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

IQAC

Internal Quality Assurance Cell

Quarterly Meeting 25.06.2022

Agenda Papers

Agenda for Quarterly Meeting of Internal Quality Assurance Cell to be held on 25th June, 2022 at 03.00 pm on Virtual platform.

	Item to be discussed
1	To confirm the minutes of the last Quarterly IQAC Meeting held on 7th February, 2022 at IQAC Board Room Sawangi (Meghe), Wardha.
2	To approve the 'Action Taken Report' of the last Quarterly IQAC Meeting held on 7th February, 2022 at IQAC Board Room of DMIMS (DU), Sawangi (Meghe) Wardha.
3	To note International Rankings and Accreditation status
4	To note status of AQAR 2021 and NIRF India Rankings 2022
5	To consider the 'Best Practices' to be showcased in every criteria for 4th Re accreditation cycle of NAAC 2024
6	To consider the new PDP indicators for University aligned with UN Sustainable Developmental Goals (SDGs)
7	To consider the Status of Perspective Development Plan (PDP)
8	To consider the initiatives targeted towards Internationalization in Academic programs, student training, research, externships and employment opportunities
9	To consider document on Competency based Pharmacy education
10	To consider document on Competency based Physiotherapy education
11	Any other matter with the permission of the Chair

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Date: 25/06/2022

Minutes of meeting of Quarterly Meeting of Internal Quality Assurance Cell held on 7th Feb 2022, at 02.00 p.m . The Following members and Invitees attended the meeting:

Chairperson : Head of the Institution	1. Dr. Rajiv M. Borle, Vice Chancellor, DMIMS(DU)
One member from Management	1. Shri Sagarji Meghe, Member Board of Management
One of the senior teachers as the Coordinator/Director of the IQAC Co-convener	1. Dr. Tripti Srivastava 2. Dr. Gaurav Mishra
A few administrative officers	1. Dr. Lalit Waghmare - Member 2. Dr. Babaji Ghewade - Member 3. Dr. C. Mahakalkar - Member 4. Dr. Abhyuday Meghe - Member 5. Dr. Minal Chaudhary - Member 6. Dr. S.Z. Quazi – Member 7. Mr. Ajay Punwatkar - Member
Teachers (three to eight)	1. Dr. Alka Rawekar - Member 2. Dr. S. Shrihari –Member 3. Dr. Gaurav Sawarkar –Member 4. Dr. Vandana Gudhe – Member 5. Mr. Manish Deshmukh -Member 6. Ms. Darshana Kumari – Member
One /two nominees from Local Society, Students and Alumni	1. Local Society - Dr. S.S. Patel 2. Students - Ms. Priyal Shrivastava 3. Alumni - Dr. SohanSelkar - Dr. Jayant Gaiki
One /two nominees from Employers/Industrialists/Stakeholders	1. Employer – Dr. Soumya Somani 2. Industrialist – Dr. Kapil Wadhwani 3. Stake Holder – Dr. Rajimale
Member Secretary	1. Dr. Pawan Bajaj
Permanent Invitee	1. Hon. Dr. Vedprakash Mishra 2. All Heads of Institutions 3. All Deans of Faculties
Member, IQAC	1. Dr. Sandeep Shrivastava 2. Dr. Swanand Pathak 3. Dr. Ranjit Ambad

Meeting was chaired by Hon Vice Chancellor Dr RM Borle. The following agenda points were discussed: Item no 1 : to confirm the minutes of last Quarterly IQAC meeting held on 10th July 2021. The minutes were read and confirmed without any modifications or suggestions by the members. Item no 2 : to present the ATR of actionable points of last quarterly IQAC meeting

The ATR was presented and noted with satisfaction. Item no 3 : To discuss the new AQAR format for HEI and HSU as proposed by NAAC from 2022 academic year onwards.

