SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

PRAVARA INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY)

PRAVARA INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY) LONI BK, TAL - RAHATA, DIST. - AHMEDNAGAR PIN CODE - 413736
413736
www.pravara.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Beginning:

Pravara Medical Trust (PMT) (sponsoring organization) was established in 1972 by the rare visionary, most revered **Padmashri Awardee**, Dr. Vitthalrao Vikhe Patil, founder of first co-operative sugar factory in Asia, in 1948, at Loni – a remote village of Maharashtra, a feat appreciated by **Pandit Jawaharlal Nehru**. He initiated and led Pravara Cooperative Movement for inclusive-holistic, functional and realistic model of integrated, participative, sustainable rural development as well as Comprehensive Holistic Healthcare and Education, popularly known as *"Pravara–Loni Model of PURA",* commended by **Dr. APJ Abdul Kalam,** as one of three best PURA Models in the Country.

The mission and ideas of this great visionary was further developed and nurtured by his son **Dr. Balasaheb Vikhe Patil,** Padmabhushan Awardee, Parliamentarian (8 times), Statesman, humble social worker and visionary leader of masses. He continued the cooperative movement, integrated rural development and further strengthened comprehensive rural health care. To meet the national requirement for qualified health professionals, PMT established a Medical College (1984), Dental College (1989), Physiotherapy College (1997) and Nursing College(1999), all on one unitary Campus at Loni, offering health professional education and health care. Unique Centres- "Centre for Social Medicine" in 2001 and "Centre for Biotechnology" in 2004 were established ito undertake Research and ISR & Community Engagement activities.

Genesis of the University and its Growth:

In the pursuit of achieving integrated holistic healthcare, education and research at National and International level, PMT took positive steps towards the establishment of a Deemed University (with the approval of UGC, MHRD, GOI) by bringing all its Six Colleges under one ambit, in 2003, entitled **"Pravara Institute of Medical Sciences (PIMS-DU)"**at Loni, a unique feature in Indian professional education system in rural India. Pharmacy College recognized by PCI was established in 2023-24, enhancing the total Constituent Colleges to Seven.

PIMS-DU is Located on a Spacious, Green Unitary Campus of 120 acres at Loni, housing all the University Administrative, Academics/ Training, Co-academics Blocks of its Constituent Units, multispecialty tertiary medical, dental hospitals, physiotherapy & rehabilitation centers, residential facility for students and staff with all basic amenities and facilities.

Vision

PIMS-DU and its Seven Constituent Units have well defined Vision Statements as reflection of the dreams, ethical values of its Founders and National Educational and Healthcare Goals.

Vision Statement: To emerge, as University of Excellence, in continuous pursuit of quality, by providing globally competent higher education, especially in the field of Medicine & Allied Health Sciences and to evolve accordingly to the changing needs of time, **with the focus to serve the rural society**

Vision 2030 as per NEP 2020: To emerge as Centre of Excellence of **Multi-disciplinary Teaching Intensive University**, in continuous pursuit of Quality, by providing globally competent higher education and to evolve accordingly to the changing needs of time with the focus to serve the rural society with global perspective.

Befitting to the Vision, PIMS-DU is imparting quality professional Medical, and Allied Health Sciences education at National and Global level through Seven Institutions, 85 programmes and Tertiary, specialty Healthcare at Regional level as well as Primary and Secondary Healthcare at Local level at their doorsteps of rural and tribal people through tertiary, Medical, Dental, Physiotherapy Hospitals and 10 PHCs. Our rural health care, extension and community health outreach activities have received International and National appreciation and recognition.

PIMS-DU has emerged as a Participatory, Integrated Rural Developmental Model. Thus Institutional Social Responsibility and Community Engagement have become the integral part of the Mission and Vision Statements of the University and Institutional mechanisms to adopt a holistic and functional approach to all its Constituent Units, encompassing all the three major functions–teaching, research and healthcare services.

Hence, PIMS-DU has a focused mandate on improving societal & community engagement linkages to enable students and faculty to become socially productive and play a vital role in socio-economic and health development of the region. This will contribute to improvements in quality of both teaching and research at the University, as they will develop better understanding of the issues confronting the society.

Mission

PIMS-DU has well defined Mission Statements:

Mission of PIMS-DU:

- To promote value-based education and research driven health care,
- To promote and facilitate the development and empowerment of human resources,
- To facilitate the provision of health professional education, training, research and extension, primary to tertiary healthcare through medical and allied health programmes which are responsive to the needs of the society, and
- To serve the rural people - the poor, the disadvantaged, irrespective of their social status and background.

- To promote and facilitate holistic development and empowerment of human resources.
- To facilitate provision of multi-disciplinary and multi-faculty higher education, training, research and extension activities, that ensures responsiveness to the needs of the society
- To serve the rural society with global perspective, especially, the poor, disadvantaged, and marginalized, irrespective of their caste, creed and religion.

Approaches to realize Vision and NEP 2030

- To transform the focus and scope of PIMS-DU in building holistic, multi-disciplinary and inter-disciplinary institutions, integrate, diversify and expand the existing faculties and creating new faculties in liberal arts.
- To establish new inter-disciplinary and holistic Institutions, super specialty higher education in health

