



DATTA MEGHE INSTITUTE OF MEDICAL SCIENCES

**(Declared as Deemed to be University under Section 3 of UGC Act, 1956) Conferred 'A' Grade Status by
HRD Ministry, Govt. of India
Re-accredited by NAAC (3rd Cycle) with 'A+' Grade (Score 3.53 on 4 Point Scale)
Sawangi (Meghe), Wardha**



Internal Quality Assurance Cell

Quarterly Meeting 20.06.2020

Agenda Papers



Excellence recognised

nirf RANKING 2020

Dental Ranking 14th
Medical Ranking 29th
University Ranking 61st

DMIMS (DU)



Shri Dattaji Meghe
Chancellor



Dr. Ved Prakash Mishra
Pro-Chancellor



Dr. Rajiv Borle
Vice-Chancellor

**Congratulations to the team for
surpassing its stellar track record.**



**DATTA MEGHE INSTITUTE
OF MEDICAL SCIENCES**
Deemed to be University

The National Institutional Ranking Framework (NIRF) is a methodology adopted by the Ministry of Human Resource Development (MHRD), Government of India, to rank institutions of higher education in India.

Agenda for Quarterly Meeting of Internal Quality Assurance Cell to be held on Friday, 20th June, 2020 at 2.30 pm at IQAC Board Room, DMIMS (DU),Sawangi (Meghe), Wardha.

	Item to be discussed
1	To confirm the minutes of the last Quarterly IQAC Meeting held on Tuesday, 7 th January, 2020 at IQAC Board Room Sawangi (Meghe), Wardha.
2	To approve the 'Action Taken Report' of the last Quarterly IQAC Meeting 7 th January, 2020 held at IQAC Board Room of DMIMS (DU), Sawangi (Meghe) Wardha.
3	To Note and Deliberate upon current status of PDP and targets achieved there to.
4	To note the report of External Peer Team for AAA.
5	To discuss and approve Research and Publication model for Undergraduate Competency- based Medical Education
6	To discuss the analysis of NIRF Ranking 2020 with regards to various parameters
7	To discuss future plan of accreditations and the status report of applications applied in 2020
8	To Note and discuss the best practices adopted by the University during COVID-19 pandemic.
9	To discuss the trend of Academic appraisal program across various Institutes
10	To Note and Approve the report of the study group for launching of the new programs under the university for the Academic year 2020-21.
11.	To review the status of courses in Allied Health sciences
12.	To review the status of fellowship courses under School of Advance studies
13.	Any other matter with the permission of the Chair

Agenda Item No 1:

To confirm the minutes of the last Quarterly IQAC Meeting held on Tuesday, 7th January, 2020 at IQAC Board Room Sawangi (Meghe), Wardha.



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Internal Quality Assurance Cell

Date: 08 /01/2020

Minutes of the Quarterly Meeting of Internal Quality Assurance Cell held on Tuesday, the 7th January 2020 at 11.00 a.m. in IQAC Board Room, DMIMS (DU), Sawangi (Meghe), Wardha

A Quarterly meeting of Internal Quality Assurance Cell, DattaMeghe Institute of Medical Sciences (Deemed to be University), held on Tuesday, the 7th January, 2020 at 11.00 a.m. in IQAC Board Room, DMIMS (DU), Sawangi (Meghe), Wardha.

The Following members and Invitees attended the meeting:

Sn	Name of Member	Designation
1	Dr. Vedprakash Mishra <i>Hon'ble Pro-Chancellor, DMIMS(DU)</i>	Invitee
2	Shri. Sagarji Meghe <i>Hon'ble, Treasurer, DMIMS (DU)</i>	Invitee
3	Dr. S.S. Patel <i>Hon'ble Chief Co-ordinator, DMIMS(DU)</i>	Invitee
4	Dr. Rajiv Borle <i>Hon'ble Vice-Chancellor, DMIMS (DU)</i>	Chairman, IQAC
5	Dr. Mrs. Neelam V. Mishra <i>Hon'ble Pro-Vice Chancellor, DMIMS (DU)</i>	Member, IQAC
5	Dr. Sandeep Srivastava <i>Hon CEO, AVBRH, DMIMS (DU)</i>	Member, IQAC
6	Dr. A. J. Anjankar <i>Hon'ble Registrar, DMIMS (DU)</i>	Member, IQAC
7	Dr. Meenal Choudhary <i>Hon Director, EAE, DMIMS (DU)</i>	Member, IQAC
8	Dr. Adarshlata Singh <i>Dean Academics, Faculty of Medicine, DMIMS(DU)</i>	Member, IQAC
9	Dr. Pradnya Nikhade <i>Dean Academics, Faculty of Dentistry, DMIMS(DU)</i>	Member, IQAC
10	Dr. Priti Desai <i>Dean Academics, Faculty of Ayurveda, DMIMS(DU)</i>	Member, IQAC

11	Dr. Irshad Qureshi <i>Dean Academics, Faculty of Paramedical Sciences, DMIMS(DU)</i>	Member, IQAC
12	Dr. Vaishali Taksande <i>Dean Academics, Faculty of Nursing, DMIMS(DU)</i>	Member, IQAC
13	Dr. AbhayMudey <i>Dean, J.N.Medical College, Sawangi (Meghe), Wardha</i>	Member, IQAC
14	Dr.S. Baliga <i>Dean, SharadPawar Dental College, Sawangi (Meghe), Wardha</i>	Member, IQAC
15	Dr.ShyamButada <i>Dean, Mahatma Gandhi Ayurved College, Hospital & Research Centre</i>	Member, IQAC
16	Dr. K.K. Singh <i>Principal, Ravi Nair Physiotherapy College</i>	Member, IQAC
17	Dr. Seema Singh <i>Faculty of Nursing, DMIMS(DU)</i>	Member, IQAC
18	Dr Chandrashekhar Mahakalkar <i>CMS, AVBRH</i>	Member, IQAC
19	Mr Uday Meghe <i>Dean, Allied Sciences</i>	Member, IQAC
20	Mr Shailesh Kedia <i>Director, ODL</i>	Member, IQAC
21	Mr Manish Deshmukh <i>Asstt Registrar , DMIMS(DU)</i>	Member, IQAC
22	Dr.LalitbhushanWaghmare <i>Director, IQAC</i>	Member Secretary, IQAC

The Meeting was conducted under the Chairmanship of Hon'ble Dr.Vedprakash Mishra, Pro-Chancellor, DMIMS (DU). At the outset, the Hon'ble Chairman welcomed all the members and the invitees of the IQA Cell, DMIMS (DU) and called the meeting to order.

As per the Agenda following items were discussed:

ITEM NO. 1:

Confirmation of the Minutes of the last Quarterly Meeting of IQAC which was held on Tuesday, 7th January,2020.

The minutes of last Quarterly Meeting of Internal Quality Assurance Cell, DMIMS (DU), held on 7th January, 2020 at 11.00 a.m., at IQAC Board Room, under the Chairmanship of Dr.Vedprakash Mishra, Hon'ble Pro Chancellor, DMIMS (Deemed to be University). The minutes were circulated in advance to all the members of IQAC for necessary modification(s)/correction(s)/deletion(s) and or any addition(s).

Since there were no suggestion/correction to the minutes of last meeting held on 7th January, 2020 the same were confirmed.

ITEM NO. 2:

To approve the 'Action Taken Report' of the last Quarterly IQAC Meeting held on Tuesday, the 7th January, 2020 at IQAC Office of DMIMS (DU), Sawnagi (Meghe) Wardha.

The Action Taken Report on the actionable points emanating out of the Minutes of the last Quarterly IQAC Meeting held on Tuesday, the 7th January, 2020 were placed before the Chair.

The Chair reviewed the Action Taken Report point-wise. It expressed its satisfaction over the time bound compliance of all actionable points and noted the Action Taken Report with satisfaction.

ITEM NO. 3:

To Discuss Starting of new Courses/ Increase in intake capacity of various course as per Category – I.

Director, IQAC informed to the Chair about the launching of Faculty of Pharmaceutical Sciences, Faculty of Liberal Arts, Humanities & Social Sciences, Faculty of Allied Sciences and Faculty of Commerce & Management Sciences this 4 new Faculties academic session 2019-20 under DMIMS (DU) and Have been created and 25 new courses have been launched. The Chair observed that and suggested to the matter of starting of new courses and increase capacity of various courses.

ITEM NO. 4:

To converse Establishment of CIQA and submission of its annual report to the DEB of UGC.

Director, IQAC brief to the Chair for establishment of CIQA annual report to submitted to the DEB of UGC on dated 10th October, 2019. The Chair suggested CIQA is the formation of quality

ITEM NO. 5:

To undertake the Paramarsh Scheme as Mentor Institute mentoring at least five institutes in the region.

Director, IQAC informed to the Chair for Paramarsh Scheme as Mentor Institute mentoring at least five institutes in the region. The Mentee Institutions selected by the University are VYWS Dental College, Hitkarni Dental College, DattaMeghe College of Physiotherapy, DattaMeghe Ayurveda College, hospital and Research Centre, Nagpur College of Pharmacy, NYSS's DattaMeghe College of Nursing, Agnihotri College of pharmacy, BhausahabMulakAyurved College and Research Hospital.

As per the Paramarsh Scheme mentor institute guide for mentoring institute preparing for NAAC accreditation.

ITEM NO. 6:

Status of AQAR Submission for the year 2018-19.

Director, IQAC brief to the Chair for NAAC AQAR submission for the Academic year 2018-19. Regarding this AQAR some statistical points include in our DMIMS website and External Academic and Administrative Audit (AAA) has been done in this year. Student Satisfaction Survey (SSS) on overall institutional performance results and details be provided as weblink.

ITEM NO. 7:

Feedback received from I year students about the Notebook.

The Director, IQAC informed to the Chair for the Notebook feedback received from 250 I MBBS students give the some question regarding feedback form. We observed that students suggestion for the Notebook ratio is very good. It is useful for the preparation for the study.