Director IQAC presented the revised and new indicators in the AQAR format from 2022 year onwards. Difference and similarities in the format of HEI and HSU were noted. Criteria wise key indicators, QnM & QlM, respective metrics and weightage were considered. The DVV process , identification of sensitive zones and pain areas and SWOC analysis of DMIMS preparedness for third cycle of accreditation were analysed during discussion. The student satisfaction survey questionnaire was also discussed in detail. Hon Pro Chancellor sir suggested to identify constituent unit wise area Best practices' that align to NAAC core values and cater to NAAC core values. As per advice of Hon Vice Chancellor and Hon Pro Vice Chancellor, it was decided to strengthen the Alumni cell , Placement cell and identify process owners for the seven criteria. It was decided to prepare in lines with parameters for HSU as well as HEI for time being.

Item no 4 : To note the status of CBME implementation and its gap analysis. The CBME implementation gap analysis was presented by Director IQAC. The action plan to mitigate various gaps was discussed along with identification of team members. Hon Pro Chancellor Dr Vedprakash Mishra advised to conduct a midterm analysis of the entire CBME curriculum in vogue at JNMC and DMMC through four data collection methods and triangulate the findings for improvisation of the ongoing curriculum. It was also advised to have a robust monitoring mechanism to monitor all inclusions of CBME. The chair directed to launch Competency based Dental Education from 2022 academic year.

Item no 5 : to note the status of National and International rankings and accreditations. Convener IRAW presented the status of International rankings and informed the members that IQAC will be applying for QS i Gauge, TIMES impact ranking and QS Subject ratings in the month of Oct 2021, November 2021 and Jan 2021 respectively. Taking into consideration the quantum of data that needs to to be organised and parallel work of AQAR 2020, a task force was constituted comprising of IRAW members, IQAC incharges of respective colleges, Mr Samuel Ernst, Director Strategy , Dr Pavan Bajaj Member IQAC and OSD Ms Himanshi to complete the task in a time bound manner under supervision and guidance of Hon Pro Vice Chancellor Dr Lalitbhushan Waghmare.

IQAC recommendations arising out the Qaurterly IQAC meeting were as follows:

1. The signature of competent authority to be affixed after confirmation of '**Minutes of meeting**' in all statutory meetings of the University.

2. A structured and uniform model of value added courses for learners must be launched across all academic programs of the University, addressing creative and divergent competencies and sensitisation towards cross-cutting themes related to sustainable development goals (SDGs) as depicted :

Organization of Value Added courses (VAC) in DMIMS Academic structure

One Mandatory VAC on life skills	One Optional VAC on life skills	One International course on SDG
• One Mandatory VAC for **Every professional year / program** • UG & PG • **Centrally** offered, Implemented , assessed and certified • **ONSITE/ BLENDED**	• One from a bouquet of VAC for **Every professional year / program** • UG & PG • **Centrally** offered, Implemented , assessed and certified • **ONLINE**	• One VAC from a bouquet of Online International courses on Sustainable Development Goals (SDG) : Harvard & Courseera • **One VAC in entire duration of academic program** • **Self paced online** courses with certification from respective online platforms • **ONLINE**

3. The comprehensive module of Competency based Ayurveda, Physiotherapy and Pharmacy Education to be prepared on similar lines of CBDE.

4. The structural changes (additions/deletions/ modifications) as depicted in the report '**Evolving best practices in Competency based Medical Education through Midterm evaluation by constituent units JNMC & DMMC of DMIMS(DU)**' to be adopted in CBME implementation. The operational document of suggested changes to be structured with defined objectives. The suggested change in ratio of alignment : integration from pre-clinical to para-clinical to clinical (80:20 – 60:40 – 20:80) must be worked up with regards to :

a. Themes that may be Integrated in every subject along with type of integration (Sharing, Nesting and Corelation) with the proposed ratio.
b. Hours required vis a vis available for implementing the desired ratio of integration phase-wise. Availability of cushioning hours to be analysed.
c. Required/revised Learning resource Material (LRM) and other instructional material like case scenarios , supportive case history documents, videos etc.
d. Proposed change in assessment (theory and practical) in terms of type of questions within question paper and exercises in practical exam, ratio of distribution of difficulty level of question, Test blueprints and Electronic question bank.

