By adhering to this structured approach, DMIHER aims to facilitate informed decision-making and promote continuous improvement in educational quality. Detailed impact analyses of quality improvement initiatives are provided in the attached information.

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://naac.dmiher.edu.in/fdata/wl/?id=Uyt2nHi0jlc1POLzt5RgGFnpQgoz5xjk
Any other relevant information	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 established the Institutional Forum for Women (IFFW) on November 23, 2010, dedicated to guiding and supporting women,

fostering a conducive working environment, and eliminating discrimination. Aligned with the UN's 5th Sustainable Development Goal on Gender Equality, IFFW comprises a Women's Cell for sensitization programs and an Internal Complaint Committee addressing harassment. Emphasizing a zero-tolerance policy, the institute ensures administrative reporting layers and accessible grievance platforms. Campus security includes well-lit areas, CCTV surveillance, and gender-diverse personnel. Over 50% of teaching faculty, including leadership positions, are women including Registrar, Director, Dean, Vice Dean, and Department Heads. Gender sensitization programs, workshops, and audits are conducted, emphasizing equality and dignity. Students are sensitized on child protection, with gender champions in each batch. Special events like Gender Equality Day, Mother's Day, and International Women's Day celebrate empowerment. Webinars by empowerment experts address health, safety, and incidental topics. The Internal Complaint Committee conducts annual programs, enforces procedures for harassment grievances, and reports actions on UGC's Saksham portal. DMIHER's commitment extends to HR policies, ensuring statutory provisions for social protection, including maternity benefits, fostering gender equality across campus and offices.

File Description	Documents
Annual gender sensitization action plan	http://naac.dmiher.edu.in/fdata/wl/?id=il2DqOO0PYnF4ZFXYE1E81fiXtfrxFKF
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://naac.dmiher.edu.in/fdata/wl/?id=5JvmgHSjVzru2eDmdW1fa4SQ35XscmZ2

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

A. All of the Above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File
Data template in prescribed format	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 100 - 200 words)

DMIHER is committed to comprehensive waste management, aiming for a 'zero' organic waste campus disposal. Initiatives include supporting innovative waste treatment ideas through research and awareness campaigns, promoting the 3Rs (Reduce, Recycle, Recover). The institution implements environmentally sound principles and adheres to Maharashtra Pollution Control Board guidelines. Solid waste, including canteen and garden biodegradables, undergoes composting in a vermicompost plant, aligning with plastic ban regulations. Liquid waste management involves three sewage treatment plants recycling water for gardening and toilets. Effluent treatment plants manage liquid waste, and biomedical waste follows proper disposal norms. The campus embraces a waste recycling system, treating water for landscaping. E-waste, collected in designated bins, undergoes recycling through a signed MoU with an authorized dealer. For hazardous chemicals and radioactive waste, DMIHER adheres to Atomic Energy Regulatory Board guidelines, using protection devices and conducting regular safety surveys. The commitment extends to lead shielding, equipment approval, and periodic quality assurance. DMIHER's waste management approach covers diverse waste categories, ensuring environmental sustainability.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://naac.dmiher.edu.in/fdata/wl/?id=Bp05AirqhNyhCmVG6OYddyrlZ8aoBTWW
Geotagged photographs of the facilities	https://naac.dmiher.edu.in/fdata/wl/?id=GJb2SBN6q4YWjUpOAntTtpS3u7RKHBTC
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=xHUCJhnJTdxRC84X9IbgERHxF5FEIA6

7.1.4 - Water conservation facilities available in the Institution Rainwater 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
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants **A. All of the Above**

File Description	Documents
Geotagged photos / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant documents	View File
Data template in prescribed format	View File

7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives **C. Any 3 of the Above**

File Description	Documents
Audit reports of the institution related to the metric Data template	View File
Any other relevant information	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

A. All of the Above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant information	View File
Data Template	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 socioeconomic and other diversities (within 200 words).

DMIHER fosters an inclusive environment, embracing diverse socioeconomic, cultural, religious, and social student backgrounds, aligning with the UN's 10th Sustainable Development Goal. The Institutional 'Equal Opportunity Cell' promotes tolerance and harmony, reducing inequalities. The university prioritizes holistic student development, engaging them in extension activities for societal exposure and values. Leadership programs promote diversity at all levels, and the Women Empowerment Cell collaborates with the Entrepreneurship Cell to encourage female participation in entrepreneurial activities. The institution actively addresses LGBTQIA rights, ensuring non-discrimination in admissions and recruitment. Socioeconomic diversity is evident, with initiatives for equal opportunities. Various festivals and statutory committees enhance cultural harmony and adherence to guidelines. Digital initiatives during the pandemic and an International Student Cell demonstrate commitment to student welfare. Cultural festivals, diverse cuisine, and mentorship for special needs students contribute to a

friendly and inclusive campus environment. DMIHER stands as a beacon for inclusive growth and harmonious development.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://naac.dmiher.edu.in/fdata/wl/?id=ybFNzUOhJqvbBTY4CpSKg01butrgu3H7
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=gpjXk84cnaBjExjj43COtWrFrlrBT6bT

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

Datta Meghe Institute of Higher Education and Research (DMIHER), a Deemed University, values diversity, ensuring inclusion irrespective of cultural, social, economic, linguistic, and ethnic backgrounds. DMIHER (DU) annually observes Constitution Day to instill awareness among students and staff regarding their roles in upholding citizens' constitutional values, rights, duties, and responsibilities. This celebration includes student participation in essay competitions, debates, and elocutions. A Guest Lecture, attended by a significant number of students and staff, emphasizes the historical importance of the Partition Horrors Remembrance Day, enhancing understanding and civic responsibility. In conjunction with the nation's 75th Independence Day celebrations (Azadi Ka Amrit Mahotsav), DMIHER organized 75 events, including academic and extracurricular activities. Special initiatives like "Har Ghar Tiranga" campaign and Constitution Day celebrations enhance students' understanding of constitutional values, rights, duties, and responsibilities. Annual events, such as flag hoisting, Foundation Day celebrations, and various competitions aligned with the theme of Azadi Ka Amrit Mahotsav, contribute to the university's vibrant atmosphere. Student leadership is nurtured through Student Council elections, with elected representatives receiving leadership training. DMIHER takes pride in instilling human values and constitutional obligations in future leaders, emphasizing the holistic development of its diverse community.

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://naac.dmiher.edu.in/fdata/wl/?id=fNTqeaHD9jsY7jk2wz2TCt65XyCbrPBf
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=EfvvdJrCFHh7cIYIHXmR1jI4xFqwWsqq

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 organized professional ethics programmes for students, teachers, administrators and other staff during the year. Annual awareness programmes on Code of Conduct were organized during the year.

File Description	Documents
Weblink of the code of conduct	https://dmiher.edu.in/frontEnd/pages/page/NAAC/Students-Discipline-Rules-of-DMIMS(DU).pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs organized during the year	View File
Any other relevant information	View File

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

DMIHER embraces diverse celebrations, fostering a positive environment among its staff and students of different religions, cultures, and states. Republic Day and Independence Day are marked with patriotic fervor, inviting achievers for flag unfurling.

National Education Day, Partition Horror Day, Constitution Day, and Electoral Literacy Campaigns follow established protocols annually. Tribute-paying activities on Gandhi Jayanti, Shivaji Jayanti, and Dr. Babasaheb Ambedkar Jayanti include motivational speeches on current affairs. Health-themed observances encompass World TB Day, Earth Day, National Communal Harmony Day, Nutrition Day, and various disease awareness days, encouraging student and community participation. Breastfeeding week focuses on maternal health in Anganwadis. Water conservation and tree plantation support SDGs. International Women's Day celebrates women's achievements, and students engage in Blood Donation Camps and social causes like visiting schools for the visually impaired. DMIHER community's contributions during the COVID-19 pandemic and natural calamities demonstrate their commitment. The university observes numerous international and national days, including Ganesh Festival, International Yoga Day, World Environment Day, and cultural festivals like Holi, Diwali, Eid, and Christmas, fostering unity and joy.

File Description	Documents
Annual report of the celebrations and commemorative events for the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution during the year as per NAAC format provided in the Manual

Best Practice 1: "Redefining Health Education Through Simulation Technology"

The demand for adept professionals is paramount in today's fast-paced healthcare realm. Challenges like emerging diseases and technological advancements highlight the urgency for innovative education methods. Traditional approaches often fall short in preparing providers adequately. Thus, integrating simulation technology emerges as a promising solution. Our initiative, "Innovating Health Education with Simulation Technology," aims to harness immersive simulations to enhance clinical abilities and professional behaviors among healthcare providers. Objectives

include establishing cutting-edge simulation technology, offering tailored academic courses, and fostering collaborations for enhanced education. Through a systematic process, we aim to deliver cutting-edge healthcare simulation training, preparing learners to excel and contribute effectively to patient care.

Best Practice 2:"Outcome-based education in Health sciences"

Outcome-based education emphasizes what learners should know and be able to do, focusing on specific skills and knowledge. At DMIHER, this approach is adopted across health sciences institutes to ensure graduates attain desired levels of knowledge and competencies. The process involves defining clear outcomes aligned with curricula, assessing student achievement, and revising programs accordingly. The university employs the DMIMS 4 STEP ESCALATING Model, emphasizing clarity, alignment, expectations, and opportunities for learning. Implementation includes structured courses fostering diverse competencies and addressing global healthcare needs. The impact is evident in aligned teaching strategies, clear competency criteria, and recognition for exemplary practices by the Government of India.

File Description	Documents
Best practices in the Institutional web site	https://www.dmiher.edu.in/best-practic-1-2022-2023
Any other relevant information	https://www.dmiher.edu.in/best-practic-2-2022-2023

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

Datta Meghe Institute of Higher Education and Research (Deemed to be University) is also running academic programs between faculties of Health Sciences and Engineering, machiable with its vision to emerge as 'Global Center of Excellence' for providing higher education with quality centric, Innovative and Interdisciplinary approach.

The faculty of Engineering and Technology, along with the faculties of Health Sciences, has identified "Techno-Health" as the thrust area and, by the amalgamation of clinical Engineering

with Health Sciences, integrated engineering principles with the emerging need for health care delivery.

The curriculum is crafted to encompass theoretical foundation properly blended with practical applications to develop comprehensive understanding of learners. The specific electives are also tailored to emerging technology trends and healthcare demands.

This will empower the students to delve deeper into important areas viz. Medical Imaging, E-monitoring, Telemedicine and Healthcare informatics by acquiring perfect knowledge and skill to tackle the problem. In addition, the students will also learn through 'Experiential Learning' by engaging in real-world health related projects. Various activities are also included to strengthen this concept: Bio-signalMonitoring, Sensors for Affordable Care Delivery, Machine Learning, AI in Healthcare and Medico-Engino Hackathon.

'Techno-Health' is a new dimension added in the field of higher education.

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 health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

The university meticulously designs the curricula for its academic programs, incorporating considerations of local, regional, state, national, and global significance. These designs adhere to the recommendations of regulatory bodies and aligning with local needs, national policies, global trends, emerging knowledge, values education, sustainable development goals, and life skills. Embracing the DMIMS 4 Step Escalating Outcome Based Education Model for Health Sciences Education (L-94272/2020), the university evaluates its programs against apex council norms and their compatibility with outcome-based education. The model addresses global, national, and societal expectations, the National Education Policy 2020, and the criteria of NAAC, NIRF, and other accrediting and ranking agencies. It emphasizes clarity of focus, design-down: deliver-up, optimal expectations, and expanded opportunities while identifying graduate attributes and program outcomes based on guiding principles. The university implements strategic initiatives aligned with qualitative and quantitative outcome parameters, conducting analysis, identifying gaps, and implementing corrective measures. Furthermore, it pioneers outcome-based assessment practices through initiatives like the outcome-based electronic question bank and test blueprint. Periodic curriculum revisions are standard practice, informed by formal and informal sources, including feedback from learners, faculty, employers, alumni, and academicians, ensuring alignment with evolving needs and knowledge. Curricular components encompass foundational, core, and elective elements, fostering attitudes, ethics, communication, professionalism, problem-solving, technological literacy, leadership, analytical thinking, entrepreneurship, and lifelong learning skills through diverse electives, interdisciplinary courses, and value-added programs. Special emphasis is placed on interdisciplinary knowledge, employability, entrepreneurship, and sensitivity to sustainable development goals. The curriculum also addresses global healthcare challenges, such as pandemic management, through dedicated modules.

