



# 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 (3<sup>rd</sup> Cycle) with 'A+' Grade

Placed under Group-I Category (Autonomous Deemed to be University) by UGC

Office: Sawangi (Meghe), Wardha - 442 004, Maharashtra, India

Ph.No. : 07152 - 304000, 287701-06 Fax: 07152 - 287714, 287719,

Email: dmimsduiqac@gmail.com, Website: dmimsu.edu.in

## DIRECTORATE OF IQAC

Date:15/02/2022

### MINUTES OF MEETING IQAC Meeting held on 07.02.2022

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:

Designation	Name
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	1. Dr. Tripti Srivastava
Co-convener	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	1. Local Society - Dr. S.S. Patel



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Society, Students and Alumni	2. Students - Ms. Priyal Shrivastava
	3. Alumni - Dr. Sohan Selkar - Dr. Jayant Gaiki
One /two nominees from Employers/Industrialists/Stakeholders	1. Employer – Dr. Soumya Somani
	2. Industrialist – Dr. Kapil Wadhvani
	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 17<sup>th</sup> September, 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.

Sr. no	Actionable point	Responsibility	Action taken report
1	A Centralized Institutional Knowledge Portal must be established which will act as a Central Depository and Repository of DMIMS both for Digital and Physical Documents, Data Security and Safety and devise norms for Disaster Management.	Mr Samuel Ernst, Director Strategy	Vendor Identified : Wordpro Demonstration on three modules conducted Documents, Campus management and inventory management.



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			Document management likely to start from Feb 2022 as per the action plan.
2	Every constituent unit of DMIMS (DU) must have an assortment of Value Added courses, Interdisciplinary courses and Electives for every academic program. A range of value added courses and Interdisciplinary courses must be planned for every professional year (incl Internships) and program respectively. A range of Electives must be offered for all academic programs including AHS, AS and 3ODL/Online program. Interdisciplinary programs may be planned in alignment with 17 Sustainable Developmental Goals (SDGs) given by UN.	Director IQAC	VAC : One fixed and one optional VAC is planned for every professional year/academic program. Apart from this, one VAC on SDGs will be mandatory during the entire UG academic program. Will be essentially offered beyond the curriculum. Electives : Planned as per regulatory requirements of the academic program. Will be essentially part of the curriculum.
3	Training of teachers in preparation and delivery of e-content must be one of the quality initiative of IQAC. Certification of every teacher in handling technology for TLA must be ensured.	Director IQAC	Training of teachers in preparation and delivery of e content is incorporated as an annual quality initiative by IQAC and certification in this regard is made mandatory for teachers across all academic programs of the University.
4	The University Website must be aligned with the requirements of NAAC manual for Health Sciences University. Accordingly a list of inclusions that are mandatorily to be displayed on the website must be worked out by IQAC and suggested to the website committee for necessary action.	Director IQAC Convener Website	The list of inclusions that are mandatorily to be displayed on the website is recommended by IQAC to website committee and necessary inclusions are ensured.
5	Impact analysis of various initiatives for Potential and Rapid learners and SDL initiatives based on different learning styles must be included in departmental presentations.	Director IQAC	The Document pertaining to Benchmarking and Impact analysis is being prepared by Director SHPER and Director IQAC respectively under guidance of Hon Pro Chancellor Dr Vedprakash Mishra. It will be



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			availed for all quality initiatives of the University henceforth. Impact analysis of various Initiatives of Potential and Rapid learners and SDL initiatives based on different learning styles will be part of departmental presentations.
6	All future activities (Scientific, Outreach & extension, student club etc) reports must be submitted to respective monitoring authorities with geotagged photographs.	Director IQAC	Geotagged photographs are included in the SOP of all scientific, outreach, extension and cocurricular activities of DMIMS(DU).
7	An action plan for diligent planning, systematic implementation, strict monitoring and robust feedback mechanisms must be worked out for Medical, Dental, Ayurveda, Nursing, Physiotherapy and Pharmacy education by respective Dean Academics & Education Units regarding Competency Based education. Gap analysis w.r.t implementation of Competency based education must be done. Process owners must be identified in every college to lead the mandatory inclusions of competency based education.	Respective Dean Academics	Action plan for systematic implementation, strict monitoring and robust feedback mechanisms for Competency based education in Medical, Dental and Nursing is worked out in detail with identification of process owners and put to practice. Student feedback and suggestions on CBME as in vogue at JNMC is obtained and the curriculum is being fortified with their relevant and feasible suggestions to ensure student centricity, the hallmark of CBME
8	Apart from the conventional approach to fulfill various CBME inclusions, following novel methods may be adopted; a. Integration of all three settings in ECE b. Matrix based Integration and Alignment c. Baseline analysis of Learning styles & individual traits and Clinico-psychological orientation must be ascertained to guide Self-directed Learning and choice of electives respectively. SDL approach must aim to Institutionalize SDL philosophy and strive to Individualize and Internalize SDL skills.	Respective Dean Academics	Complied. Novel methods like integrated ECE, matrix based alignment & integration, baseline analysis of learning styles and clinico-psychological orientation, competency based AETCOM are adopted with CBME curriculum. The skill training is aligned to Mayo clinic model viz skill training in simulation settings followed by training in real life settings.