5. All Centres of Excellence must align their developmental plan with sustainable development Goals as prescribed by United Nations. The Allocation of SDGs with respective COE may be as suggested below :

Sr no	COE	SDG no	SDG
1	Centre for Health Sciences Education Policy and Planning	16	Peace, Justice and strong institutions
2	School for Health Professions Education and Research	4	Quality Education
3	School of Epidemiology and Public Health	6/7/13	Clean water & sanitation/affordable and clean energy/Climate action
4	Centre for Evidence based Nursing	9	Industry Innovation and

			infrastructure
5	Centre of Excellence for Preclinical Safety and Efficacy Studies, Inter disciplinary Research and Therapy Evaluation	8	Decent work and economic growth
6	Arogya Setu	3	Good Health and Well being
7	Centre for Regenerative Medicine	9	Industry Innovation and infrastructure

6. The Core and Supplemental Instructional (TL) Strategy must be identified simultaneously within curriculum of all academic programs so as to aid in student centric reinforcement methods and act as a conduit to formal and informal method of learning.

7. 'Operational timeframe' should be a part of logbook for competency based curriculum for ready reference about curricular trajectory to the students.

8. The '**Academic Credit Bank: DMIMS Model'** and **'Credits system for Graduate Indian Medical Curriculum: Actualizing NEP 2020**' to be matched for ease of operation regarding allocation, accumulation, redemption and transfer of credits. The competency based curricula of all academic programs of the University must be allocated with credits as per the National credit system.

9. Commendation certificated must be issued by University in recognition of any exemplary work by faculty.

10. The previous AQARs to be revised, wherever applicable, in lieu of the opportunity rendered by NAAC to all Higher Education Institutes.

11. Two '**Best practices'** identified for AQAR 2021 ;

a. Opportunity in adversity : COVID – 19 initiatives in entire spectrum of activities of the University

b. Systematic review and Meta-analysis for PG & PhD

12. '**Institutional distinctiveness'** identified for AQAR 2021 is "Competency Based Dental Education (CBDE) to sculpt competent Indian Dental Graduates.

Internal Quality Assurance Cell

Date: 25/06/2022

Actionable Points of the Quarterly Meeting of Internal Quality Assurance Cell held 7th Feb 2022 IQAC Board Room, DMIMS (DU), Sawangi (Meghe), Wardha.

S. No.	Actionable	Person Responsible	ATR
1.	The signature of competent authority to be affixed after confirmation of '**Minutes of meeting**' in all statutory meetings of the University	Hon Registrar Director IQAC Director EAE Director PhD	Practice adopted for all statutory meetings
2.	To work out application of relevant SDGs to various centers of Excellence	Dr. Tripti Waghmare	The document on aligning SDGs with various Centers of excellences prepared with Dr Preeti Desai, Convener COE. Taken up for discussion during Quat meeting of COE on 25th June 2022
3.	Final log book to be vetted by HOI of JNMC & DMMC and a common logbook to be utilized at JNMC & DMMC	Dr Sandeep Srivastava & Dr Ujjwal Gajbe	Common CBME log book in vogue for JNMC and DMMC after being duly vetted by both Head of Institutions
4.	Structuring of the two courses – Sessions on Yoga and Sessions on Boosting Wellbeing on Campus to be done putting forward setout objectives (objectives) and sessions as per timeline. Also, the operational documents to be prepared gauging the feasibility and availability of in-house expertise.	Dr. Sunita Vagha + Dr. Shubhada Gade	The objectives were set along with an operational document for Yoga and Sessions on Boosting Wellbeing on Campus and was implemented during the foundation course of 1st MBBS at JNMC & DMMC. The International Yoga day was also commemorated on 21st June 2022.
5.	The suggested change in ratio of alignment : integration from pre-clinical to para-clinical to clinical (80:20 – 60:40 – 20:80) must be worked up with regards to : a. Themes that may be Integrated in every subject along with type of integration (Sharing, Nesting and Corelation) with the proposed ratio. b. Hours required vis a vis available for implementing the desired ratio	Dr Ujjwal Gajbe , Dean DMMC Dr Brij Singh	Complied Complied Annexure 1 & Annexure 2 Complied