ITEM NO. 8:

IQAC Study Report for undertaking the task of QS India Ranking Participation of DMIMS (DU):

Director IQAC brief to the Chair for IQAC Study Report for undertaking the task of QS India Ranking Participation of DMIMS. The overall results of the QS India University Rankings are published in an interactive online table, which allows users to compare universities' performance on individual indicators, or view those with the highest combined scores.

Agenda Item No 2:

To approve the 'Action Taken Report' of the last Quarterly IQAC Meeting 7th January, 2020 held at IQAC Board Room of DMIMS (DU), Sawangi (Meghe) Wardha.



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Internal Quality Assurance Cell

Date: 20/06/2020

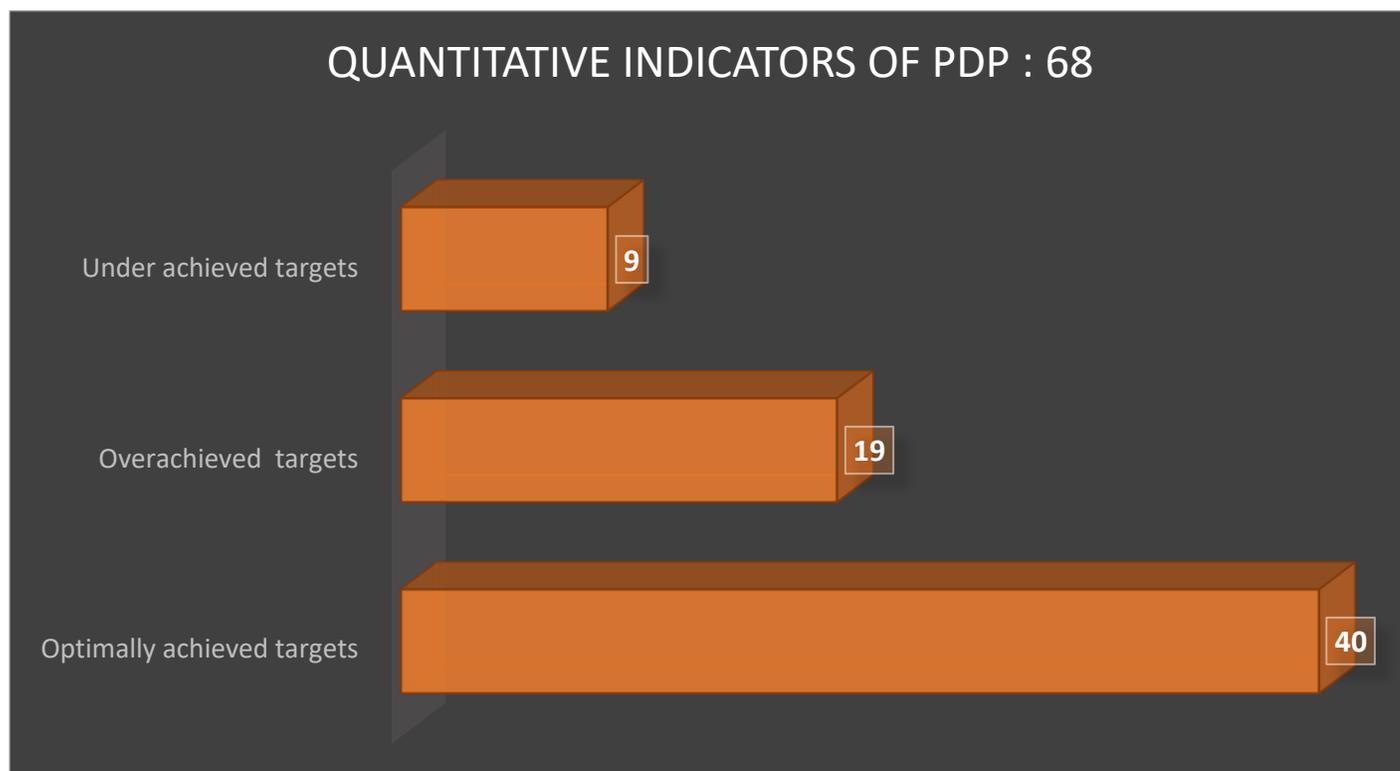
Actionable Points of the Quarterly Meeting of Internal Quality Assurance Cell held on 7th January, 2020 at 12.30 p.m. in IQAC Board Room, DMIMS (DU), Sawangi (Meghe), Wardha.

Sn	Actionable Points	Responsible Person	Action Taken
1	Status update regarding new Courses/ Increase in intake capacity of various courses for 2020-21 as per Category – I	Pro Vice Chancellor , DMIMS(DU)	Complied. As per the recommendations of the study group report various courses to be launched / increase intake is annexed.
2	All the actionable points for NIRF data submission/verification regarding graduate outcomes (GO) and Research & Professional Practice (RPC) to be submitted	Director IQAC, DMIMS(DU)	Complied. NIRF ranking analysis report annexed
3	Action plan for version II of notebook as per student feedback	Director IQAC Vice Dean JNMC	Complied. Version II of all professional years of all SPDC, MGAC, SRMMCON, RNPC and 1 st Professional year of JNMC is complete.
4	To prepare action plan with timeline for implementation of Paramarsh scheme	Director IQAC & In-charge Paramarsh	Complied. The action plan and status report is annexed.
5	To modify the University PhD byelaws in accordance with UGC regulations for PhD and MPhil courses 2016 and its amendment from time to time.	Hon Vice Chancellor, Director PhD cell	Complied.
6	To register all PG students of 2019- 20 batch under the faculty of Medicine for ICMR Research Methodology course on or before 31 st March 2020 and ensure its periodic review.	Director PG courses	Complied. Registered : 121 (100%), Qualified for onsite 105, yet to qualify : 16 Certificates are being issued to candidates who have 50% or more of average assignment score.

7	Identification of PO, PSO and CO outcomes and mapping of POs with COs for all courses of the University.	Director SHPER Director IQAC	Complied. The COs are also mapped with eQB for undergraduate courses across the University.
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Agenda Item No 3:

To Note and Deliberate upon current status of PDP and targets achieved there to.



Underachieved targets and targeted action

Sr. no	Under-achieved targets	Planned	Achieved	Targeted action
1	No. of completed Research Projects/Per Teacher (Funded by National/International Agencies)	96	72	Focus on application for funded projects in every department with targeted funding agencies. Hand holding and one on one mentoring by R&D. The review is being taken in monthly IQMR meetings
2	Start ups	02	00	Professional help in this regard is being sought

3	Income from Patents	1lac	--	Not a requirement for NIRF anymore
4	Research Expenditure on seminar workshop conference - cumulative 3 years	10 Cr	4.62 Cr	Compensation planned this year
5	Research funded Projects (above 1 Cr)	15	05	R&D focussing on application for high budget projects.
6	H index	41	30	Based on current trend of Publications and citations , the citations will improve.
7	Off Campus / Off shore	Off campus	Applied for	Pending consideration by UGC & MHRD
8	UGC Grants	Spark	Applied for	Result Pending
9	20% Additional foreign students	5	underway	Efforts are underway

Recommendations :

1. Few quantitative indicators should be added based on the revised NIRF & NAAC guidelines, for eg : generation of e-resources for Government platforms, value added courses, Academic-industry collaborations etc.
2. Revised target can be planned for the ones that were overachieved for eg.Percentage of Papers Published in Journals listed in Scopus Web of Science and Pub-med (3yrs), Number of Papers with More than 10 Citations, No. of Patents Filed etc.
3. PDP Indicators should be depicted Institution wise

Agenda Item No 4:

To Note the report of External Peer Team for AAA.

Report of the Virtual Assessment for Academic and Administrative Audit of Datta Meghe Institute of Medical Sciences, Deemed to be University, Sawangi (M)

The Peer Team consisting of the following members completed Virtual Assessment of Academic and Administrative Audit of Datta Meghe Institute of Medical Sciences Deemed to be University Sawangi (Meghe) Wardha from 15.06.2020 to 18.06.2020

- **Dr. K Mohanan, Vice Chancellor, Kerala University of Health Sciences, Thrissur, Kerala – Chairman**
- **Dr. Rakesh Mudgal, Vice Chancellor, Dr D Y Patil University Kolhapur-Member**
- **Dr T Poovishnudevi, Dean Academics, Krishna College of Physiotherapy, Karad-Member**
- **Dr. K. Shankarrao, Former Director, National Institute of Ayurveda, Jaipur - Member**
- **Dr. Yogesh Bhardwaj, Prof.& Head, Govt. Dental College, Shimla(HP) - Member**

Methodology

- The internal Quality Assurance Cell and the Internal AAA Committee of the Deemed to be University had Conducted Physical Departmental Visits and the proforma based on NAAC SSR format was filled along with the data templates and the extended profiles of the relevant criteria and the quantitative Matrices beginning from January 2020 till 24th March 2020.
- Institutional Profile and the University information was provided by the Hon'ble Vice Chancellor in the NAAC SSR Health Sciences format along with relevant data templates
- The External Peer Team extensively interacted with the members and the stakeholders via digital platform
- The Deemed to be University was asked to provide access to the LMS and ERPs to gather the first hand information about the various processes.
- Additionally wherever possible the desired information was asked to be uploaded on the University Website
- Student Satisfaction Survey with the participation of 63% students was conducted online and the report was asked to be uploaded on the Website
- Geotagging of facilities was provided for the verification by the AAA Peer Team
- Apart from the data provided by the Institute, the AAA Peer Team cross checked the data previously verified by the NAAC Peer team Visit Of 2017, All India Higher Education Survey Report submitted by the Deemed to be University, and NIRF Ranking Assessment for the year 2019 and 2020
- Research Data was cross verified from the Scopus and the Web of Science Databases
- AAA Peer Team had 5 internal meetings conducted Digitally and the assessment was done on the virtual platform.