File Description	Documents
Curricula implemented by the University	https://naac.dmiher.edu.in/fdata/wl/?id=kU7rX7XBdxrmYtzEimCRSKam2F2XJqfh
Outcome analysis of POs, COs	https://naac.dmiher.edu.in/fdata/wl/?id=qxm1ZY5NEFbdEigMsAvRBIMp9UwWZXOT
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=Br4slbtgrXYRiap1kfyrUBIL3OHKCGgo

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

3

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Details of the revised Curricula/Syllabi of the programmes during the year	View File
Institutional data in prescribed format (Data Template)	View File
Syllabus prior and post revision of the courses	View File
Any other relevant information	View File

1.1.3 - Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions / Industries during the year

The health professions education program, in particular, is competency-based, emphasizing the development of skills such as analytical thinking, critical reasoning, problem-solving, professional conduct, employability, entrepreneurship, and soft skills. Courses within each program are thoughtfully designed to address these competencies, fostering collaboration and partnerships with relevant institutions and industries.

Stringent Standard Operating Procedures (SOPs) ensure a comprehensive certification of competencies in cognitive, conative, and psychomotor learning domains. The curriculum,

subject to periodic review, includes modules like AETCOM to enhance lifelong learning. The university promotes multi-disciplinarity through both intra and inter-disciplinary skill-based programs, with a strong focus on enhancing employability and entrepreneurial skills.

The university is home to the Indian Biomedical Skill Consortium (IBSC), a Centre of Excellence supported by the Ministry of Skills, Government of India. Additionally, a well-established Career Enhancement Centre conducts training and placement programs, career counseling, and industry-institute interactions, facilitated by numerous MOUs with industries and organizations.

The DMIHER Institutional Innovation Council cultivates an innovation-centric culture through a thriving entrepreneurship ecosystem. Workshops on intellectual property rights (IPR), design thinking, innovation, entrepreneurship, and startup development are regular occurrences, promoting active participation in knowledge-based enterprises. The New Gen Innovation Entrepreneurship Development Centre (NEWGEN IEDC) further supports learners in developing innovative and knowledge-driven ventures, providing facilities like pre-incubation support, fabrication laboratories, and business development cells. Learners also have opportunities to "Earn while you Learn" in specific courses, ensuring the creation of highly competent and progressive DMIHER professionals.

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	View File
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	View File
Any other relevant documents	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year)

1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system

16

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
University letter stating implementation of CBCS by the Institution	View File
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View File
Any other relevant information	View File

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year

18

File Description	Documents
List of the new Programmes introduced during the year	View File
Minutes of relevant Academic Council/BoS meetings for the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year

1.2.3.1 - Number of courses offered across all programmes during the year

824

File Description	Documents
List of Interdisciplinary courses under the programmes offered by the University during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula

Each academic program's curriculum is thoughtfully structured to address cross-cutting issues such as Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes, and Professional Ethics. The involvement of student representatives as 'Gender Champions' actively promotes initiatives related to gender sensitivity and equality. Experiential learning activities, including competitions on gender-related issues, are conducted throughout the year, reinforcing the university's non-discrimination and transgender policies.

Moral and ethical values form an integral part of the curriculum, instilled in learners from foundational courses through modules like AETCOM (Attitude, Ethics, and Communication) and Universal Human Values. The curriculum covers 54 relevant competencies during the entire professional training of undergraduates. The Value Education Cell oversees activities focused on sustaining human values and ethos in professional practice, encompassing personal, social, economic, and environmental aspects influencing health status. The curriculum addresses environmental concerns, including the impact of modern developments and environmental pharmacology.

Good Laboratory Practices (GLP) and Good Clinical Practices (GCP) are integral components of both undergraduate and postgraduate curricula across faculties. Determinants of

Health, environmental considerations, the concept of One Health and Personalized Medicine, Health Economics, and various aspects of Sustainable Development Goals (SDGs) are appropriately integrated into academic programs. Special emphasis is placed on SDG3 (Good health and Well-being) in all Health Professions Education programs.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://naac.dmiher.edu.in/fdata/wl/?id=zRYKvf2pqh7oXVVZbvkxWj9o1gipjc5f
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	https://naac.dmiher.edu.in/fdata/wl/?id=98u5D7vRcQWwcsfIRuaxqNEz3zzgYClH
Any other relevant information	View File

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

File Description	Documents
Brochure or any other document related to the value-added course/s	View File
List of value-added courses (Data Template -5)	View File
Any other relevant information	View File

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year

18904

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	View File
Any other relevant information	View File

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

DMIHER distinguishes itself through its Early Clinical Exposure, available to all health professional streams, and its Comprehensive Community Health Program, which orients students towards primary healthcare in communities. Through initiatives like the Family Adoption Program, learners engage in targeted health awareness activities across adopted villages, enhancing their AETCOM skills. Community-based training extends to rural and urban health centers, health camps, and participation in national health programs, offering students diverse service settings exposure. The institution's student welfare cell, with numerous clubs and NSS, facilitates extension and outreach activities, including the Organ Donation Awareness Society.

Research skills are instilled early on, contributing significantly to the university's scientific publications. Postgraduate programs emphasize research through orientation programs, presentations, and publications in indexed journals. Every postgraduate and doctoral scholar undergoes research methodology training, supplemented by courses on systematic literature review and meta-analysis.

The university mandates students to undertake at least one intramural research project, resulting in its consistent recognition among the country's top institutions. Industrial visits bridge theoretical knowledge with practical applications, while apprenticeship embedded programs provide real-world experiences aligned with NEP 2020, fostering holistic development.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	https://naac.dmiher.edu.in/fdata/wl/?id=7LdaBvYzx6QRcGEorgPwj67xo5rXl1rJ
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=0bxcqkkEBsaxsp9D5iSO9SLeKjpMuUwb

1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above

File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View File
URL for feedback report	https://www.dmiher.edu.in/curriculum-feedback-analysis-atr
Sample filled-in Structured Feedback forms by the institution for each category	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.4.2 - Feedback process of the Institution may be classified as:	A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional
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File Description	Documents
URL for stakeholder feedback report	https://www.dmiher.edu.in/curriculum-feedback-analysis-atr
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process

File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	View File
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell for the year	View File
Initial reservation of seats for admission	View File
Any other relevant information	View File

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

File Description	Documents
Institutional data in prescribed format (Data Template)	View File
Document relating to Sanction of intake	View File
Extract of No. of application received in each program	View File
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File

2.1.3 - Student enrollment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries

2.1.3.1 - Number of students from other states and countries during the year

581

File Description	Documents
List of students enrolled from other states and countries during the year	View File
E-copies of admission letters to the students enrolled from other States / Countries	View File
Copy of the domicile certificate/passport from respective states / countries	View File
Previous degree/ Matriculation / HSC certificate from other state or country	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

<p>2.2.1 - The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers. The Institution: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement</p>	<p>A. All of the Above</p>
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File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View File
Details of outcome measures	View File
Proforma created to identify slow performers/advanced learners	View File
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	View File
Any other relevant information	View File

2.2.2 - Student - Fulltime teacher ratio (data for the preceding academic year)

2.2.2.1 - Total number of students enrolled in the specified year

2533

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by

Based on the principles of learning, DMIHER (DU) has adopted teaching, learning, and assessment approaches that prioritize students and outcomes. The institution emphasizes student involvement in various aspects of academic activities, including planning, research, teaching, evaluation, decision-making, and advocacy. Experiential learning opportunities are offered in simulation labs, hospitals, and community settings through programs like Early Clinical Exposure, Comprehensive Community Health Care Program (CHCP), community-based research, skill labs training, and the Organ Donation Society.

Project-based learning and research electives are integrated into undergraduate and postgraduate programs to develop analytical and critical thinking skills and prepare learners for evidence-based practice. Different learning styles are identified, and self-directed learning (SDL) is assigned in various subjects for problem-based learning (PBL), case-based learning (CBL), supervised virtual learning (SVL), library research, and museum visits. The curriculum emphasizes the integration of content through alignment, nesting, sharing, and correlation within teaching hours.

Students are provided ample opportunities at SVL to practice and learn specific skills. The Attitude, Ethics, and Communication module (AETCOM), including humanities, is an integral part of the formal curriculum and is given importance in all types of assessments. The university's readiness to utilize technology effectively for academic purposes and its alignment with international standards have earned it the QS-I Gauge 'E Learning Excellence for Academic Digitization (E-LEAD)' certification.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	https://naac.dmiher.edu.in/fdata/wl/?id=wf0117PucOyVgjtYKDiTBYSMn6yOldkp
Any other relevant information	View File

2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and Simulation-Based Learning The

A. All of the Above

Institution: 1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	View File
List of training programmes conducted in the facilities during the year	View File
List of clinical skills training models	View File
Proof of Establishment of Clinical Skill Laboratories	View File
Proof of patient simulators for simulation-based training	View File
Report on training programmes in Clinical skill lab/simulator Centre	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

2.3.3 - Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources

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 platforms. 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-textbooks, Recorded lectures, Seminars, Continuous assessments - MCQs 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
Details of ICT-enabled tools used during the year for teaching and learning	https://naac.dmiher.edu.in/fdata/wl/?id=tUWJoJKe2qb4EyoJomGFbGeIkuEGjXIM
List of teachers using ICT-tools	https://naac.dmiher.edu.in/fdata/wl/?id=AFXeXkyBbxcLQ1pRG4LFU5XZmB2ezZ4S
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=AMeJtrroBuDwz706dLgrpxLPm7msC5aI

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
721	7499

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	View File
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	View File
Copy of circular pertaining to the details of mentor and their allotted mentees	View File
Approved Mentor list as announced by the HEI	View File
Log Book of mentors	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

721

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	View File
Position sanction letters by competent authority	View File
Appointment letters of faculty during the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.2 - Number of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory

Councils during the year

2.4.2.1 - Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

520

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

10091

File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	View File
Experience certificate of fulltime teacher	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year

721

File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	View File
Reports of the e-training programmes	View File
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	https://naac.dmiher.edu.in/fdata/wl/?id=FBDewxAqYR7J4Jc9oPEVaSFbiDA4U7g5
List of e-contents / e courses / video lectures / demonstrations developed	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

2.4.5 - Number of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic

leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the year

186

File Description	Documents
Institutional data in the prescribed format/ Data Template	View File
Certified e-copies of award letters (scanned or soft copy)	View File
Any other relevant information	View File

2.5 - Evaluation Process and Reforms

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

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year

1614

File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	View File
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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

338

File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View File
Minutes of the grievance cell / relevant body	View File
List of complaints / grievances during the year	View File
List of students who appeared in the exams during the year (Data template)	View File
Any other relevant information	View File

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the Institution. The University adopted the following for the redressal of evaluation-related grievances.

1. Double valuation/Multiple valuation with appeal process for re totalling/revaluation and access to answer script

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	https://naac.dmiher.edu.in/fdata/wl/?id=3dklyteXm0bJE5Q5FYxkJl0CHFxsm4mZ
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

1. Reform Undertaken- Implementation of online evaluation in the Faculties of Allied Health Sciences & Pharmaceutical Sciences.

Purpose of the Reform undertaken

- The university is expanding both in terms of number of students & faculties. To facilitate the process of evaluation and to avail a larger pool of experienced evaluators the process of online remote valuation was introduced.

Outcome Analysis of Reform

Faster and more efficient valuation.

Timely result declaration.

Cost effectiveness

2. Reform Undertaken- Generation of Templates and commensurate eQB in Faculty of Allied Sciences & Engineering and Technology

Purpose of the Reform undertaken

- The integration of all the processes of assessment in the newly introduced faculties is the mandate of the competent authorities. In accordance to that, a modality to replicate the set standards of paper settings through template generation was implemented.

Outcome Analysis of Reform

- Question papers commensurate with the set university standards subscribing to standardize wait age and coverage of syllabus.