	of integration phase-wise. Availability of cushioning hours to be analysed. c. Required/revised Learning resource Material (LRM) and other instructional material like case scenarios , supportive case history documents, videos etc. d. Proposed change in assessment (theory and practical) in terms of type of questions within question paper and exercises in practical exam, ratio of distribution of difficulty level of question, Test blueprints and Electronic question bank.		Changes in Assessment proposed to be at SHPER, DOME [involving both JNMC and DMMC]
6.	Align '**Credits system for Graduate Indian Medical Curriculum: Actualizing NEP 2020'** with the already existing document of **DMIMS model of Academic credit bank**	Dr Alka Rawekar	Credits system for Graduate Indian Medical Curriculum aligned with DMIMS model of Academic credit bank prepared for CBME and CBDE.
7.	Competency based Ayurveda, Physiotherapy and Pharmacy module to be launched from 2022 – 23 AY. The Competency based module should be prepared in lines with CBDE	HOI & Dean Academics respective colleges	The competency based curriculum of Pharmacy and Physiotherapy ready. To be taken for discussion in agenda. The revised outcome based Ayurveda curriculum is already notified by NCISM and adopted by MGAC.
8.	An IQAC in-charge to be appointed from DMCP	Dr Anil Pethe	Dr Surendra Agrawal is appointed as IQAC incharge from DMCP
9.	Commendation certificated must be issued by University in recognition of any exemplary work by faculty.	Hon Registrar	Practice adopted
10.	Proposed best practices: "Quality sustenance in adversity" and "Systematic review and Meta-analysis for PG & PhD" to be picked up for AQAR 2021	Director IQAC	Both the best practices depicted in AQAR 2021
11.	Distinctiveness: "Competency based Dental Education" to be taken for AQAR 2021	Director IQAC	The proposed distinctiveness depicted in AQAR 2021
12.	To Prepare suggestions for draft guidelines for Women's Cell by UGC and get it vetted by Director IQAC	Dr Bhavna Lakhkar Dr Nilima Thosar	Suggestions mailed to UGC after vetting by Director , IQAC

Agenda item 3 : To note International Rankings and Accreditation status

Sr. no	Accreditation	Categories of Accreditation	Status of submission
1	TIMES Impact Rankings	SDG : 4,5,6 & 17	Results declared
2	QS	a. QS I Gauge	Results declared on 23.06.2022
		b. QS Subject Rankings	Results declared on 23.06.2022
		c. QS E LEAD	Will be submitted by 30.06.2022

TIMES Impact Rankings 2022:
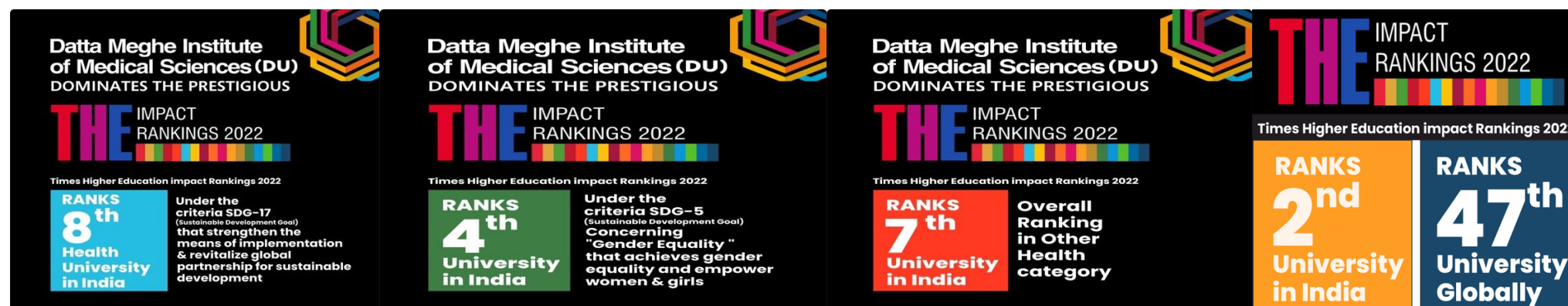
In this maiden attempt the DMIMS(DU), out of total 1500 Universities that been ranked in Times Impact Rankings 2022 across the Globe, DMIMS(DU) has been ranked in top 200 Universities at 47th position in the world and 2nd in India under UN Sustainable Development Goal 3 (SDG 3) for Good Health and Wellbeing that ensure healthy lives and promote wellbeing for all at all ages. A total of four Indian Universities have been ranked in this SDG 3.Under the SDG 4 which deals with Quality Education, DMIMS (DU) has been ranked 8th in the country. SDG 4 ensures inclusive and equitable quality education and promote lifelong learning opportunities for all. In SDG 5 "Gender Equality" that achieves gender equality and empower women and girls , DMIMS holds 4th

position out of a total of 10 Indian Universities ranked under this category. In a conscious effort of DMIMS(DU) to strengthen the means of implementation and revitalize global partnership for sustainable development covered under criteria SDG 17, it has been ranked 8th in India.