The Observations of the preparatory Peer Team are summarized as under:

Criterion Qlm Indicators	Curriculum	Observations
Criteria 1:-Curricular aspects		
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 Three tier system is followed by the University for Curriculum Development by collecting feedback from the stakeholders, deliberations in the Board of Studies and accordingly the approval by the Academic Council. The University has made efforts to match the Program and Course outcomes with relevance to the local, National, regional and global health care needs. The University has developed Graduate Attributes based on the Program and Course outcomes
1.1.3	Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years	Being a Health Professional Educational Institution, all the programs offered at DMIMS focus on competency, employability and skill-development. Several MOUs and Inter institutional partnerships are in place to enable Competency Building in specialized areas. The University has ventured into all level of courses and is committed towards generation of credible manpower in all health care streams. A further progression in super-specialty courses can augment its quality of contribution to competent work force.
1.3.1	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, HealthDeterminants, Right to Health Issues,	The structuring of the curriculum for the various programs is aimed at integrating relevant issues pertaining to Environmental concerns,

	Emerging demographic changes and Professional Ethics in the curricula	sustainable development, National and regional disease burden, Health promotion, human values including ethics and gender.
1.3.4	Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment	Care is taken to include a variety of experiential learning opportunities such as learning in community and industry settings, hands on research work and Field visits. Such activities are a feature of curriculum for all courses of the University.

Criterion 2 - Teaching-learning and Evaluation

2.3.1	<p>Student-centric methods, are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> ○ Experiential learning Integrated/Inter-disciplinary learning Participatory learning ○ Problem-solving methodologies Self- directed learning ○ Patient-centric and Evidence-based learning The Humanities ○ Project-based learning Role play 	<p>The Extensive presentation followed by interaction with the education units of various faculties highlighted a variety of student centric learning methods are in vogue and standardized. A variety of experiential learning opportunities are provided to the learners outside the traditional academic classroom settings viz. community postings, field visits, project based learning ,student exchange programs etc. Problem solving and critical thinking skills are specifically focused upon through approaches like Problem based learning (PBL), modified PBL case discussions, One minute preceptor etc. Curriculum gives space for self directed learning, allowing the learners to identify their learning needs and close the learning by a robust preceptorship program. The University strongly holds on to the principle of Evidence based learning and practice. Choice Based Credit System has been introduced in all the Programmes which are not regulated by the statutory bodies.</p>
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2.3.3	Teachers use ICT-enabled tools for effective teaching and learning process, including online e- resources	A variety of learning platforms including Indigenously developed Learning Management System are used by the faculty on a regular basis. It is ensured that all teachers are trained to utilize ICT and e resources effectively for teaching learning and assessment purposes. Development of e-content and e learning resources by the teachers are encouraged and imbibed in Institutional culture.
2.5.4	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.	Examination System including the Formative assessments, Continuous Internal Assessment , summative assessments as well as CBCS Assessments under the Director of Examination and Assessment have been updated with the latest automations.
2.6.1	The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents	The learning outcomes for the courses has been defined and assessment methods have been developed to ensure attainment of the learning outcomes. The graduate attributes developed by the university are in tune with the provisions of the Regulatory bodies and reflect the defined learning outcomes. The attainment of course outcomes and aligned program outcomes are strived for, however, it needs to be captured in a systematic way

Criteria 3:-Research, innovations and Extensions

3.1.1	The institution has a well defined Research promotion policy and the same is uploaded on the institutional website	The University has a well-defined research policy and has implemented many schemes to promote research culture and innovation. The sophisticated instrumentation facility, high-end lab equipment facilitates and community based interdisciplinary research are the strengths of the University.
3.3.1	Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell	Incubation Centre and Entrepreneurship Cell are located in the Central Research Facility. Currently there are two incubates involved in research works. The University Needs to take these incubates to the startup level.
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 last five years	The University arranges both onsite and online educational Programmes on Intellectual Property Rights , Research Ethics, GCP , Research Methodolgy and grant writing . The workshops / seminars are conducted on IPR, Research Methodology, GLP etc. on regular basis. These workshops are especially designed for Undergraduates, Post graduates and faculty of the various Institutes.
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 program for teachers, students and staff for undertaking consultancy	The presentation in the Central Research Facility highlighted the features of IPR policy and rules followed by the Institution. The Consultancy policy deals with advisory, technical and R&D implementation activities undertaken from clients from Government agencies, Industries, start-ups and Incubates.
3.6.3	Number of awards and recognition received for extension and outreach activities from Government / other recognized bodies during the last five years	University has won 551 accolades in research during the period of assessment from International and Government Bodies that include Prestigious BC Roy Award for Institutional Research, Many

		Honorary DSCs, Life Time Achievement Awards, Honorary Memberships of Royal Society of Medicine, London, American Physiology Society etc
3.6.4	Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharat, 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 last five years	The Institution has adopted several measures to fulfill its commitments towards institutional social responsibility. These include participation in Unnat Bharat Abhiyan, Swachha Bharat Abhiyan, Village adoptions, Subsidized Health Care facilities, School Health Program, Open Defecation and Garbage free Village initiatives. It has an active NSS and recently started Red Cross Unit
Criterion 4 - Infrastructure and Learning Resources		
4.1.1	The institution has adequate physical facilities for teaching – learning, skills acquisition etc.	127 Acres sprawling, lush green campus houses the Physical facilities for teaching -learning and skill acquisition that are beyond the prescribed norms of the UGC and regulatory Councils.
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	The Institution has a state of the art Gymnasium and Olympic standard swimming pool, indoor sports facilities like badminton, table tennis etc. The Outdoor facilities include football, cricket, hockey grounds, and volleyball courts amongst others. The Sports Centre have been recognized by Vidarbha Cricket Association Development. Apart from these facilities there is a dedicated meditation and yoga center and one Auditorium for culture and co-curricular activities.
4.1.3	Availability and adequacy of general campus facilities and overall ambience	The Campus is self-contained, safe and technology compliant having all the necessary amenities. The overall ambience is conducive to academics, research and general well-being.
4.2.1	Teaching Hospital/s, Equipments, Laboratory and clinical	The Institution has three teaching hospitals

	teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies	(Medical, AYUSH and Dental) Medical Teaching Hospital has 12 specialties and 8 Super Specialties. In addition to the recognition by the statutory bodies, the institution has acquired other accreditation and recognitions like NABH, ISO and JCI etc. The Central Diagnostic Laboratory, blood bank and many other laboratories in the University ISO and GLP Accredited. The University has applied for NABL Accreditation All the norms of the regulatory councils are strictly Adhered to.
4.2.2	Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programs offered (based on HIMS / EMR) within 500 words.	Adequate
4.3.1	Library is automated using Integrated Library Management System (ILMS) Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines	The Central Library has an Indigenously developed Automated Library management system, which provides for in-campus web-based access. There is a substantial collection of ancient books, manuscripts, digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages and special reports.
4.4.2	Institution frequently updates its computer availability for students and IT facilities including Wi-Fi	Institution has the latest versions of software and computer hardware. Free wi-fi facility is available in the campus.
4.4.4	Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.	E-content development facilities like Media center, audio visual center, Lecture Capturing System(LCS), etc. are available in the University.
4.5.2	There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers,	The University has a robust system based approach towards maintenance of the physical and academic support facilities with dedicated maintenance machinery

classrooms,etc.)

Criteria 5:- Students support and progression

5.1.4	The institution has an active international student cell	The International student cell is actively involved in facilitating the NRI/FN admissions and providing International student support and assistance in getting acclimatized to the campus environment.
5.3.2	Presence of Student Council and its activities for institutional development and student welfare	The Student Council is vibrant and their student representatives are part of many administrative bodies of the University. There is a structured mechanism for addressing the student issues and getting them redressed.
5.4.1	The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last three years	The Alumni Association is registered under Societies Registration Act. The 7000 strong Alumni have contributed towards the development of the institution through endowments, organizing academic program and donation of equipments, books etc.

Criteria 6:- Governance, leadership and management

6.1.1	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.	The University has well defined Vision and Mission that penetrates into all its academic and administrative transactions.
6.1.2	Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.	The University has an organogram with a well-articulated administrative hierarchy along with meshwork of committees which encompasses participation of faculty staff and students. The committees are empowered for decentralized administrative decision making.
6.2.1	The institutional Strategic plan is effectively deployed.	The Perspective Developmental Plan in the form of Vision 2025 incorporating Academic, Research, skills and Entrepreneurship Development, newer program in cutting edge arenas and holistic Development in the field of health care is prepared and deployed by the

		University in prioritized manner.
6.2.2	Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.	Digital Interaction with the faculty and the staff confirmed that the university has ventured into all unvarying policies and standard operating procedures in the domain of academic, administrative, human resource and research Processes.
6.3.1	The institution has effective welfare measures for Teaching and non-teaching staff, and other beneficiaries.	Numerous tailor made welfare measures are in place congruent to the needs of various sections of the inmates.
6.3.5	Institution has Performance Appraisal System for teaching and non-teaching staff	The University follows UGC guidelines for performance appraisal system for ensuring commitment and efficiency of the teaching and non-teaching staff.
6.4.1	Institutional strategies for mobilization of funds and the optimal utilization of resources	The University follows a strict financial discipline through a well laid financial organization. The unique financial management strategies are deployed to maximize the benefits accruable through available financial capital.
6.4.3	Institution conducts internal and external financial audits regularly	The regular internal and external audits are conducted by the University.
6.5.1	Institution has a streamlined Internal Quality Assurance Mechanism	The Internal Quality Assurance Mechanism is well institutionalized by the University in keeping with the NAAC Core values. The IQAC has developed indigenous software for data collection and analysis. The decentralization of the IQAC has been worked out by establishing the College Quality Cells in every constituent unit of the University and has added the vibrancy to the Cell. During the last five years the IQAC has been instrumental in implementing several quality sustenance and quality enhancement initiatives.
6.5.3	Impact analysis of the various initiatives carried out and used for quality improvement	The various initiatives carried out and used for quality improvement have resulted in <ul style="list-style-type: none"> • State of the Art Learning Environment for variety of stakeholders