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	<p>d. Mayo clinic model must be adopted for training in Real life settings.</p> <p>e. AETCOM training must be oriented towards competency based rather than module based with relevant inclusion of Ethical dilemmas and humanities.</p>		
10	<p>In view of possibility of National Eligibility exit Examination (NExT) from 2023, following initiatives are warranted :</p> <ol style="list-style-type: none"> <li>Conscious implementation of CBME (As per approved plan) and strict monitoring mechanisms</li> <li>Integrated and clinically oriented instructional pedagogy</li> <li>Increased Opportunities for Hands on student experience by optimal inclusion of community based learning, Simulation based learning and learning in clinical settings</li> <li>Systematic introduction of Peer (near peer) teaching for skill training (in SVL &amp; Clinics) eg : evening clinics and student lead in SVL</li> <li>Introduction of Value added courses , Interdisciplinary courses &amp; Electives aligned to CBME &amp; NExT Principles</li> <li>Real time assessment of all skills including AETCOM and its certification</li> <li>Introduction of student Portfolios for assessment and record of learning trajectory</li> <li>Rigorous Internal Assessment completely aligned with NExT</li> <li>Augment quantity and quality of Level II questions within eQB and its extensive use in Continuous assessments, so as to prepare learners for Step 1 NExT.</li> </ol>	Dean Academic	<ol style="list-style-type: none"> <li>being implemented with robust reviewing &amp; monitoring mechanisms in place</li> <li>70% alignment and 30% integration is ensured</li> <li>training in all three settings are ensured through ECE, Integration and SVL, clinical &amp; community postings</li> <li>Evening clinics planned for students based on learning gaps identified during ward leave exams, Student lead (peer to peer) planned during SVL training and near peer planned learning during foundation course.</li> <li>As elaborated in point no 2</li> <li>SOP put in place</li> <li>Planning &amp; logistics of student portfolio is completed by IT team. To be launched form 2022 academic year.</li> <li>: LMS based regular class tests (level II MCQs) planned to prepare students for NExT right from 1st Professional year.</li> <li>This task to be undertaken in 2022</li> </ol>
11	<p>The Academic Appraisal program (AAP) of the University must be revisited and revised to address the necessary</p>	Dean JNMC	<p>The revision of AAP aligned to CBME is in process. The same is proposed to be serve as a</p>



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	inclusions of undergraduate Competency based Education		continuous monitoring mechanisms to ensure effective CBME implementation.
12	Flexible Curricula may be designed for academic programs of AHS, AS, ODL / Online in terms of Multiple entry/Multiple exit , opportunities for cross disciplinary and interdisciplinary learning, allocation of credits, creation of Academic Bank of credits for allocation, transfer and redemption of credits.	Dean SAHS	Presently allocation of credits are ensured for academic programs of AHS, AS, ODL and Online, however other facets of flexible curricula are yet to be introduced for want of regulations by respective regulatory councils.
13	Every Constituent Unit of DMIMS (DU) must evolve 'Best Practices' that corroborates with the five NAAC core values. These Best Practices must be unique to every constituent unit so as to showcase a wide and diverse arena of consequential initiatives.	Respective HOI	Every department has identified one unique feature to be showcased to NAAC that were aligned to five Core values and related to the seven NAAC criteria during 2022 departmental presentations. In a similar manner, every Constituent unit of DMIMS(DU) will identify one 'Best practice' and one 'Distinctive feature' during HOIs presentation . IQAC will review and recommend the most appropriate 'Best practice', for every constituent unit ensuring that all core values and NAAC criteria are addressed in a uniform manner.

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 & QIM, 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



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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 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 Lalitbhusan Waghmare.

IQAC recommendations arising out the Quarterly 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 :



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

#### One Mandatory VAC on life skills

- One Mandatory VAC for **Every professional year / program**
- UG & PG
- **Centrally** offered, Implemented, assessed and certified
- **ONSITE/ BLENDED**

#### One Optional VAC on life skills

- One from a bouquet of VAC for **Every professional year / program**
- UG & PG
- **Centrally** offered, Implemented, assessed and certified
- **ONLINE**

#### One International course on SDG

- 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 :

- Themes that may be Integrated in every subject along with type of integration (Sharing, Nesting and Corelation) with the proposed ratio.
- Hours required vis a vis available for implementing the desired ratio of integration phase-wise. Availability of cushioning hours to be analysed.
- Required/revised Learning resource Material (LRM) and other instructional material like case scenarios, supportive case history documents, videos etc.
- 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





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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*



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*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 Graduate.