The Overall ranking of the DMIMS(DU) is 13th, 4th and 7th in Higher Education Institute category, Medical & Dentistry category and other Health Category in India, respectively. The meritorious performance of the DMIMS(DU) in the above mentioned SDGs stands true to the Vision of University of providing quality-centric, innovative and interdisciplinary education and affordable and world Class "Tertiary Health Care" in Rural India for the deprived and underprivileged.

Overall : We stand in **401-600** range of ranks in **1406** Universities and **13th** out of all the **61** Indian universities that got featured. In health category, we are at **4th** in Medicine and Dentistry and **7th** in Other Health category.

SDG 3: We stand at **2nd** amongst the Indian universities and at **47th** position in the world.

SDG 4 : We stand in **401-600** range of ranks in **1180** universities that got featured. We rank **19th** amongst all the Indian Universities, **3rd** amongst the Indian universities in the Medicine and Dentistry and **6th** amongst the Indian universities in the Other Health category

SDG 5 : We stand at **4th** amongst the Indian universities and in the rank range of **top 200** in the world. We stand at **2nd** amongst the Indian universities in the Medicine and Dentistry and **1st** amongst the Indian universities in the Other Health category

SDG 17 : We stand in **601-800** range of ranks in **1438** universities that got featured and at **25th** amongst the **61** Indian Universities. We stand at **7th** amongst the Indian universities in Medicine and Dentistry.

QS I Gauge and QS Subject ratings Medicine:

:

- **TIMES IMPACT RANKING 2022 ANALYSIS**

- **QS I Gauge** and **QS Subject ratings scorecard**

Agenda item 4 : To note status of AQAR 2021 and NIRF India Rankings 2022

AQAR 2021 : Submitted on 24th June 2022

NIRF India Rankings 2022 : 21 Evidences submitted till date. Result declaration expected in June 2022.

Agenda item 5 : To consider the 'Best Practices' to be showcased in every criteria for 4th cycle NAAC 2024

Highlights NAAC 4th Cycle

a. Curricular Aspects

Interdisciplinary programs

Structured VAC – with International certifications (incorporating VAC courses on Life skills, entrepreneurship skills and SDGs)

All academic programs with opportunities for International exposure (global competencies) and focus on employability

Academic flexibility

Actualization of NEP vision in every academic program

Highlights NAAC 4th Cycle

b. Teaching learning and Evaluation

Teaching learning :

a. Every student with **International exposure**/certification

b. Best practice : A **continuum of psychometric analysis** – Learning styles- aligned TL strategies – assessment - psychometric analysis depicting transition of potential learners to average / rapid learners

c. **Integrated block teaching** in Competency based programs

c. **Electronic Student portfolios** (depicting entire student life cycle with learning milestones, certifications and attestations)

d. **Skill training model** (mannequins based to standardized patient based to real patients) for building of competencies

e. **Preceptorship** program based **UG publications**

f. 100% teachers with one higher qualification and 50% teachers with International Qualification

Assessment :

a. **Outcome based electronic question bank** and test blueprints

b. A **low stakes continuous formative assessment model** that emphasizes Cognitive, psychomotor, clinical, communication, Affective, critical thinking, problem solving skills

c. Research , Innovation & Extension

a. **Research**

b. Research and Clinical trails in Ayurveda

c. Every teacher with financial support (intramural/extramural) for research and publication

d. High impact publications, joint (interdisciplinary publications), Student publications

b. **Innovation :**

a. Sizable IPRs in Academics with its conversion into University practices

b. Patents from all academic streams (especially joint patents Health Sciences and technology)

c. **Extension :**

a. Experiential learning : Community based student training

d. **Collaboration :**

Active International collaborations with top 500 Institutions for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programme etc.