		<ul style="list-style-type: none"> • Higher Acceptability of the graduates and postgraduates by the industry and the society at large • Innovative Research culture resulting in quality research output • Entrepreneurship and start up activities through incubation centers are in operations • Affordable Health Care Services of the highest order to every section of the society <p>Better visibility and credibility of the University at National and International level</p>
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Criteria 7:- Institutional value and best practices

7.1.1	Measures initiated by the institution for the promotion of gender equity during the last five years.	<p>The University has several measures to ensure gender equality</p> <ul style="list-style-type: none"> • by following zero discrimination policy towards gender • by creating awareness about gender sensitivity amongst its inmates • by providing employment to women belonging to the weaker section of the society in hospitals, • by complying with the statutory and legal norms in the matter. <p>The active Women's Advancement Cell is striving tirelessly for the welfare of women folks.</p>
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7.1.3	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste	<p>The University follows the norms of the state pollution control board. The degradable and non-degradable waste management practices are observed through a well-set SOP.</p> <p>The mechanism of periodic audits by the approved agencies help the institution keep the management of</p>
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		waste disposal up to the mark.
7.1.8	Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities	The University has a cosmopolitan culture which is mainly due to having students from all parts of the country and abroad. The cultural, regional, linguistic, communal and socio-economic diversities are accommodated by providing equal space and respect to every section of the Student community.
7.1.9	Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens	The students and employees take part in several Government of India initiatives. The Sensitization of students and employees of the institution to the Constitutional obligations are regularly held.
7.1.11	Institution celebrates / organizes national and International commemorative days, events and Festivals.	The Students and employees organize and participate in several National and Commemorative Days, events and festivals.
7.2.1	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.	Two best practices identified by the University are ; 1. Best practices in Curriculum design: DMIMS Model for undergraduate Curriculum Revision 2. Best Practices in Teaching- Learning and Assessment: Test Blueprint for Student Assessment
7.3.1	Portray the performance of the Institution in one area distinctive to its priority and thrust	The performance of the Institution is distinctive in Educational Research aligned to its thrust area of Evidence based education.

Overall DattaMeghe Institute of Medical Sciences Deemed to be University has made a significant progress in terms of the achievement of the Goals and objectives set by the University through its Vision and Mission. A holistic approach has been incorporated taking into consideration the NAAC Core Values, Higher Education Policies of the UGC and Government of India, recommendations of the Statutory Councils, the Need of the Nation in general, and the region in particular in all its transactions by the University. The seven Centers of Excellences encompassing emerging areas of knowledge, innovation and research have brought out original research outputs and health care paradigms of futuristic values. The University has several best practices worthy of emulation by other Higher Education Institutions.

In order to facilitate a further enhancement of performance during the NAAC Peer Team Visit the Preparatory Peer Team offers the following suggestions:

1. Student Representatives on various committees may be asked to provide annual report of their participation to make it a distinctive practice.
2. The Deemed to be University should try to get recognition for developing e-content for Health Sciences by NPTEL/ SWAYAM/ SWAYAMPBHA.
3. Assessment and Examinations section to be technologically upgraded to be end to end ICT enabled through indigenously developed solutions
4. The Deemed to be University should extensively venture in ODL/ Online Courses during the ensuing time
5. The University should focus towards incubating ideas through idea bank and venture into start-ups
6. Since the University is accorded with category I status by the UGC, all the accruable benefits arising out of this status like establishing off campus, research funding under 12 B should be optimally utilized by the Deemed to be University.
7. Newly started Faculty and Super-specialty Departments should be brought to the level of the established departments in way of SOPs. New Super specialties should be established especially in the domain of oncology.

Peer Review – Score sheet

Name of the Institution:

Address:

Dates of Visits:, Track Id.....

		The Score needs to be assigned from 0 to 4 (0/1/2/3/4 -without fractions)
Metrics No.	Qualitative Metrics(Q ₁ M)	Score/values (0-4)
Criterion I : Curricular Aspects		
1.1.1	The institution ensures effective curriculum delivery through a well planned and documented process	4
1.3.1	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	4
Criterion II : Teaching-Learning and Evaluation		
2.2.1	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners	3
2.3.1	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning Experiences	4
2.3.4	Innovation and creativity in teaching-learning	4
2.5.1	Reforms in Continuous Internal Evaluation(CIE) system at the institutional level	4
2.5.2	Mechanism of internal assessment is transparent and robust in terms of frequency and variety	4
2.5.3	Mechanism to deal with examination related grievances is transparent, time-bound and efficient	4
2.5.4	The institution adheres to the academic calendar for the conduct of CIE	4
2.6.1	Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed on website and communicated to teachers and students	3
2.6.2	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the Institution	3
Criterion III : Research, Innovations and Extension		

3.2.1	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge	3
3.4.1	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years	4
Criterion IV : Infrastructure and Learning Resources		
4.1.1	The institution has adequate facilities for teaching – learning, viz., classrooms, laboratories, computing equipment, etc.	4
4.1.2	The institution has adequate facilities for sports, games (indoor, outdoor, gymnasium, yoga centre etc.,) and cultural activities	4
4.2.1	Library is automated using Integrated Library Management System (ILMS)	4
4.2.2	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment	4
4.3.1	Institution frequently updates its IT facilities including Wi-Fi	4
4.4.2	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.	4
Criterion V : Student Support and Progression		
5.3.2	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution	4
5.4.1	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years	3
Criterion VI : Governance, Leadership and Management		
6.1.1	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution	4
6.1.2	The institution practices decentralization and participative management	4
6.2.1	Perspective/Strategic plan and deployment documents are available in the institution	4

6.2.2	Organizational structure of the Institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal Mechanism	4
6.2.4	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions	4
6.3.1	The institution has effective welfare measures for teaching and non-teaching staff	4
6.3.5	Institution has Performance Appraisal System for teaching and non-teaching staff	4
6.4.1	Institution conducts internal and external financial audits regularly	4
6.4.3	Institutional strategies for mobilisation of funds and the optimal utilisation of resources	4
6.5.1	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes	4
6.5.2	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms	4
6.5.5	Incremental improvements made during the preceding five years (in case of first cycle) Post accreditation quality initiatives (second and subsequent cycles)	3
Criterion VII : Institutional Values and Best Practices		
7.1.2	Gender Equity Institution shows gender sensitivity in providing facilities such as: a) Safety and Security b) Counselling c) Common Room	4
7.1.5	Environmental Consciousness and Sustainability Waste Management steps including: <input type="checkbox"/> Solid wastemanagement <input type="checkbox"/> Liquid wastemanagement <input type="checkbox"/> E-wastemanagement	4
7.1.6	Rainwaterharvestingstructuresandutilizationinthe Campus	3

7.1.7	Green Practices <ul style="list-style-type: none"> <input type="checkbox"/> Students, staffusing <ul style="list-style-type: none"> a) Bicycles b) PublicTransport c) Pedestrian friendlyroads <input type="checkbox"/> Plastic-freecampus <input type="checkbox"/> Paperlessoffice <input type="checkbox"/> Greenlandscapingwithtreesandplants. 	3
7.1.18	Human Values and Professional Ethics Institution organizes national festivals and birth / death anniversaries of the great Indian personalities.	4
7.1.19	Theinstitutionmaintainscompletetransparencyinits financial,academic,administrativeandauxiliary functions	4
7.2.1	Describeatleasttwoinstitutionalbestpractices(asper NAACformat)	4
7.3.1	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust	4

Institutional Grade Sheet

Combination of Qualitative, Quantitative Matrices and Student Satisfaction Survey

No	Criteria	Weightage (Wi)	Criterion-wise weighted Grade Point (CrWGPI)	Criterion- wise Grade Point Averages (CrWGPI /Wi)
1	Curricular Aspects	140	510	3.64
2	Teaching-learning and Evaluation	200	706	3.53
3	Research, Innovations and Extension	231	707	3.06
4	Infrastructure and Learning Resources	100	363	3.63
5	Student Support and Progression	95	363	3.82
6	Governance, Leadership and Management	84	293	3.49
7	Institutional Values and Best Practices	100	392	3.92
Total		950	3334	3.51

Agenda Item No 5:

To discuss and approve Research and Publication model for Undergraduate Competency- based Medical Education

Research and Publication model for Undergraduate Competency- based Medical Education

Need: With the advent of Competency based Medical Education (GMER amendment 2019), the undergraduate curriculum need to be strategized towards attainment of 36 global competencies for realization of five roles of an Indian Medical Graduate (IMG) viz Clinician, Leader and member of Health care team, Professional, Communicator and Life long learner. Out of the five roles, the role of Clinician, Life long learner and Professional comprise of global competencies that necessitate the inclusion of knowledge and experience of generating and utilizing and evidence for better patient outcomes as stated below (table 1);

Roles	Global competency
Clinician	Demonstrate familiarity with basic, clinical and translational research as it applies to the care of the patient
Life long Learner	Demonstrate ability to search (including through electronic means), and critically evaluate the medical literature and apply the information in the care of the patient
Professional	Demonstrate a commitment to the growth of the medical

Table 1 : Global competencies against three roles of IMG that necessitate inclusion of Research in UG curriculum

As depicted in the table above, an IMG must be able to **DEMONSTRATE** these global competencies. The above mentioned competencies do not find place within the syllabi while dealing with the curriculum of respective subjects areas and hence they remain unaddressed or inadequately addressed. Therefore, there is a perceived need to introduce undergraduate research with scientific publication within the CBME curriculum and accord it due credence in academic progression of the learner.

Specifics of the Model :

Since the related competencies are expected to be of the level of '**Shows How**', instructional strategies should be focused towards active, **experiential** learning that can be best addressed by ;

1. Sensitizing the students about research methodology during Foundation course in first professional year.
2. Hands on experience for research projects and scientific publications during all professional years and internship period.