3. Reform Undertaken- •

- End step IT enabled examination

Purpose of the Reform undertaken

Last step in IT enabled examination for the complete automation in exam process.

Outcome Analysis of Reform

Upgradation in software with additional features

File Description	Documents
Details of examination reforms implemented during the year	https://naac.dmiher.edu.in/fdata/wl/?id=9oLZ8hsj102pBfgm62PWEbtw109GJUck
Any other relevant information	View File

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):	A. Complete automation of entire division & implementation of Examination Management System (EMS)
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File Description	Documents
Snapshot of EMS used by the Institution	View File
Copies of the purchase order of the software/AMC of the software	View File
The present status of automation., Invoice of the software, & screenshots of software	View File
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by the Institution for assessment of the same within 100 - 200 words

The University emphasizes the vital role of assessment in maintaining educational equilibrium, ensuring alignment with global, national, and societal demands, as well as meeting accreditation standards such as the Washington Accord, WFME guidelines, and the National Education Policy 2020. Each academic program delineates clear graduate attributes, program outcomes, and specific objectives, in line with NAAC core values and the University's Vision-2025. Formative and summative assessments are conducted using diverse tools, addressing various levels of competency through LAQs, SAQs, and simulations, among others.

Continuous Internal Assessment (CIA) employs multiple tools and examiners to comprehensively evaluate competencies, facilitating timely interventions and learning opportunities. The assessment process prioritizes learner-centricity, transparency, and credibility, utilizing standardized operating procedures (SOPs) for electronic question banks and test blueprints to ensure validity and reliability. Electronic question banks are categorized based on Bloom's taxonomy, catering to diverse programs. Test blueprints are meticulously designed to align with syllabus weightage, mitigating validity threats.

Content and format validation of question papers are crucial for ensuring educational assessment's effectiveness, with a targeted validation benchmark of 95%. Indirect assessment methods, including surveys and feedback mechanisms, supplement formative assessment processes, enhancing Teaching, Learning, and Assessment (TLA) strategies. Overall, the University's assessment program demonstrates validity, reliability, and stakeholder acceptance, contributing to a balanced educational environment.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://naac.dmiher.edu.in/fdata/wl/?id=2Sy6wjddjWI5FkPB6cl0YZ31acHWnGSoJ
Methods of the assessment of learning outcomes and graduate attributes	https://naac.dmiher.edu.in/fdata/wl/?id=JTL6goxeTh7pN0fueU4NpsvXUgKJkgZX
Any other relevant information	View File

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

1081

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	View File
Institutional data in prescribed format (Data Template)	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://naac.dmiher.edu.in/fdata/wl/?id=LZcMAiclai38mN3MomapQleUoSXjvwdb
Any other relevant information	View File

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

File Description	Documents
Any other relevant information	View File
Database of all currently enrolled students (Data Template)	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website

The Research Promotion Policy (RPP) at the university is well-defined, actively creating an ecosystem for researchers, innovators, entrepreneurs, collaborators, alumni, industry, investors, and the local community. The university provides advanced facilities, centers, and grant opportunities like seed fund support, co-working spaces, advanced computing facilities, and mentorship for innovators, fostering an innovation and entrepreneurship culture. This initiative taps into the innovation potential of young minds, yielding lasting impacts

on scientific understanding, generating unique solutions, and creating social impact with high-value job opportunities. DMIHER encourages ideas to boost cognitive capacities, systematically fostering a culture of innovation and a thriving entrepreneurship ecosystem. The university actively involves society through initiatives like the Citizen Research Program, Unnat Bharat program, DBT Foldoscope Program, Social Innovation Lab (SINNO lab), Enprendia Entrepreneurship Resource Centre (ERC), and collaborations with Atal Tinkering labs, National Repository for Panchgavya Chikitsa, and Swarop program. Various centers, including the New Generation Innovation Entrepreneurship Development Cell, Biomedical Engineering Technology Incubation Centre (BETIC), and Social Innovation Lab (SINNO lab), support and nurture innovation ecosystems. Human capital and capacity building are promoted through idea competitions, boot camps, hackathons, hands-on training programs, internships, employment-focused courses, certification programs, and mentor camps. The Research Promotion Policy emphasizes an open-ended approach, providing researchers with training, mentoring, and facilities to integrate humanistic knowledge with a sustainable research ecosystem.

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	View File
Document on Research promotion policy	View File
Any other relevant information	View File

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

292.92

File Description	Documents
Sanction letter of seed money to the faculty	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving seed money and details of seed money received (Data Template)	View File
Any other relevant information	View File

3.1.3 - Number of teachers awarded national/international fellowship/Financial support for advanced studies/collaborative research/conference participation in Indian and Overseas Institutions during the year

458

File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	View File
List of teachers and their national/international fellowship details (Data Templates)	View File
Any other relevant information	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

311

File Description	Documents
List of research fellows and their fellowship details	View File
E copies of fellowship award letters	View File
Registration and guide / mentor allocation by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.1.5 - University has the following facilities Central Research Laboratory / Central Research Facility Animal House/ Medicinal plant garden / Museum Media laboratory/Business Lab/e-resource Studios Research/Statistical Databases/Health Informatics Clinical Trial Centre Any other facility to support research	A. Any 5 of the Above
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File Description	Documents
Videos and geo-tagged photographs	https://naac.dmiher.edu.in/fdata/wl/?id=1vvult9hntFktSr3mMZFxluYG8z4gyfR
List of facilities provided by the University and their year of establishment (Data Template)	View File
List of the facilities added in the current academic year	View File
Any other relevant information	View File

3.1.6 - Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

3.1.6.1 - The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by National and/or International agencies

58

File Description	Documents
E-copies of departmental recognition award letters	View File
List of departments and award details (Data Template)	View File
Any other relevant information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year

556.07

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	View File
List of project and grant details (Data Template)	View File
Any other relevant information	View File

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

2682

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	View File
List of projects and grant details (Data Template)	View File
Any other relevant information	View File

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

141

File Description	Documents
List of research projects and funding details (Data Template)	View File
Supporting document/s from Funding Agencies	View File
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	View File
Any other relevant information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

The Research Promotion Policy (RPP), encompassing Intellectual Property Rights (IPR) and consultancy, is clearly defined and actively building an ecosystem for researchers, innovators, emerging entrepreneurs, collaborators, alumni, industry, investors, and the local community, focusing on transdisciplinary and interdisciplinary research. Originally aligned with Sustainable Development Goals (SDGs), the policy has seamlessly transitioned to adhere to the National Education Policy 2020 and the National Innovation and Start-up Policy. The university has established advanced facilities, centers, and grant opportunities, such as seed fund support, co-working spaces, advanced computing facilities, and mentorship for innovators and startups, fostering a culture of innovation and entrepreneurship. DMIHER encourages ideas to enhance higher-order cognitive capacities among students and researchers, systematically fostering a culture of nurturing ideas for innovation and a thriving entrepreneurship ecosystem. The university actively engages society through initiatives like the Citizen Research Program, Unnat Bharat program, DBT Foldoscope Program, Social Innovation Lab (SINNO lab), Enprendia Entrepreneurship Resource Centre (ERC), and collaborations with Atal Tinkering labs, National Repository for Panchgavya Chikitsa, and Swarop program. Various centers, including the New Generation Innovation Entrepreneurship

Development Cell, Biomedical Engineering Technology Incubation Centre (BETIC), Social Innovation Lab (SINNO lab), and others, support and nurture innovation ecosystems. Human capital and capacity building are promoted through idea competitions, boot camps, hackathons, hands-on training programs, internships, employment-focused courses, certification programs, and mentor camps. The Research Promotion Policy emphasizes an open-ended approach, providing researchers with training, mentoring, and facilities to combine humanistic knowledge with a sustainable research ecosystem.

File Description	Documents
Geotagged photographs of the facilities and innovations made	View File
Any other relevant information	View File

3.3.2 - Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the year

DMIHER(DU) consistently organizes knowledge events, including lecture series, webinars, seminars, workshops, and conferences, targeting undergraduates, postgraduates, Ph.D. scholars, and teaching faculty. These activities concentrate on Intellectual Property Rights (IPR), Research Methodology, Research Grant Writing, and Industry-Academia Collaborations, fostering education and research across stakeholders. DMIHER collaborates with esteemed institutes and industries for these initiatives. Intellectual Property Rights (IPR) workshops address patents, copyrights, trademarks, enlightening innovators, faculty, and students about intricacies and protection strategies. Research Methodology seminars cover quantitative and qualitative methods, engaging participants in critical debates and hands-on practices. A week-long research methodology and biostatistics course is integrated into the Ph.D. curriculum. Experts discuss Good Clinical Practice (GCP), Good Laboratory Practice (GLP), and hospital quality assurance in workshops for clinical and laboratory researchers. Grant Writing workshops impart skills for successful grant applications, guiding researchers through various aspects and supporting them in identifying funding agencies. The university's success is evident through grants received by UG, PG students, and faculty from reputable agencies, including high numbers of UG-STS and PG thesis grants from ICMR. Industry-Academia Collaboration emphasizes entrepreneurial culture and start-up support at DMIHER.

Training programs from industry professionals cover IPR, translational research, quality assurance, quality control, and research planning, facilitating the conversion of innovations into commercial products.

File Description	Documents
Reports of the events	https://naac.dmiher.edu.in/fdata/wl/?id=yMkqpsZkROVPcvrOEPmsYPOM8FWM0kwa
List of workshops/seminars on the above conducted during the year	https://naac.dmiher.edu.in/fdata/wl/?id=KDf41BwBb3Tg2iP8ikU58DXZLIrKmceJ
Any other relevant information	View File

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year

30

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	View File
Link to appropriate details on the Institutional website	https://naac.dmiher.edu.in/fdata/wl/?id=nO9Npam6ulZlAb9PvW9lBbCnJ5apOekV
Institutional data in prescribed format (Data Template)	View File

3.3.4 - Number of start-ups incubated on campus during the year

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)

12

File Description	Documents
Registration letter	View File
E- sanction order of the University for the start-ups on the campus	View File
Contact details of the promoters	View File
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	View File
Any other relevant information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

File Description	Documents
Institutional code of Ethics document	View File
Course content of research ethics and details of members of Ethics Committee	View File
Copy of software procurement for plagiarism check	View File
Minutes of the relevant committee meetings for the year with reference to the code of ethics	View File
Details of committee on publication guidelines	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.2 - The Institution provides incentives

A. All of the Above

for teachers who receive state,national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award

File Description	Documents
Policy on Career advancement for the awardees	View File
Policy on salary increment for the awardees	View File
Snapshots of recognition of notification in the HEI's website	View File
Copy of commendation certificate and receipt of cash award	View File
List of the awardees and list of awarding agencies and year with contact details for the year	View File
Incentive details (link to the appropriate details on the Institutional website)	View File
Institutional data in prescribed format (Data Template)	View File

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

289

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	View File
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	View File
Technology transfer document	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per recognized PG teacher of the Institution during the year

3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year

395

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	View File
Web page for research in the Institutional website.	https://www.dmiher.edu.in/about-research-1
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

File Description	Documents
List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link	View File
Names of the indexing databases	View File
Any other relevant information	View File

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year

3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year

2009

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://naac.dmiher.edu.in/fdata/wl/?id=7DnJU4M6Jl6yOrcxDrDkjaZUVWe4eIJE
Names of the indexing databases	View File
Any other relevant information	View File

3.4.7 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the year

3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year

445

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	View File
List of names of publishers: National/ International	View File
Any other relevant information	View File

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

22131

File Description	Documents
List of the publications during the year	View File
Any other relevant information	View File

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

51

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any other relevant information	View File