d. **Infrastructure and Learning Resources**

◦ Learning resources aligned to Learning needs, Learning styles - SDL Hub : Museum, SVL (incl AR/VR) , Library, Digital library, Research house, Nakshatra van, herbal garden

◦ Institutional Learning Management system

d. **Infrastructure and Learning Resources**

◦ Learning resources aligned to Learning needs, Learning styles - SDL Hub : Museum, SVL (incl AR/VR) , Library, Digital library, Research house, Nakshatra van, herbal garden

◦ Institutional Learning Management system

Highlights NAAC 4th Cycle

d. **Infrastructure and Learning Resources**

- Learning resources aligned to Learning needs, Learning styles – SDL Hub : Museum, SVL (incl AR/VR) , Library, Digital library, Research house, Nakshatra van, herbal garden

- Institutional Learning Management system

Highlights NAAC 4th Cycle

e. Student Support and Progression

International exposure to every Student of DMIMS(DU)

Impact of SGU by conversion of Potential learners to Average/Rapid learners

Substantial Placements (every academic program)

Student connect with NGOs and awards in community outreach activities- Organ Donation Activities

Student club activities

f. Governance, Leadership and Management

◦ PDP of constituent Units aligned with Institutional PDP

◦ Institutional PDP aligned to NEP and SDGs

◦ PDP of research

◦ Office of Due Diligence and reinforcement

◦ Employees free to Design own career path at DMIMS(DU) – aligned training need analysis and professional development opportunities

GANNT Chart for 4ᵗʰ Cycle of Reaccreditation, NAAC:

GANNT Chart

Milestones	Timeline
4ᵗʰ Cycle NAAC	**October 2024**
SSR Submission	**September 2024**
IIQA submission	August 2024
SSR Preparation	**March 2024**
AQAR 2022-23	December 2023
AAA External audit	**August/Sept 2023**
AQAR 2021-22	July 2022
AQAR 2020-21	Dec 2021
AAA External audit	**August/Sept 2020**
AQAR 2019-20	Dec 2020
AQAR 2018-19	Dec 2019
AQAR 2017-18	Oct 2018
3ʳᵈ Cycle NAAC	**October 2017**

Agenda item 6 : To consider the new PDP indicators for University aligned with UN Sustainable Developmental Goals (SDGs)

PDP indicators 2017 - 2022

2018 - 19 : 68 indicators

2019-20 : 74 indicators

2020 – 21 : 77 indicators

2021 Onwards : 90 indicators

Additions, Modifications, Deletions : UGC guidelines, NEP, IOE, International Rankings , Revised NAAC frameworks etc.

Proposed indicators aligned to Sustainable development goals (SDGs)

Sr no	SDG	Indicators
1	4	Percentage of teachers trained in teaching technology
2	4	Vocational programs / short courses for general public who do not attend Universities
3	5	Number of senior female academic/administrative faculty
4	9	Number of patents (from any source) that cite research conducted by University
5	9	University Spin offs (creation of new company directly from research)
6	9	Income generated from industry – also an important parameter for THE
7	17	Co-authored publications with other middle and low income countries
8	17	Conferences involving Government/ NGOs
9	17	Participation in International collaboration on data gathering for SDG