care, para-medical, allied health sciences

- To design and develop Academic Credit Bank (ABC), Digi-locker, standard documentation.
- To design and offer innovative and standardized curricula that includes choice/elective & credit-based courses, Indian Knowledge Systems courses, valued addition, skill based courses, field/research internships, projects, on-job training with multiple-entry, exit and re-entry options and other norms as per NEP 2020
- Strengthening the existing Constituent Units by expanding the scope of the existing departments and adding more Departments as needed for a multidisciplinary institution
- Strengthen institutional infrastructure necessary for multidisciplinary education and research
- Academic training and collaborations leading to multidisciplinary education and research in different modes
- To introduce relevant need based, interdisciplinary, innovative academic programmes, in conventional as well as emerging disciplines.
- To introduce need-based twinning/dual degree programmes wherever feasible at national and international level
- To adopt and practice community oriented and problem-based learning pedagogic innovations and learner centric approaches.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Unique model for integrated rural development and comprehensive healthcare & appreciated as "LONI PURA" model at National level
- Multi faculty medical and allied health sciences University with 7 constituent colleges and faculties with support facilities and multi-spatiality tertiary medical, dental, physiotherapy and rehabilitation hospitals & clinics – all in one campus in a remote rural area
- Good clinical learning resources, IT enabled facilities, pedagogic innovation like COME/COHE/SHAPE
- Good academic program options, CBME, VAC, CBCS, VAC, Skill Development & Curriculum enrichment programs
- Early Clinical and community engagement, learner centric approaches, thrust to skills and competencies
- Dedicated full time residential faculty, good demand ratio, good enrollment, least drop out rate, good enrollment of female students
- Visible international faculty and students from developed countries visiting the campus for pursuing unique certificate course in Social Health and Development and short-term research projects and experiencing the community engagement activities
- Vibrant international collaborations, international faculty and student exchange.
- Good number of collaborative research, extension and developmental projects
- Good number of published research papers with high index factor, patents and IPRs
- Emphasis to state of the Art Infrastructure & Learning Resources, ICT facilities
- Centers of Excellence in (1) Community Health and Development, (2) Research in Tribal Health and Services (recognized by Ministry of Tribal Affairs, GoI), (3) Vocational and Skill Development Training (recognized by MSSDS, GoM) – serves as Community Laboratory for fostering social responsibility and community engagement training and research to faculty and students of the University
- Engaged in healthcare, livelihood and empowerment promotional projects for Female Sex Workers,

LGBT Population, Migrant Workers, Minority Community Women and Children in collaboration with Government of India

- Only private college permitted for Medico Legal Autopsies.
- Empanelment of PRH as A1 Grade accreditation in MJPJY and other health insurance schemes
- Awards to PIMS-DU and PMT

Institutional Weakness

- Low thrust to fundamental and applied sponsored research projects.
- Seasonal fluctuations in patient flow, linked to agriculture, monsoon and migration – difficulty in follow-up
- Rural Location is both a strength, weakness, as well as challenge. Some students may not prefer the rural location for studies/admissions. Young faculty are not attracted to rural health service and career, issues of faculty retention and attrition
- Difficulty in getting specialized visiting and guest faculty, examiners for paper checking and assessment being a rural location and poor connectivity

Institutional Opportunity

- Starting Super-specialty Education, medical and healthcare services
- To utilize the abundant clinical materials for research
- To start solar energy as a means of energy conservation.
- Scope for medical tourism based on ambient air and water quality; being connected to tourist places such as Shirdi, Nashik & Aurangabad.
- To upgrade & strengthen PG department of Radiotherapy as super-specialty department.
- To get accreditation by NABH and NABL
- To implement provisions of NEP 2020 – dual Degree, Twinning Programme, ABC
- To Develop as multi-faculty University – health Science, Pharmacy, AHS, Science & Technology, Social Science, Management.
- To initiate and strengthen Indian knowledge system

Institutional Challenge

- To get funds from National agency to a Private University.
- Migratory labor population affecting the patient inflow and follow up
- Attracting super-specialty consultants & examiners to a rural area
- Dual responsibility and accountability of clinicians between teaching, research and patient care, 24X7
- Fast rate of obsolescence of technology and instrumentation
- Shortage of availability of pre and para medical staff due to ever enhancing number of medical institutions

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. **Academic Programmes offered - 85** (UG-9, PG-44, PG Dip-1, Dip-2 Fellowship-22, Ph.D-7) Out of them, 27 are New Programmes (32%). The Programmes represent the multi faculty and multi-disciplinary approaches with flexibility [MBBS/MD/MS/BDS/MDS/BPT/MPT/ B.Sc. and M.Sc. (Nursing)/B.Sc. & M.Sc. Biotechnology /MPH / MSW (Health)/Fellowships/Ph.D.]
2. **Curricular Design, Relevance & Revision:**

- Academic Regulations of Statutory Regulatory Authority – NMC, DCI, INC, PCI, UGC, MHFW are successfully deliberated and adopted by Faculties (5) BoS (19)/AC/BoM. The relevant local & regional topics are included.
- The Curricula have relevance to Global-National-Regional & Local needs as well as recent advances.
- PO-CO, Graduate Attributes are disseminated to all Stake Holders.
- Major revision of Syllabi of >80% of Programmes undertaken to keep pace with the recent trends.

1. **Focus of Curriculum:** Total focus on Professionalization, Ethics, Practice, Competency & Skill Development in their specific disciplines. Hence Employability (Self or Placement) & Entrepreneurship in totality ensured.
2. The Curriculum of Health Professional Programmes are based on CBME/CBHE while the Science and Pharmacy Programmes follow CBCS along with Electives.
3. **Interdisciplinary Aspects:** 72% of Courses are of interdisciplinary in nature befitting to Health Professional Education & Health Care [1308 out of 1922 Courses of 85 Programmes]
4. **Cross Cutting Issues:** Relevant Topics related to Gender, Environment & Sustainability, Human Values, Health Rights & Determinants, Demography & Professional Ethics are properly inbuilt in to curriculum and their gaps are addressed through Extra-Curriculum Activities.
5. **Value Addition & Experiential Aspects:** The Curricular gaps as per recent advances are addressed through 41 Value Added Courses benefitting 48% of students. Hands on experience and exposure to field & real-life situations is ensured through field studies/visits to adopted Special Schools, multi-diagnostic camps, community postings, Internship as part of Curriculum & Co-Curriculum.
6. **Feedback Process:**

Structured Online (digital) System and Process for Feedback Analysis from all concerned Stakeholders, specially on Curriculum as per SOP are in place.

Teaching-learning and Evaluation

1. The enrollment to various medical and dental programmes is through NEET. For other programmes, it is through PIMS AICET. Good national spread (18%) and 1:1 gender ratio in enrollment.
2. Well-articulated SOP to identify the fast learners, slow learners based on measurable verifiable parameters and data of outcome of processes. It is a dynamic process with strategies and processes. The impact is measured through performance and result outcome.
3. Dedicated and committed faculties (299 teachers against sanctioned strength 300). The teachers: Student's ratio is 1:8. 12% of faculties have higher qualification. Average teaching experience is 14 years. Around 50% of faculties are trained to develop and deliver e–content and e–resources. 59% Faculty have received awards.
4. Based on CBME, OBE, CBCS teachin learning is student centric, ICT enabled, patient centric, evidence & project based methods.
5. Faculty use blended methods – (Traditional, Modern ICT, Community, Advanced Simulation, cadaver based/ dissection methods, e-museum, case studies)

6. Formative and Summative Evaluation to assess of knowledge, analytical skills & competencies (theory, practical, clinical, vivo-voce, OSPE, OSCE).