3.5 - Consultancy

3.5.1 - Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy

The University has established an Intellectual Property Right (IPR) Policy to encourage the extensive utilization of institutional IP, providing a framework for translating IP into products, services, and processes. Applicable to students, faculty, staff members, researchers, and visiting scientists/experts engaged in university research projects, the policy proposes a governance structure involving the IP advisory committee and the IPR cell. This cell oversees outreach, creator relations, IP and technology management,

contract negotiation, and revenue distribution. DMIHER's startup and innovation policy seeks to create an integrated, institution-based innovation ecosystem, supporting faculties, young students' ideas, and innovations. The policy aims to foster creativity, provide end-to-end support for ideas, build internal capacity, and establish pathways to market. Norms for revenue sharing and royalties are in place to facilitate and incentivize innovation. The Consultancy Policy guides faculty members in providing consultancy services, actively encouraging external engagements for knowledge and technology transfer. The policy applies to all staff engaged in consultancy activities, emphasizing knowledge transfer within institutional terms. Regular capacity-building workshops cover patents, copyrights, commercialization, and technology transfer. The University conducts awareness programs on protecting inventions and respecting IP rights. Interactive sessions with industry experts provide a platform for budding entrepreneurs to express their ideas and enhance the viability of future endeavors. The Research Promotion Policy (RPP), incorporating IPR and consultancy, is well-defined, building a necessary ecosystem for researchers, innovators, entrepreneurs, collaborators, alumni, industry, investors, and the local community, aligned with the National Education Policy 2020 and Sustainable Development Goals 2030.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://naac.dmiher.edu.in/fdata/wl/?id=MAuHqFTnGy90Ud8rwcOtCPkx1U2HZdNA
Link to the soft copy of the IPR and Consultancy Policy	https://naac.dmiher.edu.in/fdata/wl/?id=YT688aDznULs80jqwlwUWWCbOhsVRNA3
List of the training / capacity building programmes conducted during the year	https://naac.dmiher.edu.in/fdata/wl/?id=6EL8DH33QLJvDvkYKnVWIHWhBrCuNk26
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=GSRrp8kRjD9bM4YW3rYmfU46RLvm2HnS

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

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

524.21

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	View File
CA certified copy/Finance Officer Certified copy attested by head of the Institution	View File
List of consultants and revenue generated by them (Data Template)	View File
Any other relevant information	View File

3.6 - Extension Activities

3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

990

File Description	Documents
Photographs or other relevant supporting document	View File
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	View File
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	View File
Any other relevant information	View File

3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1	
13182	
File Description	Documents
Reports of the events organized	View File
Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template)	View File
Geo tagged Photos of events and activities	View File
Any other relevant information	View File

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

DMIHER(DU) is dedicated to providing high-quality healthcare and related services to Vidarbha and neighboring states, prioritizing marginalized, hard-to-reach, and underprivileged communities. The outreach extends to rural and peri-urban areas, including tribal populations, covering all life stages from maternal care to geriatric services. DMIHER ensures comprehensive care, addressing basic, curative, preventive, promotive, and rehabilitative aspects. The institution conducts community-based services through extension and outreach activities, specifically targeting the unmet needs of the underprivileged. With the goal of subsidizing healthcare costs and reducing out-of-pocket expenses, all programs are designed to benefit the community. DMIHER's commitment to community welfare has been acknowledged through prestigious awards from international, national, and local government bodies. Recognitions come from district health departments, NGOs, social institutes, and various organizations, highlighting DMIHER's excellence in healthcare. Accolades from entities like Zilla Parishad, Wardha; Niti Aayog; Indian Medical Association, Nagpur; and others underscore DMIHER's leadership in community well-being and healthcare services.

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	View File
List of Government/other recognized bodies that have given the awards	View File
Any other relevant information	View File

3.6.4 - Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio-economic development issues carried out by the students and staff, including the amount of expenditure incurred during the year

DMIHER (DU) is recognized for outstanding community services in Central India by international and national bodies, impacting Wardha District, Vidarbha, Telangana, Madhya Pradesh, and Chhattisgarh. The university is dedicated to providing holistic healthcare, covering preventive, promotive, curative, rehabilitative, referral, and palliative services. Utilizing rural community healthcare centers and outreach services, the university conducts diverse healthcare activities, including the unique family adoption program where students adopt families for community-based learning in villages. Participating in "Unnat Bharat Abhiyan," the university showcases commitment to holistic village development by adopting five villages, conducting Swachh Bharat initiatives, and organizing free/subsidized health checkup camps. Specialist services extend to Army personnel and Central Ammunition Depot Pulgaon employees, offering maternal and child health services, early disease screening, and free cancer screening camps in collaboration with the Rotary Club. Mobile healthcare teams serve Wardha and Chandrapur areas. In health financing, the university engages in initiatives like free treatment through government health insurance schemes, including Pradhan Mantri Ayushman Bharat Yojana and Mahatma Jyotiba Phule Jeevandayee Yojna. Contributions include health camps, preventive checkups, health insurance, cohort-based programs, maternal and child health initiatives, employee concessions, and visually impaired programs. NSS unit and YRC club volunteers engage in water conservation, collaborating with NGOs like the Paani Foundation. Efforts extend to tobacco cessation, advanced treatments through government collaborations, and community health physiotherapy. Workplace assessments prevent and manage injuries through community-based physiotherapy. Services reach

old age homes and geriatric clinics, showcasing the university's comprehensive commitment to community well-being.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://naac.dmiher.edu.in/fdata/wl/?id=bXhtqwbhaRGTXt61JY628VcLpbelHFta
Link for additional information	https://naac.dmiher.edu.in/fdata/wl/?id=LHvxHbURqyvlzVIVUx5pA0UfinsUmLAv
Link for additional information	https://naac.dmiher.edu.in/fdata/wl/?id=LHvxHbURqyvlzVIVUx5pA0UfinsUmLAv

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

3.7.1.1 - Total number of Collaborative activities for research, faculty exchange, student exchange during the year

73

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	View File
Certified copies of collaboration documents and exchange visits	View File
Link with collaborating Institution's website	https://naac.dmiher.edu.in/fdata/wl/?id=zgIfMkGwJRthyh8bMwpTuJBZVv0KYZ3Y
Any other relevant information	View File

3.7.2 - Presence of functional MoUs with Institutions/ industries in India and abroad for academics, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the year

3.7.2.1 - Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the year

52

File Description	Documents
E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View File
Institutional data in prescribed format	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

DMIHER is dedicated to optimizing the use of its academic infrastructure to align with its vision of establishing a platform for holistic innovation, team collaboration, originality, and student competence. The institution boasts advanced Teaching-Learning and Skill Development Facilities, including Smart Classrooms, Seminar Rooms, and Lecture Capturing Systems, totaling 249 spaces meeting apex council norms. Tele-Conference Facilities facilitate interaction with national and international adjunct faculties.

Skill acquisition spaces feature four Dissection Halls with AV and ICT capabilities, connecting to a Virtual Dissection Table. The School of Experiential Learning houses state-of-the-art Skill Labs with high-fidelity manikins and simulation setups, preparing students for international examinations. Teaching Hospitals provide abundant clinical material and high-end diagnostic facilities, enhancing psychomotor skills. A Herbal Garden at the Ayurved college enriches students' knowledge of medicinal plants.

Self-Directed Learning spaces like Jigyasa and Swadhaya, integrated museums, and Information and Resource Centers equipped with digital databases and e-portfolios contribute to fostering a self-driven learning environment at DMIHER.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://naac.dmiher.edu.in/fdata/wl/?id=mc3oP8jOtuEOF4LmPWHTVhIFt14zTq2S
Geotagged photographs of the facilities	https://naac.dmiher.edu.in/fdata/wl/?id=C9NPFR7YYU3czXXsV9xU6DkrXfE0ZXS8
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=fYshmgkUyQB5flXa2dquJjRHMPV81Vqu

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff: sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre etc. and for cultural activities

To facilitate optimal student participation, the university established a 'Student Welfare Cell' overseeing Co-curricular clubs like Arts, Music, Theatre, Dance, Quiz, Literary, and Sports, along with NSS and Youth Red Cross units. Committees in each constituent unit with elected student council members ensure active participation. The university annually publishes a timetable for these activities, monitored through a structured Management Information System (MIS).

Sports facilities include playgrounds for cricket, football, volleyball, basketball, futsal, and athletics. Intra-faculty and inter-faculty competitions like Energia and Impulse enhance students' sports participation. The university collaborates with the Vidarbha Cricket Association for state-of-the-art cricketing facilities. Special self-defense classes are organized for female students, and the university supports students in national sports events.

Indoor sports facilities, including pool, chess, carom, table tennis, and badminton, are provided in hostels, with centralized facilities for staff. A centrally provided "State of Art" gymnasium and swimming pool cater to staff and students' health and fitness needs. Dedicated Yoga and Meditation Centers, along with music and dance practice rooms, contribute to multifaceted development.

Cultural activities occur in well-equipped assembly halls and the centrally air-conditioned Datta Meghe auditorium, hosting major events. Students participate in conferences, regional

competitions, and the annual Swarvaidarbhi singing competition during Ganesh Festival celebrations, showcasing and nurturing local talent.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://naac.dmiher.edu.in/fdata/wl/?id=GKz0PvzplLaTpnYcveSmy488FzBIDtgKn
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=GKz0PvzplLaTpnYcveSmy488FzBIDtgKn

4.1.3 - Availability and adequacy of general campus facilities and overall ambience

DMIHER boasts an infrastructure designed to meet the diverse needs of students, faculty, and patients, creating an environment conducive to creative ideation, meaningful learning, and dedicated healthcare. The campus features beautiful landscapes, meticulously planted trees, comfortable lawns, indoor and outdoor sports facilities, centralized food courts, a Student Hub, Selfie points, well-ventilated corridors, innovation rooms, a temple, an all-faith prayer center, a yoga hall, a health club, and a swimming pool, enhancing the overall character of the campus.

The institution prioritizes the safety and tranquillity of its occupants through a network of CCTV cameras and security personnel. Essential campus facilities include hostels with Wi-Fi connectivity, recreational spaces, and 24x7 security services, accommodating nearly 4000 students. Residential quarters for staff, a multicuisine centralized food court, a 1300-capacity auditorium, a state-of-the-art Health Club with a swimming pool and gymnasium, banking facilities, well-maintained internal roads with signage, and transportation services are also available.

The campus emphasizes environmental sustainability with RO water treatment plants, sewage treatment plants, and a commitment to becoming a 100% solar-powered campus by 2030. Currently, over half of the energy consumption is met through solar panels. DMIHER's health sciences focus is supported by a 2700 bedded tertiary care hospital facility, available 24*7 to all its inhabitants.

File Description	Documents
Geotagged Photographs of Campus facilities	https://naac.dmiher.edu.in/fdata/wl/?id=5CJkSFWUdJmOzLdLMfNUmaZlD1y25Tp2
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=yEsCxND69OBRjMjvi4ZW9ZjHD7bWMZ1M

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

9385.48

File Description	Documents
Audited report / utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data Template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

DMIHER oversees four teaching hospitals, two for Modern Medicine at Main and Off Campus. Acharya Vinoba Bhave Rural Hospital and Siddharth Gupta Memorial Cancer Hospital hold accreditations from NABH, NABL, and ISO. The hospital offers super speciality services such as Neurosurgery, Cardiology, Gastroenterology, and Oncology. Diagnostic services include a 3 Tesla MRI, CT Scan, 2 Cathlabs, and various imaging facilities. The Central Clinical Laboratory features advanced equipment for sample processing, and the Central Clinical Physiology Lab covers various diagnostics.

Shalinitai Meghe Hospital and Dr Babasaheb Ambedkar Super Specialty Institute Nagpur are accredited by NABH and NABL. The hospital also offers super speciality services and diagnostic facilities similar to those at Acharya Vinoba Bhave Rural

Hospital.

Sharad Pawar Dental Hospital, accredited by NABH, provides comprehensive dental care, including maxillofacial surgeries and orthodontic procedures. Mahatma Gandhi Ayurved Hospital Salodis the first NABH-accredited Ayurveda Teaching Hospital in Central India. It features facilities for Panchkarma, anorectal diseases, and a research laboratory. Ravi Nair Physiotherapy Setup, recognized as a District Rehabilitation Centre, offers neurorehabilitation, gait analysis, and respiratory rehabilitation services. Patient welfare schemes and in-house initiatives cater to various healthcare needs.