Agenda Item no. 7 : To consider the Status of PDP indicators

SN	Quantitative Indicators of PDP based on Strategy 2012-17	2021-22	2022-23	Current Status
1	Syllabi Revision	UG + R	PG + Fellowship	**PG – In process**
2	Teachers with PhD Qualification	58	63	**76**
3	Student Computer Ratio	1:30	1:30	**1:15**
4	The Number of Departments with UGC/SAP/CAS/DST/FIST etc, in university	20-22	20-22	**20**
5	No. of Post-Doctoral Fellows/ Research Associates working a) Locals b) outsiders	75	80	**76**
6	Total Ongoing Research Projects	545	575	**596**
7	International Collaborative Research Projects	30	32	**47**
8	No. of completed Research Projects/Per Teacher (Funded by National/ International Agencies)	117	128	**114**
9	National Recognitions for Faculty for Teaching/Research/ Consultancy/ Extension (Reputed/recognized bodies)	260	275	**249**
10	No. of Patents Filed	60	73	**148**
11	PHD Registrations per Supervisor	2	2.5	**1:61**
12	Revenue Generated from Consultancy	400	500	**78**
13	Number of MoUs with International Recognized Bodies	72	81	**46**
14	Publications per faculty Total number of publications of the university.	587	600	**813**
15	Percentage of Papers Published in Journals listed in Scopus Web of Science and Pub-med (3yrs)	550	575	**813**
16	Number of Papers with More than 10 Citations	63	75	**510**
17	Number of Book Titles per Student (in the Central Library) excluding Book Bank	120-130	130-135	**40-45**
18	Percentage of Annual Allocation for Library spent on purchase of Journals (National & International) and other Library Resources (CDs, Cassettes, etc.)	>20%	>20%	**>20%**
19	No. of National/International Conferences /Workshops organized per year	4+1	4+2	**1**
20	Student Performance in National/International Level Exams (eg: NET/SLET/GATE/GMAT/CAT,GRE/TOFEL, Civil Services)	42-48%	48-53%	**40%**
21	Centers of Excellence	7	7	**7**

22	University has the following. i)IQAC ii)Accreditation by National Body iii)International Accreditation/ISO Certification iv)AAA V) Rankings	NABH 2nd Cycle	JCI AAA QS	1. **IQAC** 2. **NAAC AQAR** 3. **NIRF** 4. **TIMES Impact Ranking** 5. **QS I Gauge E LEAD** 6. **QS I Gauge Subject Ratings**
23	Outstanding Achievements/ Recognition by faculty/alumni both at national and international level	60-70 Per Year	60-70 Per Year	**145**
24	Outstanding Performance of Students in Sports/Cultural Activities at National Level	10-12 Per Year	10-12 Per Year	**Covid-19**
25	Feedback received from different stakeholders on syllabi etc. i) Students ii)Alumni iii)Parents, iv)Employers v)peers display on website	All Stakeholders per year	All Stakeholders per year	**All Stakeholders per year**
26	Percentages of recommendations of the stakeholders implemented	75-80% On Yearly Basis	75-80% On Yearly Basis	**80%**
27	Number of interdisciplinary course combinations including skill courses introduced during last five years as percentage of total programmes	8	8	**26**
28	Number of courses, where continuous assessment of student performances is structured into the system	All	All	**All**
29	Percentage of faculty availing international fellowship for advance studies	25-28%	25-28%	
30	e-learning resources from National Programmed Teaching Enhanced Learning (NPTEL) Digital library retrieval	1 new	1 new	
31	Percentage of annual budget allocated for augmentation of infrastructure facilities(average of last 3years)	>15% On Annual Basis	>15% On Annual Basis	**>15% On Annual Basis**
32	Total number of classrooms, seminar halls with LCD/OHP etc.	100%	100%	**100%**
33	Declaration of results within	15 Days	15 Days	**Within 15 days**
34	Percentage of student progression to higher education	85-90%	85-90%	**Higher Education : 7.47%**
35	Student Placement percentage average per year Median Salary			**Placement : 92.52%** **Median Salary : 10-12 lac**
36	Average pass percentage of students	>90%	>90%	**>90%**
37	Average drop-out percentage of students	<2%	<2%	**<2%**
38	Unit cost of Education (excluding salary)	>Rs. 50,000	>Rs. 50,000	**>Rs. 50,000**
39	Percentage of teachers from other states	>10%	>10%	**>10%**
40	No. of differently abled persons on roll: Teaching /Non-Teaching/ Students	1-2%	1-2%	**1 Student**
41	Percentage representation of staff (teaching/ nonteaching) in decision making bodies	>20%	>20%	**>20%**
42	Donations received for institution of Chairs, endowments, seminars, and lecture series in crores of INR in last 5 years.	2 E	2 E	
43	Contribution of Alumni/ parents for development of university Financial/ Donations/ Placements/ Student exchange/ Endowments	20-25 lacs per annum	20-25 lacs per annum	**20-25 lacs per annum**
44	Percentage of Female Students	> 50%	> 50%	**63.20%**
45	Programme for professional development of Teaching	7 per year	7 per year	**<7 per year**