Undergraduate Research and Publication model

<p>1st professional</p> <p>Sensitisation: Foundation course</p> <p>Hands - on :</p> <p>i. Research : STS , Intramural research</p> <p>ii. Publication in the form of review article / STS/Intramural research article</p>	<p>Second Professional</p> <p>Training module on res methodology I</p> <p>Hands - on :</p> <p>i. Research : STS , Intramural research</p> <p>ii. Publication in the form of review article / STS/Intramural research article</p>	<p>Third Professional</p> <p>Training module on res methodology II</p> <p>Hands - on :</p> <p>i. Research : STS , Intramural research</p> <p>ii. Publication in the form of Case report/ STS/Intramural research article</p>	<p>Electives (between third and final prof)</p> <p>1st Block elective on research methodology with hands on in any ongoing research project.</p>	<p>Final year Training module on res methodology III</p> <p>Hands - on :</p> <p>i. Research : STS , Intramural research</p> <p>ii. Publication in the form of Case report/ STS/Intramural research article</p>	<p>Internship</p> <p>Hands - on :</p> <p>i. Research : Commu ity based research project</p> <p>ii. Publication in the form of article of Community project</p>
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**Formative Assessment of research milestones - Evidence in log
book - Credence in IA**

Implementation , Monitoring and Evaluation :

a. Implementation :

The model can be suitably place within the curriculum as stated below;

1. A research methodology sensitization and workshop of 15 hrs during **Foundation course** in first professional year.
Research methodology modules from 2-final professional year.
2. Research support - as already in vogue
3. Publication :
 - Interaction of Student & R&D/Research convener once a month during pre-specified **Self Directed Learning** hours (SDL) in the time table.
 - Continuous **One on one mentoring** through preceptorship program

The list of activities and responsibility is proposed as stated below;

Sr. no	Activity	Responsibility
1	Sensitization and training in research methodology	R&D team (Annexure 1)
2	Research support (STS, Intramural, Electives)	<ul style="list-style-type: none">• Respective guides & Student welfare team• Research Guidance clinic

3	Publication support	<ul style="list-style-type: none"> • One on one mentoring through preceptor ship program • Research conveners of respective Institute/ R&D • Research Guidance clinic (Annexure 1)
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Monitoring :

Sr. no	Activity	Responsibility
1	Sensitization during Foundation course *	College Curriculum Committee (CCC)
2	Research (STS & Intramural) *	<ul style="list-style-type: none"> • Research convener of respective Institute • R&D
3	Publication *	R&D

* should be depicted in log book of all professional years.

Evaluation indicators :

1. Student attendance in sensitization (foundation course) in 1st and research methodology sessions 2nd – final professional year.

2. Number of STS and intramural UG projects.
3. Logbook inclusions and related attestations.
4. Number and quality of review articles published in 1st Professional year.
5. Number and quality of case report/review articles published in IInd – Final professional year.
6. Interaction logs of student preceptor (preceptor diary & discussion on virtual platforms).
7. Number of students opted for Research - Electives in block 1.

Submitted for approval

Internal Quality Assurance cell and Research & Development Cell

DMIMS (DU)

Agenda Item No 6:

To discuss the analysis of NIRF Ranking 2020 with regards to various parameters.

NIRF 2020 - OVERALL CATEGORY

1	Categories	DMIMS	Amrita University	Jamia Hamdard	Kalinga Institute	Sri Ramachandra Institute	Dr. D. Y. Patil Vidyapeeth	JSS Medical College	Saveetha Institute of Medical	Manipal Academy of Higher Education	Siksha 'O' Anusandhan
2	Total Intake	1010	6140	1951	6922	2203	1377	1730	2664	7205	3911
3	Student Strength	3548	19224	4869	24680	6093	4437	5150	8952	20834	11442
4	PHD	326	951	368	1149	874	748	295	892	917	701
5	PHD Awarded	13	282	61	85	212	189	63	84	237	88
6	Within State	2399	6655	2185	3279	4837	2248	1841	4014	6700	5480
7	Outside State	1006	12434	2489	17902	1006	2117	3176	4787	15630	5962
8	Outside Country	143	135	195	1222	250	72	133	161	514	0
9	% of Diversity	32.3	NA	NA	NA	NA	NA	NA	NA	NA	NA
10	Library	3.95 Cr	18.29 Cr	0.89 Cr	14.11 Cr	3.95 Cr	3.17 Cr	4.97 Cr	6.25 Cr	16.21 Cr	9.30 Cr
11	Equipment	14.21 Cr	103.59 Cr	4.14 Cr	76.48 Cr	5.18 Cr	47.01 Cr	9.86 Cr	36.09 Cr	14.17 Cr	78.85 Cr
12	Engineering Workshops	0	14.79 Cr	0	12.56 Cr	3.64 Cr	0	1.08 Cr	5.11 Cr	0.15 Cr	9.11 Cr
13	Studios	0	0	0	0	0	0	0	0	0	0
14	Other Expenditure	3.02 Cr	11.32 Cr	2.12 Cr	65.04 Cr	27.73 Cr	16.84 Cr	12.71 Cr	18.36 Cr	49.54 Cr	10.22 Cr
15	Salaries	123 Cr	386.28 Cr	136.37 Cr	263.70 Cr	168.16 Cr	192.42 Cr	147.13 Cr	116.47 Cr	585.56 Cr	229.11 Cr

16	Maintenance	98.65 Cr	311.65 Cr	74.75 Cr	459.63 Cr	151.49 Cr	156.52 Cr	60.09 Cr	117.06 Cr	940.65 Cr	192.91 Cr
17	Seminars/Conferences	8.19 Cr	18.71 Cr	0.69 Cr	44.33 Cr	2.72 Cr	1.52 Cr	2.31 Cr	3.05 Cr	3.88 Cr	4.54 Cr
18	Consultancy	1.67 Cr	7.46 Cr	5.64 Cr	159.74 Cr	8.39 Cr	10.17 Cr	5.15 Cr	8.07 Cr	54.51 Cr	
19	Executive Development Program	1.28 Cr	3.71 Cr	1.50 Cr	14.53 Cr	0.62 Cr	0.13 Cr	1.78 Cr	2.90 Cr	9.51 Cr	
20	Sponsored Research Project	3.18 Cr	77.23 Cr	56.50 Cr	69.17 Cr	12.21 Cr	2.37 Cr	5.93 Cr	24.29 Cr	34.74 Cr	
21	Awards Faculty/Students	99/99	99/99	8/1	25/13	99/12	99/37	92/35	99/74	99/25	
22	Patents Published	34	96	3	25	27	8	13	203	42	
23	Patents Granted	3	33	3	2	0	0	3	1	4	
24	Publication	561									
25	Citations	670									
26	Total Faculty	606	1728	491	1748	820	669	752	1450	2521	
27	NIRF Rank 2020 (Overall)	97	13	37	44	51	75	54	66	14	38
28	NIRF Rank 2020 (University)	61	4	21	24	28	46	33	42	8	20

NIRF 2020 - MEDICAL CATEGORY

19	Executive Development Program	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
20	Sponsored Research Project	2.86 Cr	45.50Cr	0.37 Cr	1.42 Cr.	6.80 Cr.	10.78 Cr.	1.93 Cr.		48.45 Cr.	
21	Awards Faculty/ Students	99/75	74/13	11/0	9/0	30/2	60/14	15/5		56/7	
22	Patents Published	10	25	1	0	2	2	0		1	
23	Patents Granted	2	15	0	0	0	0	0		0	
24	Publication	NA	NA	NA	NA	NA	NA	NA		NA	NA
25	Citations	NA	NA	NA	NA	NA	NA	NA		NA	NA
26	Total Faculty	376	370	164	214	603	430	370		574	
27	NIRF Rank 2020	29	7	22	32	13	24	20	34	9	23

13	Studios	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
14	Other Expenditure	0	42.74 Lakh	14.05 Lakh	4.31 Cr	2.36 CR	32.38 Lakh	25.04 Lakh	1.03 Cr	1 Cr	11.87 Lakh	7.64 Lakh	4.35 Cr	77.28 Lakh	9.59 Lakh
15	Salaries	31.01 Cr	20.86 Cr	18.35 Cr	22.12 Cr	14.64 Cr	16.38 Cr	12.83 Cr	26.30 Cr	88.38 Cr.	18.13 Cr	12.91 Cr	12.66 Cr	6.73 Cr	13.49 Cr
16	Maintenance	12.55 Cr	13.83 Cr	14.64 Cr	7.24 Cr	17.71 Cr	13.42 Cr	11.89 Cr	1.53 Cr	677 Cr	3.72 Cr	5.45 Cr	21.27 Cr	2.01 Cr	3.07 Cr
17	Seminars/Conferences	2.76 Lakh	15.57 Lakh	20.73 Lakh	1.02 Cr	12.57 Lakh	26.21 Lakh	19.25 Lakh	0	93.04 Lakh	37.06 Lakh	7 Lakh	2.18 Cr	57.57 Lakh	1.98 Cr
18	Consultancy														
19	Executive Development Program														
20	Sponsored Research Project	65.05 Lakh	16.75 Lakh	27.43 Lakh	8.81 Cr	3.00 Cr	10.24 Lakh	46.69 Lakh		46.20 Lakh		10 Lakh		4.57 Cr	59.91 Lakh
21	Awards Faculty/Students	20/23	8/4	16/16	67/48	11/2	13/3	25/4		13/10		21/2		44/1	83/19
22	Patents Published	3	4	2	64	0	0	0		2		2		0	8
23	Patents Granted	2	0	0	0	0	0	0		0		0		0	0
24	Publication														
25	Citations														
26	Total Faculty	71	63	101	335	128	60	105		117		71		86	80
27	NIRF Rank 2020	1	2	3	4	5	6	7	8	9	10	11	12	13	14

Agenda Item No 7:

Todiscuss future plan of accreditations and the status report of applications for accreditation and certification.