The teaching hospitals conduct high-end, complex surgeries, and the linear accelerator in the cancer hospital enhances the learning of radiation oncology concepts.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://naac.dmiher.edu.in/fdata/wl/?id=GxN2CuMuFxi3COYte6tuWN7DU3W3epRY
List of facilities available for patient care, teaching- learning and research with geotagged evidences	https://naac.dmiher.edu.in/fdata/wl/?id=R1FshkrYDEYnBJlOkDZMVyn4BL0hc8gk
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=1Uwj0cte2PppReCSqOPtVGGRZVe9Lt3v

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

The University oversees a network of five esteemed teaching hospitals: Acharya Vinoba Bhave Rural Hospital, Sharad Pawar Dental College, Ravi Nair Physiotherapy College, Mahatma Gandhi Ayurved College and Research Center, and Shalinitai Meghe Hospital and Research Center (located off-campus). These hospitals meticulously adhere to the standards set by the apical council, ensuring a comprehensive array of both outpatient and inpatient cases.

The educational experiences are elevated through the incorporation of cutting-edge equipment, providing learners with hands-on opportunities for skill enhancement.

Sophisticated tools such as operating microscopes, laparoscopy, endoscopy, bronchoscopy, and magnetic resonance imaging foster bedside learning experiences, enriching the learners' skills.

Within the dental hospital, procedures extend from routine scaling and tooth extraction to complex surgeries such as mandibular hypoplasia correction and cleft palate closures. Collaborative efforts with initiatives like the Smile Train project contribute to the rehabilitation of cleft palate and lip patients.

Similarly, the Ayurvedic hospital offers a diverse range of treatments, incorporating Panchkarma, Agnikarma, and Jalaukavacharan. Physiotherapy services, obstetric care, and specialized clinics further augment the clinical spectrum.

DMIHER has developed an indigenous Hospital Management Information System (HMIS) through the collaborative input of clinical faculty, administrators, and finance teams over the years. This robust system, comprising over 36 modules, facilitates comprehensive patient care management, covering aspects such as MRD, bed allotment, pharmacy management, and finance integration. With approximately 750 devices accessing patient data, the HMIS ensures efficient and seamless hospital operations, significantly contributing to enhanced patient care and overall management.

File Description	Documents
Outpatient and inpatient statistics for the year	https://naac.dmiher.edu.in/fdata/wl/?id=wqvfa3LHIeOVdRC1rnD6k2GGaA7UtDiN
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	https://naac.dmiher.edu.in/fdata/wl/?id=wqvfa3LHIeOVdRC1rnD6k2GGaA7UtDiN
Link to hospital records / Hospital Management Information System	https://naac.dmiher.edu.in/fdata/wl/?id=7iQJ0qurXQKLxNxtDSRPq92DqAK7yrK4

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers

A. All of the Above

Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health

File Description	Documents
Geotagged photographs of Health Centers	View File
Government Order on allotment/assignment of PHC to the Institution	View File
Documents of resident facility	View File
Any other relevant information	View File

4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI, ISO certification of departments /Institution GLP/GCLP accreditation.

A. All of the Above

File Description	Documents
Copies of the Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template in prescribed format	View File

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS)

Integrated Library Management Software (ILMS) was originally developed in-house in 2005. In response to the University's development plan and the challenges posed by the COVID-19 pandemic, the university expedited efforts to optimize library functions. The ILMS was enhanced by incorporating additional software, such as Library Automation Software - LIBNET (now updated and replaced), and subsequently transitioning to KOHA. The implementation of a Radio Frequency Identification (RFID) system further automated the issue and return processes.

Key features of ILMS include digitization and barcoding of library resources, automated issue and return processes through RFID or barcode scanning, digital accession and indexing, online sharing of library resources, built-in audit mechanisms, efficient calculation of library utilization, and an online feedback system.

Digital Libraries E-Resource Centre in each DMIHER library provides computer terminals and separate enclosures for a comprehensive learning experience with unlimited access to library resources and internet sources. The libraries are equipped with 1 GBPS internet connectivity, Wi-Fi facilities for modern learning experiences, and qualified librarians to ensure seamless operations.

The libraries offer a well-lit and ventilated atmosphere with diverse seating spaces for students, researchers, and faculty, including seminar halls. Additional facilities such as drinking water, washrooms, and reprography services contribute to a conducive and exciting learning environment at DMIHER.

File Description	Documents
Geotagged photographs	https://naac.dmiher.edu.in/fdata/wl/?id=wE5vDx3CYkFgvZupSP0Az1gN13vNG7Ga
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=Lpha149xXaJ8VzCKB7VCN8MZTC5jrKiZ

4.3.2 - Number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines

The Information Resource Center at DMIHER boasts an extensive collection, encompassing 92,061 books, including 59,825 textbooks, 33,236 reference books, and 1,810 archives. The diverse range of resources spans reference books, yearbooks, medical clinics, annual reviews, atlases, MCQs, competitive exam materials, USMLE content, and educational CDs/DVDs. The library caters to a broad spectrum of subjects such as anatomy, neuro-anatomy, pathology, dentistry, surgery, and more, providing critical references for various medical disciplines.

Moreover, the Archives section holds historical records of

DMIHER since its inception, accompanied by a collection of 1,695 treasured books. The library facilitates access to 325 national and 363 international journals in hardcopies, with a total of 9,310 bound journals and 6,501 e-journals. Online databases such as DELNET, EBSCO Host, Proquest, British Council, and the Digital Library of the Royal Society of Medicine have been subscribed since 2012, offering users remote access to a wealth of subject-specific information.

The library's commitment to diversity is reflected in its collection of 104 ancient Indian books in Sanskrit, digitized manuscripts of traditional medicinal texts, and materials on Ayurveda. A dedicated section for quality assurance literature and contributions from alumni and retired faculty further enrich the library. The Library Committee continuously expands the collection by adding 10% new titles annually. Additionally, the library houses 3,819 CDs/DVDs, 37,599 reference e-books, and 1,575 online dynamic books.

File Description	Documents
Library acquisition data for the year	https://naac.dmiher.edu.in/fdata/wl/?id=d8HzBUIHG3RLlBMhY8MbJMqlNXQ49e2
Any other relevant information	View File

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases

A. All of the Above

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	View File
E-copy of subscription letter/membership letter or related document with the mention of year	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for purchase of books and journals (including e-resources) during the year

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

435.56

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	View File
Audited Statement highlighting the expenditure for purchase of books and journal library resources	View File
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	View File
Details of annual expenditure for purchase of books and journals for the year (Data Template)	View File
Any other relevant information	View File

4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

A. All of theAbove

File Description	Documents
Give links or upload document of e-content developed	View File
Supporting documents from the hosting agency for the e-content developed by the teachers	View File
Give links e-content repository used by the teachers / Students	https://naac.dmiher.edu.in/fdata/wl/?id=HE84x1xT15JRkyjOzfZJ3PmJlKVjFHvM
Data Template	View File

4.4 - IT Infrastructure

4.4.1 - Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

249

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	View File
Description of new facilities added during the preceding academic year	View File
Consolidated list duly certified by the Head of the institution	View File
Geotagged photographs	View File
Any other relevant information	View File

4.4.2 - Institution frequently updates its computer availability for students and IT facilities including Wi-Fi

DMIHER is dedicated to evolving alongside stakeholders' needs, consistently updating infrastructure, facilities, IT installations, and processes. Computer facilities for students undergo regular upgrades to enhance teaching-learning experiences across classrooms, clinical setups, and community settings, facilitating easy access to digital databases for research.

FEAT campus boasts a well-equipped computer lab adhering to AICTE guidelines, with open Wi-Fi access and around 3000 computers distributed across DMIHER units. Approximately 25% of the IT infrastructure is updated annually, with specific budget allocations. Classroom amenities include Smart Boards, projectors, internet access, and A-V aids, supplemented by LAN/Wi-Fi/Intercom facilities. The Digital library provides internet-enabled computers, AV aids, and e-resources for various learning programs.

Teachers have access to high-tech studios for creating e-

resource videos integrated into the LMS. Hostel students enjoy round-the-clock Wi-Fi access for online learning, library access, and DMIHER's student app. A fibre optic network connects all locations, including colleges, hospitals, hostels, labs, and administrative blocks.

The Data Centre houses 25 servers, 14 storage & network devices for data storage and backup. Hospital areas are equipped with computers for patient data access via HIMS, serving as clinical learning resources. PG students receive Tabs for HMIS access and learning materials. The hospital's HMIS is linked to the National Medical Commission's server, and operation theatres feature advanced camera and network facilities for live surgery demonstrations. This fully networked campus with state-of-the-art IT infrastructure empowers learners to excel in the global arena.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://naac.dmiher.edu.in/fdata/wl/?id=9xnnAVuAq0b9sL9ZTF1BaoVq1TlAhlFy
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=wOs3qOdUU3NAnAM7qVU09RV6tdeIH6c6

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

A. ?1 GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Annual subscription bill / receipt	View File
Any other relevant information	View File

4.4.4 - Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.

In an era marked by groundbreaking discoveries and paradigm shifts, education must evolve rapidly to keep pace with the dynamic landscape. Recognizing this imperative, educational institutions such as the University have embraced innovative teaching methods, leveraging exclusive e-content development centers. These centers, numbering five, empower faculty to create scientifically verified content for diverse educational platforms, including the Learning Management System, Hybrid Teaching Learning, Assessment, and Curriculum Delivery Systems.

The University's physical infrastructure, exemplified by its Advanced Digital Studio, Electronic Data Processing section, and Lecture Capture Systems in lecture halls, underscores a commitment to cutting-edge technology. These facilities enable the production of high-definition audiovisual content, online lectures, and interactive learning resources, ensuring a rich and immersive educational experience. Moreover, departmental laboratories and surgical theaters are equipped with digital capture tools, cementing a commitment to preserving and utilizing valuable teaching materials.

DMIHER's forward-looking Vision 2025 emphasizes the integral role of e-learning and digital tools in shaping the future of health professions education. This vision entails harnessing emergent technologies such as 3D virtual reality to elevate teaching, learning, and assessment processes. Faculty engagement in ongoing training, coupled with meticulous monitoring by college councils, ensures the quality, consistency, and sustainable growth of this transformative educational paradigm. As DMIHER strides towards its vision, it envisions a future where e-learning becomes a cornerstone, advancing health professions education to unprecedented heights.

File Description	Documents
The e-content development facilities	https://naac.dmiher.edu.in/fdata/wl/?id=fN0D89qJgu4ggmcNte430OpsY79Dkfwv
Geotagged photographs	https://naac.dmiher.edu.in/fdata/wl/?id=4yaI1aFUvDs4epdjGpeKoKYjfVm2gpUo
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=fmyrUQbbG0vZvx3qvJMavoictmxkHwkY

4.5 - Maintenance of Campus Infrastructure

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

9707.85

File Description	Documents
Audited statements of accounts on maintenance	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	View File
Link to ERP	https://naac.dmiher.edu.in/fdata/wl/?id=rwG1GyJ7ox7x121Z5gGOV7aqXh3yYw6L
Any other relevant information	View File

4.5.2 - There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

DMIHER has strategically established comprehensive systems and processes, complemented by allocated budgets, to ensure the seamless maintenance of both its physical and academic support facilities. This responsibility is entrusted to an in-campus Maintenance Department, overseen by a designated Nodal Officer. Collaborating with a Technology-enabled Total Facility Management company, Service Master Clean, the institution adopts a forward-thinking approach to facility management. Service Master Clean employs innovative, automated, and digitized solutions, utilizing IoT-enabled Operations and Maintenance activities to optimize resource utilization and control Facility Management costs.

Accessible 24x7, the maintenance services employ RF Ids displayed at various campus locations for registering complaints and grievances. Stakeholders, including students, can conveniently register requests via smartphones, with real-time updates captured in the software. Adhering to a policy of prompt resolution, requests are queued for resolution within 24 hours to 1 week, monitored rigorously through a dashboard displaying complaint status, resolution time, and age of the complaint.