	staff per year			
46	Projection of successful innovative practices	15	17	
47	National Level Sports competition		1	-
48	National level Cultural competition	1	1	-
49	ICT Incorporations	M learning Apps	Student electronic portfolios	**Online Teaching Learning and Assessments**
50	Faculty Position (regular + Foreign + Adjunct + Research+ emiratus+ Distinguished) 1:10 +ratio	650	700	**543**
51	Startups	10	15	**12**
52	Patents Granted	12	15	**74**
53	Research Expenditure on seminar workshop conference cumulative 3 years	20 Cr	25 Cr	**30**
54	PhD enrollments	400	475	**820**
55	Citations	5000	7000	**17343 (Scopus)**
56	Research funded Projects (above 1 Cr)	20	22	**20**
57	H index	70	80	**61**
58	Clinical Research Revenue	15 Cr	25Cr	
59	Copyrights including Impartus Lectures	300	375	**658**
60	Number of faculties	15	15	**12**
61	ODL	15	20	**06**
62	Online	15	50	**05**
63	Off Campus / Off shore	Medical College in off campus	University Society Linkage Centre	**1 DMMC**
64	UGC Grants	Purse	As per Avl	**Paramarsh**
65	20% Additional foreign students	30	50	**06**
66	Super-specialty Courses	12	15	**11**
67	Journals in Scopus	04	05	1
68	Number of published conference proceedings in Pubmed/Scopus/WOS	150	150	**92**
69	Number of books/chapter published	10	10	**21**
70	Percentage of students enrolled in subject related certificate/diploma/add-on program	50% 40%	70% 50%	
71	Number of Value added courses offered	50	70	**26**
72	Number of extramural activities/beyond classroom activities-student club/cultural societies etc	20	20	
73	Teachers trained in delivery of e-content /e-courses.	70%	100%	**100%**
74	Number of training programs in IPR, RM, GC & lab practices, Research grant writing & Industry academics collaboration.	6	6	**4**
75	Number of student / Faculty exchange.	50	50	**-**
76	Number of student training programs for capability enhancement and career counseling.	10	10	**60**
77	Co-Authored Activities	-	50	
78	Faculty Exchange	-	4	**-**

79	Internationally Qualified Faculty	-	20	**57**
80	Number of programs with integration of SWAYAM courses	-	AHS, AS, PhD, ODL	**AHS, AS, PhD, ODL**
81	Number of online courses developed for MOOC platform like SWAYAM	-	2	
82	Twinning programs	-	2	**2**
83	Joint degree programs	-	1	**-**
84	Dual degree programs	-	1	**1**
85	Courses with Embedded apprenticeship program	-	7	**2**
86	Lateral entry exit courses	-	AHS, AS, ODL Online	**6 courses**
87	Multiple entry exit courses	-	AHS, AS, ODL Online	**-**
88	Number of electives / Honours/ Minors/ / SDG courses	-	All academic programs	
89	Multilingual courses	-		**-**
90	Vocational courses	**-**	15	-

Agenda Item no. 8 : To consider the initiatives targeted towards Internationalization in Academic programs, student training, research, externships and employment opportunities

Agenda Item no. 9 : To consider document on Competency based Pharmacy education

- [B.Pharm I Sem](#)

- [B.Pharm II Sem](#)

- [B.Pharm III Sem](#)

- [B.Pharm IV Sem](#)

- [B.Pharm V Sem](#)

- [B.Pharm VI Sem](#)

- [B.Pharm VII Sem](#)

- [B.Pharm VIII Sem](#)

Agenda Item no. 10: To consider document on Competency based Physiotherapy education

- Summary of CBPhE

- Need Manual

- Teaching-learning CBPE

- Competency Based Assessment Methods

- Skill module

- ICT

- Electives Module

- CBPE Internship Module

- Competency Based PO-CO Mapped Curriculum

- Roll Out Model

Agenda Item no. 11: Any Other matter with permission of chair

Dr Tripti Waghmare

Director, IQAC, DMIHER (DU)