The set of reputed universities enlists 4 such universities viz MAHE, Manipal, Shri Ramachandra, Chennai, Amrita University, GSS Mysore.

The accreditation agencies commonly applied for are under 2 categories :- college category as well as hospital category.

Under the college category, the common accreditation agencies applied for are NAAC and NIRF to which all of reputed universities have applied to under college category.

1. MAHE, Manipal -

MAHE, Manipal had applied for Times Higher Education Rankings in the year 2016. Under the hospital category, they had applied for AAHRPP – Association for the Accreditation of Human Research protection Program – for clinical trials – an organization in USA, non-governmental in nature, established to promote accreditation as a way to improve the quality of research and protect research participants. They had applied for Guinness world records, National board of Accreditations – NBA, National Accreditation Board of Laboratories – NABL and ISO.

Recommendations for us – AAHRPP, THE, Guinness world records, NBA and NABH for our institutional hospital AVBRH.

2. Shri Ramachandra, Chennai -

Shri Ramachandra, Chennai had applied for Joint Commission International Standards – JCI in the college category as well as hospital category along with NABH, NABL and ISO in the hospital category.

Recommendations for us – Joint Commission International Standards – JCI in the college category as well as hospital category, NABH, NABL.

3. Amrita University –

Amrita University had applied for National Board of Accreditations for B.Pharm. in the college category. In the hospital category, they had applied for NABH, NABL, ISO and Times Higher Education.

Recommendations for us – NBA

4. GSS , Mysore –

GSS, Mysore had applied for Karnataka State University Rating Framework – KSURF, Accreditation Council for Pharmacy – ACPE for D. Pharm. , Department of Science and Industrial Research (DSIR), GOI – Government of India for research and development, declared as an approved centre for bioavailability and

bioequivalence studies by DCGI, CDSCO, Ministry of Health and Family Welfare, Government of India for drug testing lab for the College of Pharmacy under college category.

Under the hospital category, they had applied for NABH, NABL and ISO.

Recommendations for us – THE, QS , ACPE, DSIR, DCGI, CDSCO, GOI for drug testing lab for DattaMeghe College of Pharmacy.

Which ADDITIONAL accreditation agencies we have applied for?

There are some accreditation agencies which we have applied for other than the ones specified above in the table as well as prose. They **are E-learning certification for our university by QS Rankings – Quacquarelli Symonds Inc.** as well as **Times Higher Education Rankings** for the year 2020. The categories under which we have applied for in Times Higher Education Rankings **are Pre clinical, clinical and Health** as per their specifications.

Report on accreditation of reputed Universities :-

This document outlines the different accreditation agencies which have been applied for and displayed by the renowned and reputed set of deemed universities in India. The accreditation agencies are listed in the form of a table as follows :-

Table –

Colleges	College	Hospital	Recommendation
MAHE, Manipal	NAAC NIRF THE - 2016	<p>1. Association for the Accreditation of Human Research protection Program, Inc (AAHRPP) - For clinical trials - non-governmental organization in USA, established to promote accreditation as a way to improve the quality of research and protect research participants.</p> <p>2. Guinness World Record</p> <p>3. National Board of Accreditations (NBA)</p> <p>3.NABH</p> <p>4.NABL</p> <p>5.ISO</p>	<ul style="list-style-type: none"> • AAHRP • Guinness World Record • National Board of Accreditations (NBA) • THE • NABH for AVBRH

<p>Shri Ramachandra, Chennai</p>	<p>NAAC NIRF Joint Commission International standards (JCI)</p>	<p>Joint Commission International standards (JCI)- International standards of quality and patient safety NABH NABL ISO</p>	<ul style="list-style-type: none"> • JCI
<p>Amrita</p>	<p>NAAC NIRF National Board of Accreditations (NBA) - BPharm</p>	<p>NABH NABL ISO THE</p>	<ul style="list-style-type: none"> • NBA • THE
<p>GSS Mysore</p>	<p>NAAC NIRF Karnataka State University Rating framework (KSURF) Accreditation Council for Pharmacy education (ACPE)- Pharm D Approved center for Bioavailability and Bioequivalence studies by DCGI, CDSCO, Ministry of Health and Family welfare, GOI for drug testing lab for college of Pharmacy</p>	<p>NABH NABL ISO</p>	<ul style="list-style-type: none"> • ACPE • DSIR • DCGI • CDSCO

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Agenda Item No 8:

To Note and discuss the best practices of the University during COVID-19 pandemic.

DMIMS (DU) Quality Initiatives during COVID-19 lockdown

DMIMS (DU), Sawangi(M), Wardha

* Initiative Specific to respective Institute / college

Jawaharlal Nehru Medical College

Academics				FDP & CPU	Research	Administrative	Clinical/ Hospital	Others
<i>Teaching</i>	<i>Learning</i>	<i>Assessment</i>	<i>Generation of e - resources</i>					

<p>1. Online TL activities –</p> <p>E lectures, E tutorials, E clinics, E practicals</p>	<p>1. LRM competition</p> <p>2. Harvard online courses</p>	<p>1. ICT based FAs – Open book exam and viva voce on virtual platform</p> <p>2. On-site PG examination following social distancing norms *</p>	<p>1. Recorded lectures SVL videos, and OSCE/OSPE</p> <p>2. Clinical case scenarios</p> <p>3. Thesis theme bank</p> <p>5. Competency based log-books for PGs and Interns</p> <p>6. Clinical snippets on YouTube*</p>	<p>1. Training of faculty for using e platforms and e-resources</p> <p>2. SISA and SRS virtual platforms</p> <p>3. Harvard online courses by faculty</p> <p>4. Webinar by experts and alumni</p>	<p>1. Focus on publication in pubmed/scopus/WOS</p> <p>2. Application for funded projects</p> <p>3. Review article competition on COVID -19</p>	<p>1. Meetings on virtual platforms</p> <p>2. Research Advisory Meeting on virtual platform</p> <p>3. Updation from previous records and archives</p> <p>4. Work from home targets (Notebook, LRM, books, chapters, Project proposals, articles, IPR etc.)</p> <p>5. AAA External Audit conducted</p>	<p>1. Procedure and treatment protocols made by all department</p> <p>2. Training of manpower at AIIMS Nagpur for COVID-19 *</p>	<p>1. EQB – CO mapping for attainment of course outcomes</p> <p>2. PO-CO mapping of PG courses</p> <p>3. Post COVID conduct guidelines</p> <p>4. Updation of previous records and archives</p>
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Screening	Presumptive cases facility	Covid care facility	Protocols implemented															
1.Screening OPDs 2.Fever Clinic 3.Hand wash stations at entrance 4.High risk case identification mechanism 5.Social distancing 6.Cleaning and disinfection facilities	1.Swabs sent for RTPCT testing – 771 till date 2.Total admissions: 360 patients	1.Dedicated COVID Health Centre (DCHC) 2.Dedicated COVID Hospital (DCH) The bed capacity for COVID is as follows: <table border="1" data-bbox="898 548 1423 915"> <thead> <tr> <th>Facility</th> <th>Current Status</th> <th>Can be Extended to</th> </tr> </thead> <tbody> <tr> <td>Beds</td> <td>300</td> <td>750</td> </tr> <tr> <td>ICU Beds</td> <td>30</td> <td>75</td> </tr> <tr> <td>O2 beds</td> <td>750</td> <td>750</td> </tr> <tr> <td>Ventilators</td> <td>05</td> <td>40</td> </tr> </tbody> </table>	Facility	Current Status	Can be Extended to	Beds	300	750	ICU Beds	30	75	O2 beds	750	750	Ventilators	05	40	Screening and segregation of high risk cases HCQ prophylaxis protocol for HCWs Testing protocol Covid 19 Treatment protocol Cleaning and disinfection protocol BMW Management (CPCB)
Facility	Current Status	Can be Extended to																
Beds	300	750																
ICU Beds	30	75																
O2 beds	750	750																
Ventilators	05	40																

Academics				FDP & CPU	Research	Administrative	Hospital	Others
<i>Teaching</i>	<i>Learning</i>	<i>Assessment</i>	<i>Generation of e-resources</i>					
1. Online TL activities – E lectures, E tutorials, E clinics, E practicals	1. LRM competition	1. ICT based FAs – Open book exam and viva voce on virtual platform	1. Recorded lectures SVL videos, and OSCE/OSPE 2. Clinical case scenarios 3. Thesis theme bank	1. Training of faculty for using e-platforms and e-resources 2. SISA and SRS virtual platforms 3. Webinar by experts and alumni	1. Focus on publication in pubmed/scopus/WOS 2. Application for funded projects 3. Review article competition on COVID-19	1. Meetings on virtual platforms 2. Updation from previous records and archives 3. Work from home targets (Notebook, LRM, books, chapters, Project proposals, articles, IPR etc.) 5. AAA External Audit conducted	1. Procedure and treatment protocols made by all departments	1. EQB – CO mapping for attainment of course outcomes 2. Post COVID conduct guidelines

Mahatma Gandhi Ayurveda College

Academics	FDP & CPU	Research	Administrative	Hospital	Others
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<i>Teaching</i>	<i>Learning</i>	<i>Assessment</i>	<i>Generation of e-resources</i>			e		
1.Online TL activities – E lectures, E tutorials , E clinics, Epracticals	1.LRM competition 2. Harvard online courses	1.ICT based FAs – Open book exam and viva voce on virtual platform	1.Recorded lectures SVL videos, and OSCE/OSPE 2. Clinical case scenarios 3.Thesis theme bank 5.Competency based log-books for PGs and Interns	1.Training of faculty for using e platforms and e-resources 2.SISA and SRS virtual platforms 3.Webinar by experts and alumni * 4. Harvard online courses by faculty	1.Focus on publication in pubmed/scopus/WOS 2. Application for funded projects 3.Review article competition on COVID -19	1.Meetings on virtual platforms 2.Updation from previous records and archives 3.Work from home targets (Notebook, LRM, books, chapters, Project proposals, articles, IPR etc.) 5.AAA External Audit conducted	Rasashala SOP 2.Updation of previous records -OPD & IPD	1. EQB – CO mapping for attainment of course outcomes 2. PO-CO mapping of PG courses 3. Post COVID conduct guidelines