7. Examinations as per fixed academic calendar according to SRA norms.

8. Scope for answer book photocopy, retotaling/ Central Evaluation and Double Evaluation Third Evaluation, online submission of documents, digital tabulation, results on website, e documents & digi-locker.

9. Transparency, Accountability, Confidentiality, digitalization and responsibility are ensured. Hence students grievances on examination are negligible (<0.5%) [27 Complaints for 5 years by students].

10. e-governance examination methods are initiated. Results announced within 9 days of exam.

11. Excellent result at Examinations. (93% at PG & 88% at UG).

12. Convocations are held annually.

13. Certificates and marks cards are deposited in Digilocker.

Research, Innovations and Extension

1. Proactive Directorate of Research. Well defined Research Promotion Policy with SOPs, Committees and Publications of Scopus Indexed Research Journal.

2. **Research Funds:** Rs. 112 Lakhs as Seed money for Projects, Rs. 100 Lakhs of Research Funding from Industries and NGO, Rs. 442 Lakhs of Research Funds from Government Agencies, 30% of Teachers have received Financial Support.

3. **Doctoral & PG Research:** Ph.D. awarded 35 and PG Degrees awarded 691.

4. Central Research as well as institutional and departmental Laboratories & Facilities provided.

5. Institutional Innovation Council has been established. MoE has awarded 1 star rating for his proactive vibrant activities.

6. Conducted 26 Workshops on Research Methodology, IPR and others [1677 beneficiaries, 53 external resource persons; NMC Accreditation].

7. 112 awards from professional bodies.

8. 183 IPR's [Patents115, Copyrights 68, One Patent has been transferred for commercialization.]

9. **Research Publications:** Scopus 189, WoS 188, PubMed 118 and UGC CARE, 217 Books & Chapters (ISBN)), highest Impact Factor is 27.083 [Avg 21.4], highest Citation Index is 133, (Average-2.55), highest h Index is 23.5.

10. Proactive Consultation Policy (Revenue Sharing) and generated Rs. 428 Lakhs.

11. **Extension and Outreach Activities:** 883 extension activities conducted. NSS Unit, Red Cross Unit, Community Health Departments participated in all the activities Student & Faculty participated in them.

12. Ministry of Tribal Affairs, GoI awarded the "Centre for Excellence in Tribal Health". SWEDEN's SIDA Project implement in 235 rural & tribal villages.

13. **ISR:** PIMS-DU Model of comprehensive Rural & Tribal Health Care Model with 10 PHC's (7 Rural, 2 Tribal, 1 Urban) catering to 300+ Villages & 8 + Lakh population, 3 Mobile Medical and Dental Clinics, 6 Motorbike Ambulance-cum-Health Clinics, 24 Gram Arogya Banks & 600 Arogya Mitras, 30 schools. International students (USA/UK/Sweden) visit PIMS-DU for Short Term Certificate Course/Research Internships in Social Health.

Vibrant Directorate of International Collaborations facilitating Faculty and Student exchange, academic & research with >48 countries. (65 MoU's National 47 & International 18

Infrastructure and Learning Resources

PIMS-DU is located on a sprawling rural campus of 120 Acres having all the facilities and physical infrastructure as per Statutory Regulating Authorities.

1. 7 major Building Blocks housing all the Seven Constituent Units [34 Seminar Halls, 29 Class Rooms and 54 State of the Art Laboratories and all of them have ICT facilities & Internet Connectivity].
2. Basic support facilities – Water storage and purification, Electricity 24x7, CCTV Security, Internet, WiFi, WWS, STP, Solar system, and all the Supports, Recreational & Residential Infrastructure. Sport Facilities (indoor and outdoor), State of Art Gymnasium, Yoga Centres, Auditorium, Common Rooms, Banks, General Stores, children park, ATMs, Roads, Street Lights, Vehicle Parkings, Generator Back-up and others are provided.
3. 14 Hostels, 2 Guest Houses, 500+ Staff Quarters in rural area with all amenities.
4. Spent Rs. 4351.55 Lakhs (16%) on infrastructure development.
5. PIMS-DU has provided all the clinical facilities as per respective SRA
6. 1275 Bedded Medical Hospital, Multispecialty(13) and Super Specialty(7), 60 Specialty Clinics, CCL, Radio-diagnosis, Emergency Medicine, Radiotherapy, 346 Dental Chairs & CBCT, 6 Clinical physiotherapy OPD's, Cadaver Laboratory, latest Diagnostics(NABL), Therapeutic, Monitoring & Rehabilitation Instruments, Molecular Diagnostic Laboratories
7. 10 PHCs (7 RHTC, 2 THTC, 1 UHTC), with residential facilities. Mobile Medical/Dental Clinics, Motor Bike Ambulance-cum-Health Clinics.Gram Arogya Banks and Arogya Mitra . Family and Villages Adoption Schemes
8. Fully Automated library with OPAC, Barcoding, e database, Collection of 38313 Books, e-Library with e-Journals, e-database
9. Dedicated IT Cell with qualified HR-IT has been provided computers, peripherals, internet WiFi, servers, LAN, VAN, LIMS, HIMS, LMS, ERPs, PACs, studio, YouTube channel and other software packages.
10. Well Structured, Regulated Maintenance Cells- Civil, Electrical, Mechanical, Electronic; Online Ticketing System, HR, stores for maintenance.
11. AMC, CMC for all Biomedical instrumentation