The Biomedical Engineering Department, led by qualified engineers, ensures the maintenance, calibration, and certification of lab equipment. Additionally, housekeeping services, transport vehicle oversight, and power backup facilities are meticulously managed. The Maintenance Department extends its purview to academic infrastructure, sports facilities, and IT facilities, ensuring the upkeep of laboratories, libraries, digital infrastructure, and sports amenities. The IT Department, led by a seasoned professional and supported by a team of IT professionals, maintains and upgrades information and technology facilities.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	https://naac.dmiher.edu.in/fdata/#/1/1/AQAR%202022-23/Criteria%20-%204.5.2
Log book or other records regarding maintenance works	https://naac.dmiher.edu.in/fdata/wl/?id=6WwHx80UDMk1BhxrsyiCMRgkDYRjbCL6
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=eOwSZnLloeiOFqJtYyLn3hdqILf6L6Z0

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year

2794

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	View File
List of students for the year who received scholarships/ freeships /fee-waivers	View File
Any other relevant information	View File

5.1.2 - Institution implements a variety of capability enhancement and other skills development schemes Soft skills development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development	A. All of the Above
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File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	View File
List of capability enhancement and skill development schemes (Data Template)	View File
Link to Institutional website	https://www.dmiher.edu.in/capacity-enhancement-schemes
Any other relevant information	View File

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year
5.1.3.1 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year
3737

File Description	Documents
Copy of circular/brochure of such programs	View File
List of students attending each of these schemes signed by competent authority	View File
Program/scheme mentioned in the metric	View File
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell

DMIHER places a significant emphasis on three key goals in its internationalization efforts: fostering an International Campus, imbuing the institution with international teaching knowledge and expertise, and implementing internationalization at home. The University has been proactively cultivating these goals since 2008 through the establishment of the dedicated International Student Cell (ISC). The ISC concentrates on fortifying the International Campus by bolstering the recruitment, retention, and success of international students. Recognizing the diverse needs and financial resources of graduate and undergraduate students, the University invests in ample resources to enhance the overall student experience, providing support from application to graduation. The ISC ensures a robust educational and professional experience, offering opportunities for skill development and intercultural competencies for thriving in the global community.

The Office for International Affairs ensures the comfort of International/NRI/PIO students at the campus, offering support from admissions to immigration, housing to browsing, personal to professional assistance, academic to administrative support, grievance redressals, career counseling, and placement support. Currently, the University hosts international students from diverse countries, maintaining diplomatic relationships and

strategic partnerships for international student admissions.

The University organizes various events, including cultural festivals, food tastings, language exchange programs, community-based volunteer programs, student clubs, celebrations of international days and festivals, study groups, career events, and workshops, fostering an inclusive learning environment that accommodates diverse cultures and religions, providing equal learning opportunities for all.

File Description	Documents
International students' cell	https://www.dmiher.edu.in/international-cell
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=DBjtp7wL6CrLxSlNTEiGgJ3WO8CZH2d3

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
The Institution has a transparent m	View File
Circular/web-link/ committee report justifying the objectives of the metric	https://naac.dmiher.edu.in/fdata/wl/?id=yYOSsYXKS1OY2TqXqsHB0dc285E0Bfv0
Details of student grievances and action taken (Data Template)	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations

(eg: NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) during the preceding academic year

145

File Description	Documents
Number of students qualifying in state/ nation	View File
Pass Certificates in the examination	View File
Any other relevant information	View File

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

866

File Description	Documents
Self-attested list of students placed / self-employed	View File
Details of student placement / self-employment during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education

5.2.3.1 - Number of outgoing students progressing to higher education

260

File Description	Documents
List of students who have progressed to Higher education preceding academic year	View File
Supporting data for students/alumni	View File
Details of student progression to higher education (Data Template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

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

41

File Description	Documents
e-copies of award letters and certificates	View File
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	View File
Any other relevant information	View File

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

The Student Welfare Cell (SWC) at DMIHER is composed of the Director, Convenor, and representatives from the Student Council of constituent colleges. These Student Council members, including the President, Vice President, General Secretary, and others, are elected by the students. They oversee the committee's activities and implement plans outlined in the SWC's annual calendar. The Student Council plays a significant

role in the university's governance, academic, co-curricular, extra-curricular, and administrative functions through the 'Umbrella mechanism of the University for Meaningful Student Engagement (MSE).'

To cater to the diverse professional programs offered, the Student Council organizes activities aimed at enhancing overall student productivity and professional outcomes. They also participate in various university committees and councils, including those related to curriculum, examinations, and grievance redressal. Additionally, they engage in international and national exchange programs, public health initiatives, academic discussions, and cultural sponsorships.

One notable initiative by the Student Council is the Organ Donation Awareness Society, run in collaboration with the Zonal Transplant Coordination Centre (ZTCC), Nagpur. This society, managed entirely by students, promotes organ donation awareness and encourages individuals to pledge as donors while educating society about the process and significance of organ donation.

File Description	Documents
Student Council activities during the year	https://naac.dmiher.edu.in/fdata/wl/?id=BcJzSJnXv3N2abZRwCvgpn4rh6gA22mx
Any other relevant information	https://www.dmiher.edu.in/students-welfare-antiragging-cell

5.3.3 - Number of sports and cultural activities / events/ competitions organised in the Institution during the year

5.3.3.1 - Number of sports and cultural activities / competitions organised by the Institution during the year

146

File Description	Documents
Report of the events/along with photographs appropriately dated and captioned	View File
Copy of circular/brochure indicating such kind of activities Information as per Data template	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

The alumni engagement at Datta Meghe Institute of Higher Education and Research encompasses various avenues. Each constituent college hosts its own alumni body, registered under a charitable trust. The Vaave Alumni Association platform facilitates alumni registration and fosters ongoing communication, nurturing lifelong connections. Regular scientific alumni events, including Alutalks, webinars, and workshops, are held to promote knowledge exchange. Alumni actively support graduates through placements and internships, sharing insights and professional guidance. They also engage with new students during foundation courses, offering mentorship and insight into market trends and career paths. Annual ceremonies honor body donors and welcome new students with white coat inductions, featuring esteemed alumni speakers. Adjunct faculty roles are filled by distinguished alumni, enriching departmental expertise. Annual alumni gatherings strengthen ties with the institution and current students, with plans for offshore reunions. Eminent alumni contribute to research and academic endeavors, offering endowments and donations to support excellence. Their feedback informs curriculum revisions, ensuring alignment with evolving needs. Individual alumni committees in each college oversee activities, with monthly reviews and quarterly association meetings to ensure smooth operations and continual enhancement.

File Description	Documents
Details of Alumni Association activities for the year	View File
Frequency of meetings of Alumni Association with minutes	View File
Quantum of financial contribution for the year	View File
Audited statement of accounts of the Alumni Association for the year	View File

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments	A. All of the Above
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File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View File
List of Alumni contributions made during the year	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance

DMIHER (DU) is committed to nurturing professionals with competence, confidence, concern, compassion, and global relevance through a higher education model centered on

competencies. This framework, deeply rooted in quality, learner-centricity, community engagement, and evidence-based practices, extends across all units within the institution. The university is dedicated to creating an atmosphere conducive to interdisciplinary research, aiming to produce meaningful outcomes at both national and regional levels.

A pivotal aspect of DMIHER's mission is to provide comprehensive healthcare services, particularly targeting rural, needy, marginalized, and underprivileged populations. Achieving this objective entails establishing collaborative connections and implementing a decentralized governance system that is proactive, transparent, and accountable.

The institution's evolution from a focus on health sciences to a multidisciplinary entity, including the establishment of an Off-campus Medical School in Nagpur, reflects its adaptability and responsiveness. In alignment with the National Education Policy (NEP) 2020, the university underwent a rebranding from Datta Meghe Institute of Medical Sciences to Datta Meghe Institute of Higher Education and Research.

DMIHER DU boasts 12 diverse faculties, incorporating the recently launched Faculty of Engineering and Technology (FEAT) to address contemporary and future engineering needs. The university embraces online programs and open and distance learning (ODL) initiatives, integrating innovative skill training through electives and embedded apprenticeships.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://www.dmiher.edu.in/about
Report of achievements which led to Institutional excellence	https://naac.dmiher.edu.in/fdata/wl/?id=dL2p6LiyoXWyM3vCO9bms2hYFiagSBbG
Any other relevant information	View File

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.

The university operates on the principle of participatory management, decentralizing its administration through committee-based handling of major activities such as academics, administration, finance, and examinations, delegating

responsibilities accordingly. The Vice-Chancellor provides academic and administrative leadership, while policy guidelines are derived from a multi-tiered governance system involving the Board of Management (BoM), statutory bodies, UGC, key policymakers, and government representatives.

Various advisory boards, including Planning and Monitoring Board, International Advisory Board, Research Advisory Board, and Techno-Health Advisory Board, consist of experts in their respective fields. These bodies adhere to defined Standard Operating Procedures (SoPs) for implementing resolutions and conducting periodic reviews. In addition to statutory committees, decentralized administration is facilitated through autonomous cells empowered with specific authorities.

These committees include staff and student representatives who contribute to discussions and offer suggestions. Over 30% of staff and 7% of students are involved in decision-making bodies. Autonomy and delegation enable effective planning, execution, monitoring, and review, supported by the Internal Quality Assurance Cell (IQAC) conducting regular assessments and providing necessary advice for revisions.

The integration of statutory and non-statutory committees ensures informed decision-making. For example, the Joint College Council, a non-statutory committee, collates information from various sources and provides recommendations to the Academic Council and Board of Management, fostering participative decision-making platforms that enhance job satisfaction, organizational commitment, employee-employer relations, and institutional performance.

File Description	Documents
Information / documents in support of the case study	https://naac.dmiher.edu.in/fdata/wl/?id=g5WeVfbNuH1apLGykBEpJDx5a1nRWWUM
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=rGqrlWvb8d09xU0TD11eNlJlQAOPxqur

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The Perspective Developmental Plan (PDP) is meticulously

crafted, considering a range of essential criteria. These criteria encompass statutory requirements, aligning with the legal framework governing the institution. Moreover, the PDP is intricately linked to the overarching Vision and Mission of the Institute, ensuring a cohesive and purpose-driven developmental trajectory.

In addition, the plan is shaped by insights from the Planning & Monitoring Board and the Internal Quality Assurance Cell (IQAC). Active Need Analysis is conducted, taking into account global trends and aligning with national Education and Health Policies. Departments contribute their perspectives through research and academic presentations, proposing short-term, midterm, and long-term plans.

Stakeholder engagement is integral, with feedback sought from students, alumni, patients, peers, and other relevant entities. Individual inputs from faculty members further enrich the comprehensive plan. The PDP undergoes a thorough review process, with joint council approval preceding scrutiny by the Planning & Monitoring Board, Academic Council, and Board of Management.

DMIHER, drawing on two decades of experiential learning, has developed a copyrighted "10 Step Guide for Strategic Planning," widely adopted by other Higher Education Institutions (HEIs). The process involves agreed strategic planning, environmental scanning, issue identification, values and mission alignment, shared vision development, goal formulation, strategy agreement, action plan development, finalizing the strategic plan, and building monitoring procedures for adaptability to changes in the external environment.

File Description	Documents
Strategic Plan document	View File
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	View File
Any other relevant information	View File

6.2.2 - Effectiveness and efficiency of functioning of the Institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

The university operates within a structured framework characterized by a clearly defined hierarchy, delineated key responsibility areas, and performance matrices, all governed by well-articulated Standard Operating Procedures (SOPs). To facilitate effective planning and decision-making, diverse governing bodies have been established, each assigned distinct responsibilities. In accordance with the Memorandum of Association (MoA) and the UGC Deemed to be University Regulations of 2019, the institution aligns itself with requisite bodies and councils.

Inclusive decision-making is facilitated through need-based non-statutory committees, advisory boards, and councils, ensuring engagement of all stakeholders. Technological support, provided by various Enterprise Resource Planning (ERP) systems, coupled with a meticulously crafted Comprehensive Academic Calendar, ensures the timely execution of decisions made by these committees.

The administrative framework, as outlined in the MoA and Rules, incorporates a well-defined hierarchy with roles and responsibilities for administrators, teachers, and staff. Policies addressing diverse administrative facets are formulated, while Bye laws and statutes, crafted by the Bye Law drafting Committee, serve as a manual for university activities. Standing and Special committees, under the Vice Chancellor's purview, regularly draft and amend policies, subsequently transforming them into standard operating procedures for efficient implementation.