SRMM College of Nursing

Academics	FDP & CPU	Research	Administrative	Hosp	Others
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<i>Teaching</i>	<i>Learnin g</i>	<i>Assessme nt</i>	<i>Generation of e -resources</i>				ital	
1.Online TL activities – 2.E lectures, E tutorials , E clinics, Epracticals	1.LRM competition 2. Harvard online courses	1.ICT based FAs – Open book exam and viva voce on virtual platform	1.Recorded lectures SVL videos, and OSCE/OSPE 2. Clinical case scenarios 3.Thesis theme bank 4.Competency based log-books for PGs and Interns	1.Training of faculty for using e platforms and e-resources 2.SISA and SRS virtual platforms 3.Webinar by experts and alumni 4. Harvard online courses by faculty 5.Training for COVID – 19 from trained Nurses association* 6.Online workshop on research methodology and statistical analysis in SPSS software – organised by REST society for Research International	1.Focus on publication in pubmed/scopus/ WOS 2. Application for funded projects 3.Review article competition on COVID -19	1.Meetings on virtual platforms 2.Updation from previous records and archives 3.Work from home targets (Notebook, LRM, books, chapters, Project proposals, articles, IPR etc.) 5.AAA External Audit conducted	-	1. EQB – CO mapping for attainment of course outcomes 2. PO-CO mapping of PG courses 3. Post COVID conduct guidelines

Ravi Nair Physiotherapy College

Academics	FDP & CPU	Research	Administrativ	Clinical	Others
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<i>Teaching</i>	<i>Learning</i>	<i>Assessment</i>	<i>Generation of e-resources</i>			e		
1. Online TL activities – 2. E lectures, E tutorials, E clinics, E practicals	1. LRM competition 2. Harvard online courses	1. ICT based FAs – Open book exam and viva voce on virtual platform	1. Recorded lectures SVL videos, and OSCE/OSPE 2. Clinical case scenarios 3. Thesis theme bank 4. Competency based log-books for PGs and Interns	1. Training of faculty for using e platforms and e-resources 2. Harvard online courses by faculty 3. Webinar by experts	1. Focus on publication in pubmed/scopus/WOS 2. Application for funded projects 3. Review article competition on COVID - 19	1. Meetings on virtual platforms 2. Updation from previous records and archives 3. Work from home targets (Notebook, LRM, books, chapters, Project proposals, articles, IPR etc.) 5. AAA External Audit conducted	Creation of treatment protocols for PTh practice during COVID-19 *	1. eQB for all professional years * 2. EQB – CO mapping for attainment of course outcomes 3. Post COVID conduct guidelines

College of Pharmacy

Academics				FDP & CPU	Research	Administrative	Hospital	Others
<i>Teaching</i>	<i>Learning</i>	<i>Assessment</i>	<i>Generation of e -</i>					

1. Online TL activities – 2. E lectures, E tutorials, E clinics, E practicals	1. LRM competition 2. Harvard online courses	1. ICT based FAs – Open book exam and viva voce on virtual platform	1. Recorded lectures	1. Training of faculty for using e platforms and e-resources	Two manuscripts accepted in Scopus 6 Copyrights submitted & 1 registered	1. Meetings on virtual platforms 2. Updation from previous records and archives	1. Working document for clinical posting of AHS trainees (bracketed for Observe-Assist – Perform)* 2. Document on Instructional strategies for block posting in AHS*	1. Competency based AHE for Skill development 2. PO-PSO-CO mapping* 2. EQB – CO mapping for attainment of course outcomes
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Allied Sciences

Academics				FDP & CPU	Research	Administrative	Hospital	Others
<i>Teaching</i>	<i>Learning</i>	<i>Assessment</i>	<i>Generation of e-resources</i>					

1.Online TL activities – 2.E lectures, E tutorials	-	1Re- sit exam online	1.Recorded lectures	1.Training of faculty for using e platforms and e-resources	-	1.Meetings on virtual platforms	-	2.EQB for all courses
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Agenda item no. 9

To review the trend of Academic appraisal program across Institutes

Presentation attached.

Recommendations :

1. There should be close monitoring of responses from the start to the end of survey by Academic leads and faculty in-charge.
2. Number of marker points (theory and practical) in a month should be not more than one / week

Agenda Item No 9:

To Note and Approve the report of the study group created for launching of the new programmes under the university for the Academic year 2020-21.

Courses to be Launched at Wardha Campus in 2020-2021

Courses to be Launched at Wardha Campus in 2020-2021

Flagship Courses applied in 2019-20 : 8

Sn	Name of the Course	Discipline	Course Level
1	MD in Emergency Medicine	Faculty of Medicine	PG
2	DM in Interventional Radiology	Faculty of Medicine	Super speciality
3	MCh Neurosurgery	Faculty of Medicine	Super speciality
4	DM Cardiology	Faculty of Medicine	Super speciality
5	DM Critical Care Medicine	Faculty of Medicine	Super speciality
6	DM Neonatology	Faculty of Medicine	Super speciality
7	DM Gastroenterology	Faculty of Medicine	Super speciality
8	MRCP/ MRCS Courses	Faculty of Medicine	PG

Flagship Courses to be applied for in 20-21 : 7

Sn	Name of the Course	Discipline	Course Level
1	DM Nephrology	Faculty of Medicine	Super speciality
2	DM Neurology	Faculty of Medicine	Super speciality

3	DM Oncology (Linear Accelerator)	Faculty of Medicine	Super speciality
4	MCH Uro-Surgery	Faculty of Medicine	Super speciality
5	MCH Onco-Surgery (Linear Accelerator)	Faculty of Medicine	Super speciality
6	MCH GastroSurgery	Faculty of Medicine	Super speciality
7	BHMS Essentiality	New Faculty	UG

Increase in intake in Flagship Courses to be Applied for in 20-21 : 11

Sn	Name of the Course	Discipline	Increase
1	MD Medicine	Faculty of Medicine	18-26
2	MS General Surgery	Faculty of Medicine	16-24
3	MD Paediatrics	Faculty of Medicine	10-16
4	MD Radiology	Faculty of Medicine	10-15
5	Ms Ophthalmology	Faculty of Medicine	8-10
6	MD Dermatology	Faculty of Medicine	4-5
7	MD Respiratory Medicine	Faculty of Medicine	4-6
8	MD Anaesthesiology	Faculty of Medicine	13-20
9	MD Pathology	Faculty of Medicine	12-15
10	MS Orthopaedics	Faculty of Medicine	12-15
11	BAMS	Faculty of Ayurveda	60-100

Fellowship Courses : 11

Sn	Name of the Course	Institute	Eligibility
1	Fellowship in Paediatric Intensive Care	JNMC	MD/DNB Paediatrics or DCH
2	Fellowship in Addiction Psychiatry	JNMC	MD/DNB Psychiatry or DPM
3	Fellowship in Gynecological Oncology	JNMC	MS/DNB ObGy or DGO/
4	Fellowship in Oncopathology	JNMC	MD/DNB/DCP Pathology
5	Fellowship in Laboratory Medicine	JNMC	MD/DNB Pathology or DCP
6	Fellowship in Stroke Rehabilitation	RNPC	MPT
7	Fellowship in Minimal Invasive Dentistry	SPDC	MDS
8	Integrated Medicine Fellowship CCIM	MGAC	BAMS
9	Fellowship in Rhinology	JNMC	MS/DNB/DLO ENT
10	Fellowship in Basic Bronchoscopy	JNMC	MD/DNB Resp / Gen Med
11	Fellowship in Breast Cancer	JNMC	MS (Gen Surg)/ DNB (Gen Surg)

Fellowship courses 70:30 : 3

Sn	Name of the Course	Institute	Eligibility
1	Fellowship in Nuclear Medicine	NCI	MD/DNB Radiology
2	Fellowship in Robotic Surgery	DYP Pune	MD/DNB Surgery
3	Fellowship in Health Nanotechnology	NEERI	Any Health Sciences Graduate

Professional Development Programs : 3

Sn	Name of the Course	Institute	Eligibility
1	Post GNM Hands on Fellowships in Critical Care	SRMMCON	GNM (Stipend 6000/- p.m.)
2	Post GNM Hands on Fellowships in Operation Theater Technology	SRMMCON	GNM (Stipend 6000/- p.m.)
3	EDP in Endodontics	SPDC	BDS

Allied Health Sciences : 10

Sn	Name of the Course	Course Level	Duration
1	BSc Emergency medicine technology	UG	3 Years
2	B.Sc Intensive Care Technology	UG	3 Years
3	B.Sc. Physician Assistant Course	UG	3 Years
4	B.Sc. in Public Health	UG	3 Years
5	B.Sc Biomedical Sciences	UG	4 Years
6	PG Diploma in Clinical Research	UG	1 year
7	PG Diploma in Epidemiology	UG	1 year
8	PG Diploma in Hospital Administration	UG	1 year
9	PG Diploma in Public Health	UG	1 year

	Management		
10	PG Diploma in Health Economics, Policy & Financial Management (HEPFM)	UG	1 year

Increase intake AHS : 1

MSc Clinical Embryology : 5

Courses in ODL : 12

Sn	Name of the Course	Institute	Duration
1	B.Sc. (Health Information Administration)	ODL	3 Years
2	B.Sc. (Clinical Nutrition & Dietetics)	ODL	3 Years
3	BSc (Biostatistics)	ODL	3 Years
4	PG Diploma in Medical Record Management.	ODL	1 Year
5	BBA (Professional)	ODL	3 Years
6	B.Com. (Professional)	ODL	3 Years
7	M.Com (Professional)	ODL	2 Years
8	B.A. (Media and Communication)	ODL	3 Years
9	B.Sc. Animation	ODL	3 Years
10	B.A. (Humanities)	ODL	3 Years
11	M.A. (English)	ODL	2 Years
12	M.A. (Sociology)	ODL	2 Years