Student Support and Progression

1. Although a Self Financing Institution, around 12.5% of Students get the Scholarships, Free ships & Fee Waivers (Govt, NGO, Industry, and Institution)
2. In order to develop Soft Skills and Competencies, PIMS-DU has ensured regular Sensitization, Awareness and Training Cum Workshops to all students as per SOP & Schedule. It includes Communication Skills, Local Languages, Yoga & Wellness, Analytical and Reasoning Skills, Personal and Professional Development, Employability Skills.
3. Realizing the importance of Entrance Tests and Competitive Exams, PIMS-DU has arranged for the guidance towards these (State/National/Global). Students, especially final year students are benefitted and succeed.
4. PIMS-DU has established a Directorate of International Relations for Global Outreach and to provide Single Window Student Support– MoU's (35), Exchange (21&186), Activities (34), Generated Rs. 32 Cr. Students from 48 countries visit PIMS-DU for completion of a course as rural development.
5. Around 35 % of students are employed and around 150 Students have progressed to higher education. Rest of them have started their Practice.
6. There is a vibrant and proactive Student Council for each of the Constituent Colleges and of PIMS-DU to organize activities. The Directorate of Sports, Culture and Fine Arts provided all the Facilities,

Support, Expertise and Finance towards these activities. Padmanjali is the inter-institutional competition organized by PIMS-DU annually to showcase the student's talents. The Students also participated in extension & outreach activities. The PIMS-DU has a student's forums for Music, Dance, Fine Arts, Photography Vibes. The Students have own around 50 Medals & Prizes for their excellence in Sports and Culture. PIMS-DU organizes annual mini Marathon to promote health and gender equality. PIMS-DU organizes around 40 events and activities for students per annum.

7. PIMS-DU has a registered Alumni Association. Members have spread across India and Globe. These are local and international chapters.
8. The Alumni share their expertise to students through Seminar/ Symposium/ Conference/ Workshop/ Guest Lecture and Counseling, Guidance. The Alumni have contributed around Rs. 66.00 Lakhs and 250+ Books to the Alma matter

Governance, Leadership and Management

The PIMS-DU and its sponsoring Trust PMT have exemplary leadership and governance

1. PIMS-DU has well defined Vision and Mission statement.
2. PIMS-DU has committed focused & trained leadership at all levels. Decentralized Administration, Participatory Management with Accountability, Responsibility and Transparency is inbuilt into Institutional Governance in all its Spheres.
3. PIMS-DU has effective and robust governance mechanism through Statutory Bodies (BoM/ AC/ BoS/ PMB/ FC/BoE) Non-Statutory Bodies (Directorates, Cells, Councils, Committees and Forums). They meet at regular intervals; follow the UGC/ University Regulations, Rules, SOP's and established Practices & Processes.
4. PIMS-DU has developed and implemented Strategic Perspective Planning through its Planning & Monitoring Board.
5. PIMS-DU has effectively adopted itself to e –governance concepts & practices at all levels with hardware, Software and HR.
6. PIMS-DU being in rural set up provides a holistic and integrated welfare measures to benefit & retain faculty. It includes housing/residential (500+) facilities, basic amenities, Insurance, PF, gratuity, leaves, uniform, banks, electricity, water, internet.
7. FDP's Around 58 training programmes for Staff (Teaching and Non-Teaching) have been conducted during last 5 years. 56 percent of Faculty have participated in FDPs & PDP's/EDP's. All the Faculty of Medical College have participated successfully in the training programmes mandated by NMC. All the institutions have continuing education units and conduct FDPs.
8. PIMS-DU has implemented Performance Appraisal System for Teachers and Non-Teaching Staff.
9. PIMS-DU follows the prescribed GoI& ICA financial norms for preparing the University Budget and Statement of Expenditure, Balance Sheet, Payment taxes & so on. It follows both Internal and External Audits. The University has a well-managed financial system. The Average Budget of University is Rs. 200 Crore. Fee Fixation Committee and Finance Committee monitor finances and fees. The University has generated around Rs. 1.57 Cr from Govt & NGO/ Industries/ Donors
10. PIMS-DU has established and recognized IQAC as per UGC & NAAC norms and meets regularly and conducts Workshops/ Seminars & GL on Quality Perspectives, initiatives and assurance. Participation NAAC Accreditation – A Grade (CGPA 3.17), NIRF Raking- University Rank Bank 101-150.

Institutional Values and Best Practices

1. Women Empowerment Cell has conducted number of activities to create sensitization and awareness ensuring gender empowerment.
2. Proactive Internal Complaint Committee to prevent harassment of women & to initiate action on cases if any. Anti-Ragging Committee, Grievance Redressal Committee take care of the issues & solve them.
3. Solar Panels to Harvest Solar Energy and is connected to Grid
4. Robust RRR policy and practice for waste management.
5. The natural quarries on campus are filled with river and rain water to ensure stock for a year. The effluents of WWTP & STPs are used for gardening.
6. 75% of area is green with forestry and gardening through a dedicated agri-garden Cell.
7. Undertaken Green Audit, Energy Audit, and Environmental Audit by authorized agencies at regular intervals.
8. Necessary facilities and support to Divyangjans (PCDA) provided. Recruited 50+ Divyangjans.
9. Inclusive Environment in all spheres practiced
10. Stake holders adhere & follow Indian Constitution & its philosophy – Fundamental duties & rights, responsibilities and national values through the strategies and activities.
11. Prescribed code of conduct to its staff & students are practiced in letter and spirit.
12. National and international commemorative days are celebrated to create awareness and sensitize the stake holders on the ethos and focus to ensure the inculcation of its values and practices.

II Institutional Best Practices & Destituteness:

1. **Holistic Cancer Care, Education & Research:** Professional Education, tertiary health care, E&O, Research, Rehabilitation, An Integrated Approach.
2. **Integrated Comprehensive Rural Health Care and Professional Health Education:** Dedicated School of Public Health and Social Medicine with Centre of Community Health and Development, Research in Tribal Health and Services, Vocational/Skill Development Training

III Institutional Distinctiveness

PIMS-DU has several distinctiveness to its credit. One such uniqueness is Centre for Research in Tribal Health & Service (CRTHS) recognized & supported by Ministry of Tribal Welfare, Govt of India & Govt of Maharashtra as a Centre of Excellence.