Additionally, the university has established Patient and Student Charters, complemented by detailed service rules and an HR Manual. These documents comprehensively outline roles, responsibilities, privileges, penalties, leave policies, and superannuation for employees. Adhering to statutory norms, appointments and promotions are conducted through duly constituted selection committees, with performance evaluation facilitated by a structured appraisal and feedback system, guiding promotions and increments.

File Description	Documents
Annual Report of the preceding academic year	https://naac.dmiher.edu.in/fdata/wl/?id=N YzABhGrjSzYsDukvpC8MTrtDBq7Iach
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://naac.dmiher.edu.in/fdata/wl/?id=X cOvjws5GbBn4ncoKNyo0eM402TaGqlR
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=p 7aoKADjcPuxMlBi0aYb0Mnx0lbdFkI3

6.2.3 - The University has implemented e-governance in the following areas of operation Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination	A. All of the Above
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File Description	Documents
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	View File
e-Governance related document	View File
Screen shots of user interfaces	View File
Any other relevant information	View File

6.3 - Faculty and Staff Empowerment Strategies
6.3.1 - The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.
Datta Meghe Institute of Higher Education and Research prioritizes employee welfare, recognizing its profound impact on morale, productivity, staff retention, and organizational reputation. The welfare measures are categorized into statutory provisions and practice-based initiatives. Statutory provisions, such as maternity leave and sick leave, are outlined in the University statutes. Meanwhile, practice-based measures have evolved over time to enhance individual and professional competence among faculty and non-teaching staff.

Employee welfare initiatives at DMIHER(DU) encompass a wide range of benefits and facilities, including accommodation, guest house access, transport, technological resources like laptops and free wifi, auditorium access, sports facilities, health club membership, free uniforms, and comprehensive medical coverage under the "DMIMS Employees Healthcare Scheme."

Leave policies are comprehensive, covering various types of leaves based on eligibility, including casual leave, earned leave, maternity leave, and study leave. Additionally, sabbatical and study leave with financial assistance support higher studies. Recognition through awards and incentives for academic, clinical, and research excellence, along with grants for research projects and career advancement schemes, further bolster employee support.

Financial assistance, including bank facilities, timely salary disbursement, retirement benefits, and emotional support mechanisms like grievance redressal cells and counseling services, underscore the institution's commitment to employee well-being and professional growth.

File Description	Documents
Policy document on welfare measures	https://naac.dmiher.edu.in/fdata/wl/?id=88MOtMkfr8WifRYJamLAagVDCL3SXXZS
List of beneficiaries of welfare measures	https://naac.dmiher.edu.in/fdata/wl/?id=Bb7mJINTLPEk90SC2mgPdohLACapmV9l
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=unxas0wqn42E0lJFNZsq4AP5KO7pDHgA

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

152

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
List of teachers provided membership fee for professional bodies during the year	View File
Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	View File
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

85

File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	View File
The lists of participants who attended the above programmes during the year (Data template)	View File
Detailed program report for each program	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View File
Reports of Academic Staff College or similar centres. Verification of schedules of training programs	View File
Copy of circular/ brochure/report of training program self- conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

215

File Description	Documents
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
E-copies of the certificates of the programs attended by teacher Any other relevant information	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non-teaching staff

DMIHER (DU) adheres meticulously to the regulations set forth by the UGC, apex councils, and relevant statutory bodies concerning the minimum qualifications for the appointment of Teaching Professionals, Academic Staff, and Non-Teaching Staff in the University and College. The institution consistently follows the Maintenance of Standards in Higher Education - 2018 regulations, making necessary amendments as needed. An annual performance evaluation system is in place, employing a structured and robust mechanism to objectively assess the performance of all employees against established norms. This evaluation recognizes progress, evolution, and potential for career advancement.

To acknowledge staff potential, a dynamic work experience recognition module considers academic and research orientation, managerial responsibilities, innovation, and the capacity to handle higher responsibilities. DMIHER implements a three-tier self-appraisal mechanism for teaching staff involving self-appraisal, peer evaluation, and final review by the Vice Chancellor. Appraisal parameters cover teaching, research, clinical services, co-curricular activities, and professional development.

For Non-Teaching Staff, a comprehensive review is conducted based on identified key responsibility areas and key performance indicators. These indicators are categorized into must, desirable, and aspirational achievements, reflecting excellence in performance. The appraisal process considers work efficiency, commitment, initiative, leadership, teamwork,

discipline, integrity, punctuality, and regularity. A 360-degree evaluation, involving subordinates, peers, and superiors, ensures fairness and transparency. Annual Performance Reports are conducted, and after due verification, grades are presented to the Board of Management for approval, leading to increments and timely communication of deficiencies for improvement.

File Description	Documents
Performance Appraisal policy of the Institution	View File
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	View File
Any other relevant information	View File

6.4 - Financial Management and Resource Mobilization

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

The Resource Mobilization Policy is formulated with the following overarching goals:

1. Diversification of resource mobilization avenues to ensure sustainability in Higher Education, Healthcare, and Research domains by maximizing the potential of faculty, healthcare professionals, researchers, learners, and administrative staff.
2. Optimal utilization of university infrastructure, instructional resources, and expertise through effective manpower deployment, centralized timetables, feedback-based appraisal systems, productive collaborations for international brand-building, and inter-sectorial coordination via strategic management.
3. Promotion of Academia-Industry-Community synergy in academics, Research and Development, and healthcare sectors through internationally recognized business models executed by professional administrators and domain-specific personnel.

To achieve these objectives, specific strategies are implemented under the guidance of competent authorities:

- Diversifying educational programs and revenue sources, adhering to fee guidelines prescribed by regulatory bodies.
- Phased augmentation of educational programs and intake

capacities, guided by a Perspective Development Plan. - Soliciting endowments and philanthropic donations to enrich the university's corpus. - Pursuing sponsored research projects and fostering technology transfer in accordance with Intellectual Property Rights policies. - Maximizing external research funding through diligent implementation of university research policies. - Advancing in emerging areas to bolster Clinical Research and consultancy potential, thereby generating additional revenue. - Establishing National and International Collaborative linkages for informational exchange, learner exchange, research collaborations, and joint teaching programs. - Securing developmental funds through industrial corporate social responsibility initiatives. - Expanding tertiary healthcare facilities to generate revenue while upholding the core commitment to providing affordable healthcare to rural communities.

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://naac.dmiher.edu.in/fdata/wl/?id=xSP9bva92BCA43frh1kyIsgwfK4pbrGb
Procedures followed for optimal resource utilization	https://naac.dmiher.edu.in/fdata/wl/?id=BS2Rrq2U7lpUYEuMF5RbrW4Kjyp85UmL
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=fDwBhZqA45RBWL3NmoVeimEad5OPCO2s

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

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File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	View File
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.4.3 - Institution conducts internal and external financial audits regularly

The university undergoes regular audits in compliance with the Bombay Public Trust Act, and follows UGC guidelines for preparing audited statements. DMIHER's financial activities primarily focus on academics, research, patient care, and education programs. To ensure fiscal discipline and transparency, monthly MIS, internal audits, and annual external audits are conducted.

Mechanisms are in place to monitor effective financial resource utilization throughout the financial year. The Finance Committee annually recommends budgets for Revenue and Capital Expenditure, approved by the Board of Management. Financial Statements are analyzed, and expenditures are managed within the budget. Internal audits of day-to-day transactions and annual statutory audits occur regularly.

Internal and external auditors, including a qualified institutional Auditor from External Resources, verify and certify annual Income and Expenditure and Capital Expenditure. External audits adhere to accounting standards set by the Institute of Chartered Accountants of India & UGC. The Finance Committee reviews internal audit reports, emphasizing key financial and strategic issues, with Heads of Institutions

participating in closing meetings. The final report is submitted to the finance committee, and External Auditors' reports go through committee and Board of Management approval. Any findings or objections are promptly addressed for correction. This rigorous audit framework ensures financial accountability and adherence to established standards.

File Description	Documents
Policy on internal and external audit mechanisms	https://naac.dmiher.edu.in/fdata/wl/?id=Jgl4qhIDV7dIOaAe9TKFaCwAMwJJZXpg
Financial Audit reports for the years	https://naac.dmiher.edu.in/fdata/wl/?id=4zOB9HodNquRnuLO3UgVbs3NNpn6LlKI
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=PJP3Yi0pcKno2qxYyYLkGdrYDaG9sQMn

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

The establishment of the Internal Quality Assurance Cell (IQAC) at the University follows NAAC guidelines, constituting an integral component of the university's governance. Its primary objective is to ensure quality by upholding academic and administrative standards, internalizing a culture of quality, and institutionalizing best practices, thereby enhancing quality across various facets of higher education.

The IQAC oversees the Perspective Developmental Plan (PDP), defining developmental indicators and implementing mechanisms for monitoring, reviewing, and updating these indicators regularly. It keeps abreast of emerging concepts in higher education to ensure continuous improvement across academic, research, administrative, and outreach domains, aligning efforts with sustainable developmental goals.

Structured into five functional units, IQAC at DMIHER (DU) includes areas such as Rankings and Accreditations, Perspective Development Plan, Quality Benchmarks & Best Practices, Feedbacks, Audits & Program Evaluation, Quality Circles and Quality Dissemination, and Mentoring to HEIs. Each unit plays a specific role in promoting quality enhancement through various activities, including data analysis, stakeholder feedback

collection, program evaluation, and mentoring support to other higher education institutions.

To ensure operational consistency and effective coordination, IQAC designates an in-charge within each constituent unit of the university. Monthly and quarterly reviews are conducted to assess statutory and non-statutory activities, PDP progress, advisories, accreditations, rankings, and quality initiatives. Recommendations from these reviews are presented to relevant decision-making bodies for consideration and approval.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://naac.dmiher.edu.in/fdata/wl/?id=UCNaMXD73gZx1HozRtKKl8XsPNOH2pwa
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://naac.dmiher.edu.in/fdata/wl/?id=S1aUXg7NFy5WDFk4OIUrsFZw1STv1JW6
Minutes of the IQAC meetings for the year	https://naac.dmiher.edu.in/fdata/wl/?id=KPbr7vWZfJylDyAMclTJhSulbRLu2CXK
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=t1QC6pGLydKFhgee4T21QDfrRhy3cHQia

6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)	A. All of the Above
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File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View File
Data template including documents/certificates relating to options 1 to 6 above	View File
Any other relevant information	View File

6.5.3 - Impact analysis of the various initiatives carried out and used for quality improvement during the year

DMIHER utilizes Impact Analysis to anticipate the consequences of change and determine necessary adjustments to achieve desired outcomes. The process initiates with Screening & Scoping, wherein interventions are carefully selected, and a stakeholder steering group is formed. Subsequently, the Appraisal phase takes center stage, involving the collection, analysis, and synthesis of relevant data to estimate the impacts of interventions. These impact estimates serve as the foundation for providing recommendations to enhance positive effects and mitigate negative ones. Depending on the context, the Appraisal can be conducted through either a rapid or comprehensive assessment approach.

Following the Appraisal, the Reporting phase plays a crucial role in disseminating the findings to stakeholder communities and decision-makers. The report encompasses a comprehensive description of the scope, identified priorities, stakeholder inputs, evidence gathered, overall findings, and any derived recommendations.

Finally, the Monitoring phase ensures the evaluation of the Impact Analysis process and the effectiveness of implemented recommendations. It is essential to monitor the implementation of proposed changes to ensure adherence to agreed-upon recommendations.

The Impact Analysis process at DMIHER encompasses several steps to ensure a thorough assessment and effective communication of findings to stakeholders. By adhering to this structured approach, DMIHER aims to facilitate informed decision-making and promote continuous improvement in educational quality.

Detailed impact analyses of quality improvement initiatives are provided in the attached information.