**Actionable Points arising out of the Quarterly Meeting of Internal Quality Assurance Cell held 7<sup>th</sup> Feb 2022 IQAC Board Room, DMIMS (DU), Sawangi (Meghe), Wardha.**

S. No.	Actionable	Person Responsible
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
2.	To work out application of relevant SDGs to various centers of Excellence	Dr. Tripti Waghmare
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
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
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 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.	Dr Ujjwal Gajbe , Dean DMMC Dr Brij Singh



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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
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
8.	An IQAC in-charge to be appointed from DMCP	Dr Anil Pethe
9.	Commendation certificated must be issued by University in recognition of any exemplary work by faculty.	Hon Registrar
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
11.	Distinctiveness: "Competency based Dental Education" to be taken for AQAR 2021	Director IQAC
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

Dr Pawan Bajaj

Member Secretary, IQAC, DMIHER (DU)

Dr Tripti Waghmare

Director, IQAC, DMIHER (DU)



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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	1. Dr. Tripti Srivastava	
Co-convenor	2. Dr. Gaurav Mishra	
A few administrative officers	1. Dr. Lalit Waghmare - Member	
	2. Dr. Babaji Ghewade - Member	
	3. Dr. C. Mahakalkar - Member	
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	5. Dr. Minal Chaudhary - Member	
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	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	
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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	
One /two nominees from Employers/Industrialists/Stakeholders	- Dr. Jayant Gaiki	
	1. Employer - Dr. Soumya Somani	
	2. Industrialist - Dr. Kapil Wadhvani	
Member Secretary	3. Stake Holder - Dr. Rajimale	
	1. Dr. Pawan Bajaj	
Permanent Invitee	1. Hon. Dr. Vedprakash Mishra	
	2. All Heads of Institutions	Annexure 1 Attached
	3. All Deans of Faculties	Annexure 1 Attached
Member, IQAC	1. Dr. Sandeep Shrivastava	
	2. Dr. Swanand Pathak	
	3. Dr. Ranjit Ambad	



# 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 (3<sup>rd</sup> Cycle) with 'A+' Grade

Placed under Group-I Category (Autonomous Deemed to be University) by UGC

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## DIRECTORATE OF IQAC

### Annexure - 1

Sr.No	Name of Head of Institution, DMIMS(DU)	Signature
1.	<b>Dr. Abhay Mudey</b> Dean, Jawaharlal Nehru Medical College, DMIMS(DU)	
2.	<b>Dr. Dilip Gode</b> Dean, Datta Meghe Medical College, DMIMS(DU)	Leave of absence
3.	<b>Dr. Manoj Chandak</b> Dean, Sharad Pawar Dental College, DMIMS(DU)	
4.	<b>Dr. Vaishali Kuchewar</b> Dean, Mahatma Gandhi Ayurved College, Hospital & Research Centre, DMIMS(DU)	
5.	<b>Dr. Irshad Qureshi</b> Principal, Ravi Nair Physiotherapy College	
6.	<b>Dr. Seema Singh</b> Principal, Smt. Radhikabai Meghe Memorial College of Nursing, DMIMS(DU)	
7.	<b>Dr. Anil Pethe</b> Principal, Datta Meghe College of Pharmacy, DMIMS(DU)	
8.	<b>Dr. Abhyudaya Meghe</b> Dean, School of Allied Sciences, DMIMS(DU)	
9.	<b>Dr. Santosh Jha</b> Dean, Centre for Distance & Online Education	
10.	<b>Dr. Swapnil Patond</b> Dean, School of Allied Health Sciences, DMIMS(DU)	
11.	<b>DR. K. T. V. Reddy</b> Dean, Faculty Of Engineering and Technology	

Sr.No	Name of Deans Faculties, DMIMS(DU)	Signature
1.	<b>Dr. Sunita Vagha</b> Dean Faculty of Medicine, Jawaharlal Nehru Medical College, DMIMS(DU)	
2.	<b>Dr. Sandhya Khadse</b> Dean Faculty of Medicine, Datta Meghe Medical College, DMIMS(DU)	
3.	<b>Dr. Sweta Kale(Pisulkar)</b> Dean Faculty of Dentistry, Sharad Pawar Dental College, DMIMS(DU)	
4.	<b>Dr. Pradnya Dandekar</b> Dean Faculty of Ayurveda, Mahatma Gandhi Ayurved College, Hospital & Research Centre, DMIMS(DU)	
5.	<b>Dr. Jaya Gawai</b> Dean Faculty of Nursing, Smt. Radhikabai Meghe Memorial College of Nursing, DMIMS(DU)	
6.	<b>Dr. Rakesh Kovala</b> Dean Faculty of Physiotherapy, Ravi Nair Physiotherapy College, DMIMS(DU)	
7.	<b>Dr. Deepak Khobragade</b> Principal, Datta Meghe College of Pharmacy, DMIMS(DU)	
8.	<b>Dr. Abhyudaya Meghe</b> Dean Faculty of Allied Sciences, School of Allied Sciences, DMIMS(DU)	
9.	<b>Dr. Santosh Jha</b> Dean Faculty of Commerce and Management Sciences, Centre for Distance & Online Education DMIMS(DU)	
10.	<b>Dr. Swapnil Patond</b> Dean Faculty of Allied Health Sciences, School of Allied Health Sciences, DMIMS(DU)	