Salient Features:

- Tribal health care at doorstep, understand tribal medical practice
- Policy on tribal health, nutrition, education
- Training Health Professionals on Tribal Health Care
- Tribal Research

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the University	
Name	PRAVARA INSTITUTE OF MEDICAL SCIENCES (DEEMED TO BE UNIVERSITY)
Address	Pravara Institute of Medical Sciences (Deemed to be University) Loni Bk, Tal - Rahata, Dist. - Ahmednagar Pin code - 413736
City	Loni Bk Tal Rahata Dist Ahmednagar
State	Maharashtra
Pin	413736
Website	www.pravara.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Vice Chancellor	V.n. Magare	02422-271233	9423865957	02422-273442	vcpims@pmtpims.org
IQAC / CIQA coordinator	Sandeep Pakhale	02422-271503	7798847711	02422-273442	iqac.pims@pmtpims.org

Nature of University	
Nature of University	Deemed University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

Establishment Details	
Establishment Date of the University	29-09-2003
Status Prior to Establishment,If applicable	Affiliated College
Establishment Date	08-08-1984

Recognition Details		
Date of Recognition as a University by UGC or Any Other National Agency :		
Under Section	**Date**	**View Document**
2f of UGC	29-09-2003	[View Document](#)
12B of UGC	15-11-2023	[View Document](#)
Section 3	29-09-2003	[View Document](#)

University with Potential for Excellence	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

Location, Area and Activity of Campus							
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**	**Programmes Offered**	**Date of Establishment**	**Date of Recognition by UGC/MHRD**
Main campus	Pravara Institute of Medical Sciences (Deemed to be University) Loni Bk, Tal - Rahata, Dist. - Ahmednagar Pin code - 413736	Rural	120	62515.25	UG, PG,PG Dip.,Dip.,Ph.D, Fellowship, Certificates etc.		
Institutes	*Rural Dental College, Loni Bk, Rahata, Ahmednagar*	*Rural*	*5*	*16320.55*	*UG,PG, PG Dip., Dip., Fellowship, Ph.D, Certificate etc*	*28-07-1989*	*22-07-2004*

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Institutes	School Of Public Health And Social Medicin e, Loni Bk, Rahata, Ahmedn agar-41 3736	Rural	1	1139.4	PG, Ph.D, Diploma, Fellowshi p,Certific ate etc	01-06-2001	31-05-2005
Institutes	College Of Biosc iences And Tec hnology, Loni Bk, Rahata, Ahmedn agar-41 3736	Rural	10	1579.6	UG,PG, Ph.D, Fellowshi p etc.	14-03-2004	31-05-2005
Institutes	Dr. A. P J Abdul Kalam College Of Physi otherapy , Loni Bk, Rahata, Ahmedn agar -413736	Rural	3	3485.85	UG,PG, Ph.D, Fellowshi p etc	08-01-1997	22-07-2004
Institutes	College Of Phar maceuti cal Sciences , Loni Bk, Rah ata,Ahm ednagar	Rural	2.5	5572	GU, Ph. D, Fellowshi p etc.	17-12-2022	04-01-2023

	-413736					
Institutes	*Smt. Sindhutai Eknathrao Vikhe Patil College Of Nursing, Loni Bk, Rahata, Ahmednagar-413736*	*Rural*	*3*	*4572.49*	*UG,PG, Ph .D, Fellowship,*	*15-10-1999*	*22-07-2004*
Institutes	*Dr. Balasaheb Vikhe Patil Rural Medical College, Loni Bk, Rahata, Ahmednagar-413736*	*Rural*	*25*	*35417.3*	*UG,PG, PG Dip., Dip., Fellowship, Ph.D, Certificate etc*	*08-08-1984*	*22-07-2004*

2.2 ACADEMIC INFORMATION

Furnish the Details of Colleges of University

Type Of Colleges	Numbers
Constituent Colleges	7
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	6
Colleges with Research Departments	7
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes

SRA program	Document
DCI	105706_13086_5_1708687629.pdf
PCI	105706_13086_6_1708687603.pdf
INC	105706_13086_7_1708678119.pdf
MCI	105706_13086_2_1708595694.pdf
OT PT	105706_13086_22_1707389246.pdf
NMC	105706_13086_23_1708597405.pdf

Details Of Teaching & Non-Teaching Staff Of University

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	103				68				129			
Recruited	74	29	0	103	44	23	0	67	65	64	0	129
Yet to Recruit	0				1				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	0				69				45			
Recruited	0	0	0	0	34	35	0	69	34	11	0	45
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

Non-Teaching Staff

	Male	Female	Others	Total
Sanctioned				877
Recruited	652	225	0	877
Yet to Recruit				0
On Contract	478	248	0	726

Technical Staff

	Male	Female	Others	Total
Sanctioned				1217
Recruited	531	686	0	1217
Yet to Recruit				0
On Contract	27	1	0	28

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	1	0	0	0	0	0	4	0	0	5
Ph.D.	6	1	0	8	4	0	2	0	0	21
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	66	28	0	37	19	0	59	64	0	273
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	9	0	34	11	0	60
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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Part Time Teachers

Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Distinguished Academicians Appointed As

	Male	Female	Others	Total
Emeritus Professor	1	0	0	1
Adjunct Professor	0	1	0	1
Visiting Professor	6	6	0	12

Chairs Instituted by the University

Sl.No	Name of the Department	Name of the Chair	Name of the Sponsor Organisation/Agency
1	Pravara Institute of Medical Sciences	Chair in Bioethics	UNESCO Bioethics HAIFA

Provide the Following Details of Students Enrolled in the University During the Current Academic Year

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	838	139	0	0	977
	Female	972	146	0	0	1118
	Others	0	0	0	0	0
PG	Male	137	87	0	0	224
	Female	175	77	0	0	252
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	6	0	0	0	6
	Female	19	0	0	0	19
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	54	7	0	0	61
	Female	61	1	0	0	62
	Others	0	0	0	0	0
Diploma	Male	4	0	0	0	4
	Female	5	0	0	0	5
	Others	0	0	0	0	0
Certificate / Awareness	Male	11	1	0	0	12
	Female	13	0	0	0	13
	Others	0	0	0	0	0

Does the University offer any Integrated Programmes?	No

Details of UGC Human Resource Development Centre, If applicable

Year of Establishment	Nill
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

Accreditation Details

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation	B	2.57	NAAC_Peer_Team_Report_2011.pdf
Cycle 2	Accreditation	A	3.17	NAAC_Peer_Team_Report 2017.pdf

General Facilities	
Campus Type: Pravara Institute of Medical Sciences (Deemed to be University) Loni Bk, Tal - Rahata, Dist. - Ahmednagar Pin code - 413736	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**

* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**460**
* Qualified Doctor (Part time)	**15**
* Qualified Nurse (Full time)	**880**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**Yes**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**
• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**1. Day Care Centre 2) Pharmacy Stores 3) ATM facility 4) Tele Medicine, 5) Gymnasium 6) Charging Points for Electric Vehicles 7) Dharmashala 8) Animal holding Facility**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
Boys' hostel	4	660
Girls's hostel	7	990
Overseas students hostel	1	58
Hostel for interns	2	243
PG Hostel	6	219

Health Professional Education Unit / Cell / Department		
Year of Establishment:		
Education Programs Conducted	**Number Programs Conducted**	**Duration in Months**
* Induction	24	1
* Orientation	50	1
* Refresher	22	1
* Post Graduate	18	1

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The name of the University, Pravara Institute of Medical Sciences (DU), manifests the intent and the spirit of the education being imparted by it through its multifarious constituent Institutions by training the students in various disciplines, within and across the braches of Health Sciences and Applied Sciences. As such the University has included multidisciplinary and interdisciplinary subjects in many of its Academic Programs. It is furthered by offering more than 41 value added Courses with an objective of exposing the students to multidisciplinary and interdisciplinary studies. Some of these courses designed with blend of both knowledge and skills to prepare students for gainful employment and the training at University's Innovation and Incubation Centre help them in promoting and honing the creative abilities and entrepreneurial skills. The emphasis laid in NEP 20 on integration of multidisciplinary and interdisciplinary aspects of

	studies for reading any Program, entailing into development of competencies necessary for intellectual, emotional, physical, aeshetic and moral development of students, are ingrained in all the Curriculums prescribed by respective regulatory authorities in general and basing Curriculums on AETCOM - Attitude, Ethics, Communication Module, in particular in Health Sciences Academic Programs. The Three year UG programs conducted earlier in Allied Faculty viz B.Sc.(RTT) and B.Sc (MRIT) and B.Sc.(Medical Biotech.) and newly designed BPH (Bachelor of Public Health) Program are transformed in conformity with NEP 20 into Four Year Honors Programs with multiple entry and exit facility and been introduced from the A.Y.2023-24 and 2024-25 respectively. Additionally, the University is in preparation of enlarging its Vision and Mission statements to expand the scope of education and training by reinforcing it with Multidisciplinary approach by adding disciplines like Basic Sciences, Fine Arts, Liberal Arts, Humanities Technology and Management Sciences etc. to Medical and Health Sciences, our core competence and launching discipline. A step forward to it, the Name of Board of Studies in Social Medicine has been changed to Board of Studies in Public Health and Social Sciences to enlive the spirit of NEP 20 by laying foundation of liberal education that develops intellectual, social, ethical, analytical, value based and environment appropriate capacities in learners. And the Name of the "Centre for Biotechnology" has also been transformed into "College of Biosciences and Technology" to include Basic Sciences and Technology. Further, NEP 20 COMMITTEE has been appointed to steer and navigate the way forward for its effective implementation and monitoring. Besides, the Nodal Officer has also been appointed to liaison with Ministry of Education, UGC and other agencies alike related to higher education.
2. Academic bank of credits (ABC):	The provision of lateral/ multiple entry/ exit model for graduate programs is an enabling and facilitative mechanism for credit accumulation and credit transfer favoring the students to undertake studies of their choice. The NEP 20 also envisages obliteration of national boundaries for greater mobility of learners by transferring credits for higher studies and research at overseas Institutions. PIMS-DU thus have entered

	into MoU with 17 International Institutions for internationalization of higher education by undertaking collaborative 'Student and Faculty Exchange Programs' and 'Education and Training Programs'. The University has registered on National Academic Bank of Credits (ACB) portal. The modalities for implementation of the provisions are underway
3. Skill development:	As the part of its Institutional Social Responsibility (ISR), the PIMS-DU has already been actively participating and supporting the "Skill India Movement" of Govt. of India by establishing its own "Centre for Vocational/Skill Development" since 2017, which is recognized by Maharashtra State Skill Development Society (MSSDS) of Govt.of Maharashtra as a "Vocational Training Provider(VTP)" with ID 522VTP113132, for offering over 35 Short - Term Skill Development. Programs approved by NSDC's Healthcare Sector Skill Council (HSSC) in Nursing, Para-medical, Public Health and Allied Health Sciences are conducted effectively. The VTP has so far trained nearly 400 unemployed rural and tribal youth and women in the catchment area of the University, being trained in various Skill Development Courses of Healthcare Sector Council, sponsored by Pramod Mahajan Skill Development Scheme of Government and Bajaj Employable Skill Development Project(CSR), Pune. As the part of implementation of NEP 20, the University, currently expanding the scope of its "Centere for Vocational/Skill Development" to train its UG and PG students, into various in-house programs as well as through integration of Prime Minister Kaushalya Vikas Yojana (PMKVY) 4.0 Skill Development Courses.The Board of Management, on recommendations of BoS and Academic Council has passed the Resolution to that effect in 2023-24. The University had submitted its Expression of Interest (EoI) and registered in PMKVY 4.0 Portal. Understanding the transformative role of NEP 20 in HEIs, the University has been reinforcing the existing the state of the art "Simulation and Skill Centers/ Labs" and "Basic Life Support Labs" of all its Constituent Units/Colleges through advanced manikins, and getting them approved by the Statutory Bodies. The University is also in process of designing need based Skill Development Programs, through its

	various BoS and Academic Council, so that the UG, PG and Diploma students of these Institutions can be offered Employable, Job oriented, Value based and Career Oriented Courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Centralized Admission Process through NEET meant for admissions to all Health Sciences Programs and CET of PIMS for the Programs conducted under Allied Faculty attracts the students from across country and from every nook and corner of the State respectively. The interaction of knowledge and skills with experience is a key to learning that manifests through the language one speaks. The University therefore encourages trilingual - English, Hindi and Marathi, pattern while teaching. It encourages learning of Marathi language to the non Marathi speaking students to facilitate understanding the culture, values and their comfort in communication with locals in hospital and other settings. Celebrating festivals like Ganapati festival by organising programs like 'Lambodaraya' 'Padmanjali' the Cultural Festival and Navaratri festival by organizing 'Garaba'. The Commemorations like Rajya Bhasha Day, International Yoga Day, Foundation Day, World Physiotherapy Day, International Nurses Day, World No Tobacco Day are celebrated to relate and connect the students with local culture and agrarian society. National festivals like Republic Day and Independence Day etc. are meant to stress upon cultural values, Indian tradition, Nationalism and patriotism. Conducting programs on Yoga and Heartfulness, Mindfulness in Medicine, Research on documentation of traditional healers, collaboration with researchers and experts for evidence based approaches to integrate knowledge of vedic and modern Sciences, running courses on Tribal Health, Community Engagement and Social Responsibility, Yoga, Meditation and Hurtfulness and Understanding Basics of Ayurveda, Siddha and Naturopathy are some of the initiatives taken in appropriating the Indian Knowledge System. Moreover, the University is into training, education and research of traditional tribal health knowledge and practices with active participation of faculty and students of all Constituent Units by establishing a unique "Centre for Research in Tribal Health and Services" since 2018 in its Tribal Campus at Bhandara, a hilly remote place surrounded by tribal populace, recognized as the "Centre of