Online Courses : 19

Sn	Name of the Course	Institute	Duration
1	MPH	ODL	2 Years
2	MHA	ODL	2 Years
3	MSW	AHS	2 Years
4	PGD in Digital Marketing Management		1 year
5	PGD in Finance & Accounting		1 year
6	PGD in Advertising & Brand		1 year
7	PGD in Human Resource Management		1 year
8	PG Diploma in Information Technology		1 year
9	PG Diploma in Journalism & Mass communication		1 year
10	PG Diploma in MRM		1 year
11	Certificate Course in Medical Emergency Services		6 months
12	Certificate Course in Biomedical Equipment Management		6 months
13	Certificate Course in Hospital Sterilisation Technology		6 months
14	Advance Certificate course in Emergency Medicine		6 months
15	Advance Certificate Course in Blood Bank Technology		6 months
16	Advance Certificate Course in Laboratory Safety		6 months
17	Advance Certificate Course in Respiratory Therapy		6 months
18	Advance Certificate Course in Transfusion Medicine		6 months

19	Advance Certificate Programme in Medical Coding and Billing		6 months
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Courses to be Launched at Nagpur Campus in 2020-2021

Flagship Courses : 11

Sn	Name of the Course	Discipline	Course Level
1	MD/DNB in Medicine	Faculty of Medicine	PG
2	MD/DNB Paediatrics	Faculty of Medicine	PG
3	MD/ DNB Anaesthesia	Faculty of Medicine	PG
4	MD/ DNB Radiology (Subject to CT)	Faculty of Medicine	PG
5	MD/DNB Surgery	Faculty of Medicine	PG
6	MD/DNB OBGY	Faculty of Medicine	PG
7	MS/DNB Ophthalmology	Faculty of Medicine	PG
8	MS/DNB ENT	Faculty of Medicine	PG
9	MRCP/MRCS Courses	Faculty of Medicine	PG
10	MPH	Faculty of Medicine	PG
11	MHA	Faculty of Medicine	PG

Fellowship Courses :7

Sn	Name of the Course	Institute	Eligibility
1	Fellowship in Minimal Access Surgery	DMMC	MD/DNB Surgery

2	Fellowship in Neonatology	DMMC	MD/DNB Paediatrics orDCH
3	Fellowship in Phaco surgery	DMMC	MS/DNB/DOMS Ophthalm
4	Fellowship in Pain Management	DMMC	MD/DNB/DA Anaesthesia
5	Fellowship in Laboratory Medicine	DMMC	MD/DNB Pathology or DCP
6	Fellowship in Stroke Rehabilitation	DMCP	MPT
7	Fellowship in Panchakarma	DMAC	BAMS

Allied Health Sciences : 15

Sn	Name of the Course	Level
1	Bachelor of Optometry - B.Optom	UG
2	B.Sc. (Medical Radiological Imaging Technology)	UG
3	B.Sc. (Renal Replacement Therapy & Dialysis Technology)	UG
4	B.Sc. (Respiratory Therapy)	UG
5	B.Sc. (Health Sciences)	UG
6	B.Sc Operation Theatre Technology	UG
7	B.Sc. (Health Information Management)	UG
8	B.Sc. (Clinical Nutrition & Dietetics)	UG
9	BSc (Biostatistics)	UG
10	B.Sc. Anaesthesia Technology	UG
11	B.Sc. Accident and Trauma Care Technology	UG

12	B.Sc. Medical Laboratory Technology	UG
13	M.Sc. (Medical Anatomy)	PG
14	M.Sc. (Medical Physiology)	PG
15	M.Sc. (Medical Biochemistry)	PG

Agenda Item No 11:

To review the courses under Allied Health Sciences :

Reviewed on 19th June 2020

Agenda Item No 12:

To review Fellowship courses under School of Advance studies

Reviewed on 19th June 2020

Agenda Item No 13:

Any other matter with the permission of the Chair

***Web Based Symposia* ‘Virtual teaching modality – An inevitable reality in Medical Education in Post-COVID era’**

1st June 2020, 1.00pm – 4.00 pm

An Internal Quality Assurance Cell (IQAC), DMIMS(DU) initiative

1. Introductory remarks by Dr RM Borle, Hon VC, DMIMS (DU), Sawangi(M), Wardha : 1.05-1.15pm
2. Deliberations

Sr. no	Topics	Time	Speakers
1	<i>Blending actual and virtual learning environments : Need of the hour or a ‘due for long’ change</i>	1.15 – 1.30 pm	DrVedprakash Mishra, Hon Pro Chancellor, DMIMS (DU), Sawangi(M), Wardha
2	<i>Readiness of Indian Medical Education to embrace digital modalities in TLA</i>	1.30-1.45 pm	Dr OP Kalra, Hon Vice Chancellor, Pt BD Sharma University of Health Sciences, Rohtak
3	<i>Technology enhance learning (TEL) in Medical/Health education : The Indian model</i>	1.45-2.00 pm	DrMohanankunnummal, Hon Vice Chancellor, Kerala University of Health Sciences

4	<i>Overcoming challenges : Tricks of the trade for seamless incorporation of technology in TLA</i>	2.00-2.15 pm	DrDilipMhaisekar, Hon Vice Chancellor, MUHS, Nashik
5	<i>'Dark side' of Technology Enhanced Learning (TEL) : Understanding the risks of the technology in Medical/Health Education</i>	2.15-2.30 pm	Dr SP Thyagarajan , Hon Prof of Eminence, Dean Research, SRIHER, Chennai

3. Panel Discussion on 'The way forward for a digitally fortified curriculum in Medical Education' : 2.30 – 3.20 pm

Panelists:

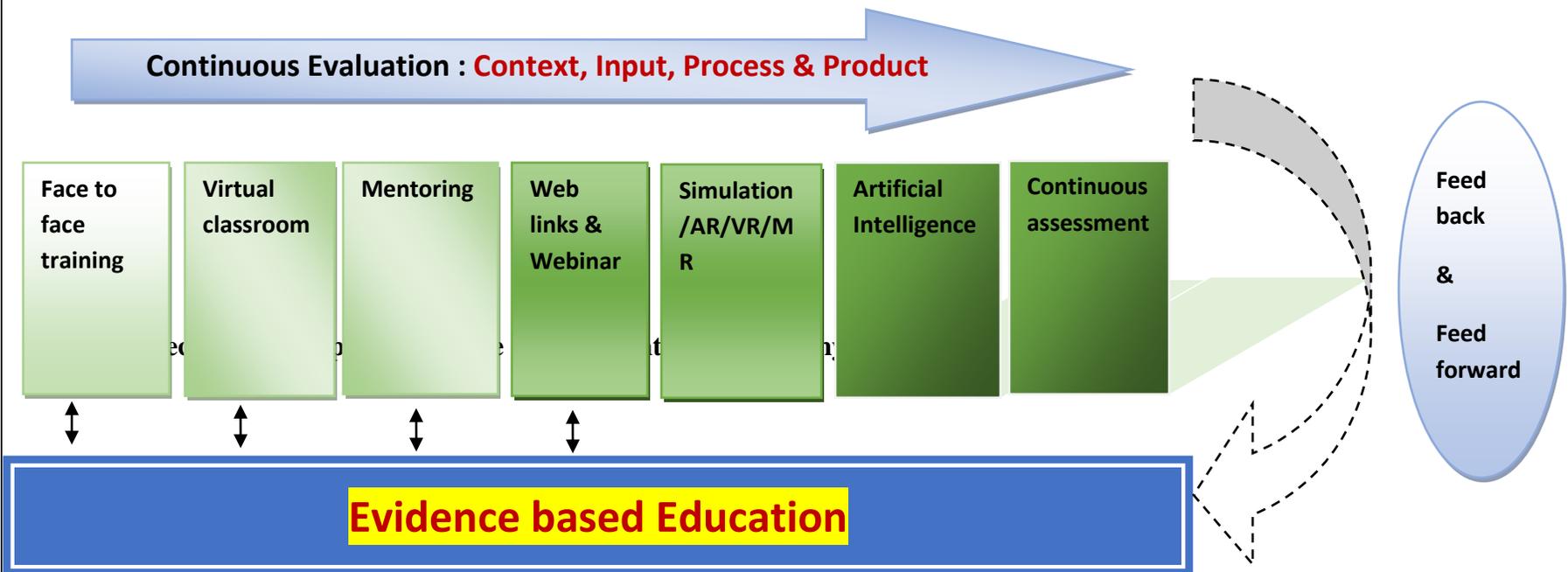
- i. Dr Neelam Mishra, Hon VC, KIMS, Karad
- ii. DrSPThyagarajan , Hon Prof of Eminence, Dean Research, SRIHER, Chennai
- iii. DrDilipMhaisekar, Hon Vice Chancellor, MUHS, Nashik
- iv. DrMohanankunnummal, Hon Vice Chancellor, Kerala University of Health Sciences
- v. Dr RM Borle, Hon VC, DMIMS (DU), Sawangi(M), Wardha
- vi. Dr OP Kalra, Hon Vice Chancellor, Pt BD Sharma University of Health Sciences, Rohtak
- vii. DrVedprakash Mishra, Hon Pro Chancellor, DMIMS (DU), Sawangi(M), Wardha

4. Concluding remarks by DrLalitbhushan Waghmare, Pro VC, DMIMS (DU), Sawangi(M), Wardha : 3.20 – 3.40 pm

Outcomes of the Web based symposia :

Registrations : 1001
Attendees : 525 medical teachers
across India

Copyright : Seven pronged blended learning model for Indian Medical Graduate (IMG)





Dr Lalitbushan Waghmare
Director, IQAC, DMIHER (DU)