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://naac.dmiher.edu.in/fdata/wl/?id=Uyt2nHi0jlc1POLzt5RqGFnpOqoz5xjk
Any other relevant information	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 established the Institutional Forum for Women (IFFW) on November 23, 2010, dedicated to guiding and supporting women, fostering a conducive working environment, and eliminating discrimination. Aligned with the UN's 5th Sustainable Development Goal on Gender Equality, IFFW comprises a Women's Cell for sensitization programs and an Internal Complaint Committee addressing harassment. Emphasizing a zero-tolerance policy, the institute ensures administrative reporting layers and accessible grievance platforms. Campus security includes well-lit areas, CCTV surveillance, and gender-diverse personnel. Over 50% of teaching faculty, including leadership positions, are women including Registrar, Director, Dean, Vice Dean, and Department Heads. Gender sensitization programs, workshops, and audits are conducted, emphasizing equality and dignity. Students are sensitized on child protection, with gender champions in each batch. Special events like Gender Equality Day, Mother's Day, and International Women's Day celebrate empowerment. Webinars by empowerment experts address health, safety, and incidental topics. The Internal Complaint Committee conducts annual programs, enforces procedures for harassment grievances, and reports actions on UGC's Saksham portal. DMIHER's commitment extends to HR policies, ensuring statutory provisions for social protection, including maternity benefits, fostering gender equality across campus and offices.

File Description	Documents
Annual gender sensitization action plan	http://naac.dmiher.edu.in/fdata/wl/?id=il2DqQQ0PYnF4ZFXYE1E81fiXtfrxFKF
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	http://naac.dmiher.edu.in/fdata/wl/?id=5JvmgHSjVzru2eDmdW1fa4SO35XscmZ2

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment	A. All of the Above
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File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File
Data template in prescribed format	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 100 - 200 words)

DMIHER is committed to comprehensive waste management, aiming for a 'zero' organic waste campus disposal. Initiatives include supporting innovative waste treatment ideas through research and awareness campaigns, promoting the 3Rs (Reduce, Recycle, Recover). The institution implements environmentally sound principles and adheres to Maharashtra Pollution Control Board guidelines. Solid waste, including canteen and garden biodegradables, undergoes composting in a vermicompost plant, aligning with plastic ban regulations. Liquid waste management involves three sewage treatment plants recycling water for gardening and toilets. Effluent treatment plants manage liquid waste, and biomedical waste follows proper disposal norms. The campus embraces a waste recycling system, treating water for landscaping. E-waste, collected in designated bins, undergoes recycling through a signed MoU with an authorized dealer. For hazardous chemicals and radioactive waste, DMIHER adheres to Atomic Energy Regulatory Board guidelines, using protection

devices and conducting regular safety surveys. The commitment extends to lead shielding, equipment approval, and periodic quality assurance. DMIHER's waste management approach covers diverse waste categories, ensuring environmental sustainability.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://naac.dmiher.edu.in/fdata/wl/?id=Bp05AirqhNyhCmVG6OYddyrlz8aoBTWW
Geotagged photographs of the facilities	https://naac.dmiher.edu.in/fdata/wl/?id=GJb2SBN6q4YWjUpOAntTtpS3u7RKHBTC
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=xHUCJhnJTdxRC84X9IbgERHxF5FEIA6

7.1.4 - Water conservation facilities available in the Institution Rainwater 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
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File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants	A. All of the Above
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File Description	Documents
Geotagged photos / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant documents	View File
Data template in prescribed format	View File

7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives	C. Any 3 of the Above
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File Description	Documents
Audit reports of the institution related to the metric Data template	View File
Any other relevant information	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading	A. All of the Above
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File Description	Documents
Geotagged photographs / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant information	View File
Data Template	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 socioeconomic and other diversities (within 200 words).

DMIHER fosters an inclusive environment, embracing diverse socioeconomic, cultural, religious, and social student backgrounds, aligning with the UN's 10th Sustainable Development Goal. The Institutional 'Equal Opportunity Cell' promotes tolerance and harmony, reducing inequalities. The university prioritizes holistic student development, engaging them in extension activities for societal exposure and values. Leadership programs promote diversity at all levels, and the Women Empowerment Cell collaborates with the Entrepreneurship Cell to encourage female participation in entrepreneurial activities. The institution actively addresses LGBTQIA rights, ensuring non-discrimination in admissions and recruitment. Socioeconomic diversity is evident, with initiatives for equal opportunities. Various festivals and statutory committees enhance cultural harmony and adherence to guidelines. Digital initiatives during the pandemic and an International Student Cell demonstrate commitment to student welfare. Cultural festivals, diverse cuisine, and mentorship for special needs students contribute to a friendly and inclusive campus environment. DMIHER stands as a beacon for inclusive growth and harmonious development.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://naac.dmiher.edu.in/fdata/wl/?id=ybFNzUOhJqvbBTY4CpSKg01butrgu3H7
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=gpjXk84cnaBjExjj43COtWrFrLrBT6bT

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

Datta Meghe Institute of Higher Education and Research (DMIHER), a Deemed University, values diversity, ensuring inclusion irrespective of cultural, social, economic, linguistic, and ethnic backgrounds. DMIHER (DU) annually observes Constitution Day to instill awareness among students and staff regarding their roles in upholding citizens' constitutional values, rights, duties, and responsibilities. This celebration includes student participation in essay competitions, debates, and elocutions. A Guest Lecture, attended by a significant number of students and staff, emphasizes the historical importance of the Partition Horrors Remembrance Day, enhancing understanding and civic responsibility. In conjunction with the nation's 75th Independence Day celebrations (Azadi Ka Amrit Mahotsav), DMIHER organized 75 events, including academic and extracurricular activities. Special initiatives like "Har Ghar Tiranga" campaign and Constitution Day celebrations enhance students' understanding of constitutional values, rights, duties, and responsibilities. Annual events, such as flag hoisting, Foundation Day celebrations, and various competitions aligned with the theme of Azadi Ka Amrit Mahotsav, contribute to the university's vibrant atmosphere. Student leadership is nurtured through Student Council elections, with elected representatives receiving leadership training. DMIHER takes pride in instilling human values and constitutional obligations in future leaders, emphasizing the holistic development of its diverse community.

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://naac.dmiher.edu.in/fdata/wl/?id=fNTqeaHD9jsY7jk2wz2Tct65XyCbrPBF
Any other relevant information	https://naac.dmiher.edu.in/fdata/wl/?id=EfvvvdJrCFHh7cIYIHxmR1jI4xFqwWsqg

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

A. All of the Above

**monitor adherence to the Code of Conduct
Institution organized professional ethics
programmes for students, teachers,
administrators and other staff during the
year Annual awareness programmes on
Code of Conduct were organized during the
year**

File Description	Documents
Weblink of the code of conduct	https://dmiher.edu.in/frontEnd/pages/page/NAAC/Students-Discipline-Rules-of-DMIMS(DU).pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs organized during the year	View File
Any other relevant information	View File

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

DMIHER embraces diverse celebrations, fostering a positive environment among its staff and students of different religions, cultures, and states. Republic Day and Independence Day are marked with patriotic fervor, inviting achievers for flag unfurling. National Education Day, Partition Horror Day, Constitution Day, and Electoral Literacy Campaigns follow established protocols annually. Tribute-paying activities on Gandhi Jayanti, Shivaji Jayanti, and Dr. Babasaheb Ambedkar Jayanti include motivational speeches on current affairs. Health-themed observances encompass World TB Day, Earth Day, National Communal Harmony Day, Nutrition Day, and various disease awareness days, encouraging student and community participation. Breastfeeding week focuses on maternal health in Anganwadis. Water conservation and tree plantation support SDGs. International Women's Day celebrates women's achievements, and students engage in Blood Donation Camps and social causes like visiting schools for the visually impaired. DMIHER community's contributions during the COVID-19 pandemic and natural calamities demonstrate their commitment. The university observes numerous international and national days,

including Ganesh Festival, International Yoga Day, World Environment Day, and cultural festivals like Holi, Diwali, Eid, and Christmas, fostering unity and joy.

File Description	Documents
Annual report of the celebrations and commemorative events for the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution during the year as per NAAC format provided in the Manual

Best Practice 1: "Redefining Health Education Through Simulation Technology"

The demand for adept professionals is paramount in today's fast-paced healthcare realm. Challenges like emerging diseases and technological advancements highlight the urgency for innovative education methods. Traditional approaches often fall short in preparing providers adequately. Thus, integrating simulation technology emerges as a promising solution. Our initiative, "Innovating Health Education with Simulation Technology," aims to harness immersive simulations to enhance clinical abilities and professional behaviors among healthcare providers. Objectives include establishing cutting-edge simulation technology, offering tailored academic courses, and fostering collaborations for enhanced education. Through a systematic process, we aim to deliver cutting-edge healthcare simulation training, preparing learners to excel and contribute effectively to patient care.

Best Practice 2: "Outcome-based education in Health sciences"

Outcome-based education emphasizes what learners should know and be able to do, focusing on specific skills and knowledge. At DMIHER, this approach is adopted across health sciences institutes to ensure graduates attain desired levels of knowledge and competencies. The process involves defining clear outcomes aligned with curricula, assessing student achievement,

and revising programs accordingly. The university employs the DMIMS 4 STEP ESCALATING Model, emphasizing clarity, alignment, expectations, and opportunities for learning. Implementation includes structured courses fostering diverse competencies and addressing global healthcare needs. The impact is evident in aligned teaching strategies, clear competency criteria, and recognition for exemplary practices by the Government of India.

File Description	Documents
Best practices in the Institutional web site	https://www.dmiher.edu.in/best-practic-1-2022-2023
Any other relevant information	https://www.dmiher.edu.in/best-practic-2-2022-2023

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

Datta Meghe Institute of Higher Education and Research (Deemed to be University) is also running academic programs between faculties of Health Sciences and Engineering, machiabile with its vision to emerge as 'Global Center of Excellence' for providing higher education with quality centric, Innovative and Interdisciplinary approach.

The faculty of Engineering and Technology, along with the faculties of Health Sciences, has identified "Techno-Health" as the thrust area and, by the amalgamation of clinical Engineering with Health Sciences, integrated engineering principles with the emerging need for health care delivery.

The curriculum is crafted to encompass theoretical foundation properly blended with practical applications to develop comprehensive understanding of learners. The specific electives are also tailored to emerging technology trends and healthcare demands.

This will empower the students to delve deeper into important areas viz. Medical Imaging, E-monitoring, Telemedicine and Healthcare informatics by acquiring prefect knowledge and skill to tackle the problem. In addition, the students will also learn through 'Experiential Learning' by engaging in real-world

health related projects. Various activities are also included to strengthen this concept: Bio-signalMonitoring, Sensors for Affordable Care Delivery, Machine Learning, AI in Healthcare and Medico-Engino Hackathon.

'Techno-Health' is a new dimension added in the field of higher education.

File Description	Documents
Appropriate web in the Institutional website	https://www.dmiher.edu.in/best-practices-institutional-distinctiveness
Any other relevant information	https://www.dmiher.edu.in/faculty-of-engineering-and-technology-fet

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

In the coming year, DMIHER(DU) is strategically poised to execute a comprehensive array of initiatives aimed at advancing its status as a renowned institution both nationally and internationally. With a keen focus on accreditation and ranking, efforts will be directed towards positioning the university as a recognized entity on global and domestic platforms. Additionally, plans are in motion to broaden the university's academic footprint through the establishment of new colleges, diversifying offerings across various fields of study. Concurrently, the university will align its strategies with the National Education Policy 2020, emphasizing multidisciplinary education, flexibility, and quality enhancement. Moreover, initiatives to bolster the Gross Enrolment Ratio (GER) will be pursued, including the launch of online degree programs, vocational courses, and industry-oriented skill training. Flexibility in higher education will be enhanced through the implementation of credit-based curricula, enabling lateral entry/exit and credit transfers. Collaborative ventures with reputed national and international universities will be explored, potentially yielding dual degree, joint degree, and twinning degree programs. Furthermore, a concerted focus will be placed on promoting awareness of United Nations Sustainable Development Goals (SDGs), fostering social responsibility and global citizenship among students. Leveraging technology for competency-based education, including simulation-based training, will be another key area of emphasis. Finally, ongoing initiatives will be

executed with precision, guided by defined and measurable objectives, ensuring tangible progress towards the university's overarching vision of becoming a multidisciplinary hub of excellence, innovation, and inclusivity in higher education.