	Excellence" by Ministry of Tribal Affairs, Govt. of India, in 2019.
5. Focus on Outcome based education (OBE):	The University proffers various kinds of 85 Academic Programs under its five different Faculties viz. Medicine, Dentistry, Nursing, Allied Sciences and Pharmacy. All these Programs are based on Outcome Based Education(OBE). To facilitate OBE system the University offers the Programs which are well structured and defined in terms of their Graduate Attributes (GA) , Program Outcomes (PO), Program Specific Outcomes (PSO), Course Outcomes(CO) and Course Specific Outcomes(CSO).The scheme worked out to implement OBE focuses on 1) Building a strong sense of purpose in employing OBE in facilitators and learners in accomplishing the Outcomes defined and visualized 2) Curriculum Designing and Transaction - demonstrating ways and means to reach out to Outcomes 3) Competency attainment - working diligently until Outcomes are internalized and practiced 4) Amplified opportunities - encouraging learner to exhibit and demonstrate his learnings in varied ways by providing multiple opportunities. The Competency Based Medical Education(CBME) Framework introduced by the National Medical Commission, had been implemented since 2019 - 20 for M.B.B.S. Program. To implement the CBME module efficaciously the Medical Education Unit of our Dr. Balasaheb Vikhe Patil Rural Medical College plans and organizes Basic Course in Medical Education (BCME) and Curriculum Implementation Support Program (CISP) for the Curriculum Committee Members and the faculty at large and Foundation Course for First M.B.B.S. students and Orientation Programs for Interns and new post graduate students. Besides, the Unit also conducts workshops, seminars, tutorials, practical and project based learning, field work, technology enabled learning and workshops on research methodology etc.
6. Distance education/online education:	The University is not formally entitled to conduct Distant Education/ Online Education Programs/ Courses as per UGC's mandate. Nevertheless, all the Constituent Colleges of the University do use the Distant Educational or Online Educational means or implements to carry and enrich its Curricular, Co-curricular, Value addition, Skill Development Training, Career Counselling etc activities through

Guest lectures, Seminars, Workshops, Conferences, Meetings, Brain Storming Sessions, Focus Group Discussions by involving eminent persons, experts and scholars of National and International repute through Online mode. The teaching faculty of the Constituent Units of the University are ICT friendly and remained actively involved in Online mode of education during COVID-19 Pandemic and continued delivering even after Pandemic. The Campus is invested both with Hardware (WiFi enabled Campus and Digital Solution Installed Classrooms) and Software Platforms (like Zoom, Microsoft Teams, Google Meet, Google Classroom, YouTube Videos, Whats App etc.) are being used for conducting Online Lectures and Demonstrations. The faculty is well trained in developing e - content for Distant/Online Education and using it as the means of hybrid mode of education - PHYGITAL, depending on treatment given to subject in hand, prevailing situations and circumstances. Since, the University is fully equipped with trained and experienced faculty in e - content development and delivery, and possess ICT enabled Campus and ICT invested infrastructure in all Constituent Units of the University shows potential and preparedness of University for Online/Distant Education and leverage surely whenever the Statutory/Apex Bodies accord their permission to actualize Open/ Distant Education envisaged in NEP 20.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The University does have its Electoral Literary Club (ELC) and " New Voter Club" for every Constituent College separately.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The University has appointed Prof. Dr. Rahul Kunkulol, Incharge, Students Welfare as the Coordinator and Madhav Agrawal, the M.B.B.S. student as the Co- Coordinator of the Electoral Literary Club, an Umbrella Body of the University. Similarly, every Constituent Unit has its "New Voter Club" operated by a Committee composed of teachers and students. The Clubs are active and operational, working in tandem.

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The voting awareness campaigns were spearheaded by respective New Voter Clubs (NVC) at their Institution levels and that by ELC of University separately or jointly with Institutional NVC at the University. To create informed body of students about election and voting, Informational sessions were conducted, signifying the importance of voting and democracy. Technical Sessions were also conducted on registration of new entrants in election process. The students were motivated to enroll their names and gain voters card pridely as the respectable and responsible citizen of the country.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	A promotional Video highlighting voting importance was shared widely on social media. Similarly, the creatives like Voter's pledge, TVCs, Short films etc. received from UGC via Google drive link were used effectively to inform, educate, motivate and encourage our students, teachers and non teaching coworkers to participate actively in election process to strengthen the spirit of democracy in the country
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The University put on this Voter Awareness Campaign on mission mode with the baseline "Every Voter Counts" and proceeded ahead. The ELC along with Institutional NVCs paid visits to Constituent Colleges and had a view on students having attained 18 years of age but yet to be enrolled as Voters in Electoral Roll. Such students were counselled and motivated to enroll their names in Voters list. Voters' Awareness Campaign material received from various government agencies including UGC was either displayed at prominent places in University and Satellite Centres or used for screening or audio video relaying among stakeholders. Nukkad Nataks themed around creating awareness about constitutional rights and responsibilities including Voter's rights were played by NSS volunteers for the society around and students of the University. Voter Registration Camps are being conducted at the beginning of academic sessions.

Extended Profile

1 Program

1.1

Number of all programs offered by the institution during the last five years

Response: 85

File Description	Document
Institutional data in prescribed format	[View Document](#)

2 Students

2.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2630	2501	2347	2113	1914

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

Number of graduated students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
654	686	552	424	465

File Description	Document
Institutional data in prescribed format	[View Document](#)

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
299	297	288	285	282

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.2

Number of sanctioned posts year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
300	295	295	287	280

File Description	Document
Institutional data in prescribed format	[View Document](#)

4 Institution

4.1

Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
5468.08	5187.95	5332.93	5232.72	5338.10

File Description	Document
Institutional data in prescribed format	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

Response:

Pravara institute of Medical Sciences has a total of 85 programs under its ambit at Undergraduate,Postgraduate and Research level. With a goal to develop the appropriate skilled medical/ dental/ nursing graduate,the university curriculum is designed and transacted as per the recommendations of the statutory bodies and is as per the guidelines of the ministry of health and family welfare. Fellowships,certificate courses and diplomas are offered for curricular enrichment. The Degrees,Diplomas and fellowships awarded by the university are approved by Government of India,Government of Maharashtra as well as UGC,NMC,DCI,MHOTPT-Council and Indian Nursing Council.

The program and course outcomes designed are aligned with the graduate attributes and university goals so as to develop knowledge,skill,attitude,communicationskills,entrepreneurship in the students making them engaged citizens of the country as well as global citizens.

The designed curriculum aims to maintain excellence in education being at par with the local,regional,national and global healthcare needs.

Global relevance

- **"Think globally act locally" has been the theme of the institute acting as a** Global level resource center in the fields of health management.
- The curriculum follows guidelines of international health organizations like WHO inculcating its mandate of Promotion,Prevention,Treatment and Rehabilitation.

National relevance

- The curriculum follows the national curriculum framework inculcating topics like malnutrition and geriatric treatment.
- Fellowships offered by the university are in alignment with the national health concerns of the population.

Regional relevance

- Inclusion of topics like alcoholism,insecticide poisoning,cancers(dominantly seen in agriculture and industrybased region)

Local relevance

- **The syllabus includes locally relevant topics like** traumatic injuries(National highway proximity).Comprehensive care for oral cancers,Management of Snake,animal bites,Water borne diseases,Nutritional,infectious diseases ((proximity to tribal area).

PIMS-DU follows a well defined systematic process in the designing and development of the curriculum.The university has well established committees like the Board of Studies and Academic Council which gives approval for curriculum upgradation and implementation.PIMS-DU has constituted five faculties– Medicine,Dental,Nursing,Pharmacy and Allied Health Sciences.Each faculty has Board of Studies with internal and external subject experts to frame the curriculum aspects,regulations,design of curriculum and syllabus,method of examination,evaluation,standards of passing and award of degree and certificate.

Regulatory authorities recommendations are followed while implementing the innovative ideas,curriculum revision and teaching methodology.The upgradation of syllabus is carried out based on need based assessment (feedback from teachers,students,eminent professionals,alumni and employees).Curriculum includes recent topics withsuccessive revisions to reach the necessary program and course outcomes.

Step 1	Recommendations for syllabus revision as per need based assessment and feedback from stakeholders.
Step 2	Approval by respective Board of Studies.
Step 3	Approval by Academic Council.
Step 4	Approval by board of management.
Step 5	Implementation through Notifications, continuing education programmes, website for revisions made in syllabus.

Outcome based education is reflected in the syllabus. Competency based curriculum has been implemented as recommended by NMC since 2019 and INC since 2021.The new credit-based systemis implemented.The learning outcomes are well defined and are assessed through formative and summative evaluations.Various strategies are carried out for the implementation of the curriculum,to cope with the changing times and demands of the globalized ambience.

File Description	Document
Any additional information	[View Document](#)
Link for Outcome analysis of POs, COs	[View Document](#)
Link for Curricula implemented by the University	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2

Percentage of Programmes where syllabus revision was carried out during the last five years

Response: 80

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 68

File Description	Document
Syllabus prior and post revision of the courses	[View Document](#)
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the revised Curricula/Syllabi of the programmes during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response:

All the courses offered by the university are focused on competency, employability, entrepreneurship or skill development.

Skill development

The skills of the students are enhanced by increased exposure to patients. Well equipped high fidelity and

low fidelity simulation labs help to hone the psychomotor skills of the students .Procedures like Basic Life Support Skills, Advanced Cardiac Life Support, Labour and Delivery, Pediatric Resuscitation, Laparoscopic and Endoscopic procedures are taught and practiced in skill labs. Suturing workshops for surgical procedures have been carried out. Preclinical training is given to the dental students where all the clinical procedures are simulated on typodont teeth on mannequins before clinical exposure. The students undertake various programs like the family adoption scheme, home surveys, health camps which give them an opportunity to work outside the institution. Communication skills are enhanced by conducting lectures and programs as required . The skills of the students are further increased by advanced equipment and technologies in all the institutes which help them to keep abreast with current concepts.

Competency development:

  The undergraduate and postgraduate programmes have an emphasis on competency and skill development. The new curriculum designed by National Medical Council (NMC) is competency based and helps to enhance the expertise of the students. Dentistry is a competency based course and the skills of the students are honed by preclinical and clinical training. Skill domain learning outcomes are included in all institutions. These require students to be able to demonstrate specific skills and achieve competencies relevant to the practice of the respective field. All courses involve clinical postings where the emphasis is on acquiring skills required for patient care.   Emphasis is made on learner centric, patient centric, gender sensitive, outcome oriented and environment appropriate education. Alignment and integration of subjects both horizontally and vertically have enabled definition of broad and sub competencies.

 Employability:

Exposure of the students to a large number of clinical data increases the expertise of the students and thus their chances of employability. Since the students are proficient in performing all procedures it gives them an opportunity to either be employed in the government or private sector. The undergraduate students of all the courses after completion either opt for post graduate training or are self employed or may enter in health services. Various other avenues like professional colleges, employment in NGOS and Army is also available. Plant Tissue culture / animal culture laboratory trains the students to become employable. In nursing the students are trained in various specialized procedures which help them to gain employment in various hospitals and intensive care units.

 Entrepreneurship:

The various programs and courses offered by the university help the students to come with startup and innovative ideas to help them become entrepreneurs. Various courses like genetic engineering, molecular biology provide students a chance to obtain specialized skills. Students can start their own clinical laboratories and also their own companies. Medical, Dental and Physiotherapy students are exposed to competency based training. They become competent to start their own clinical practice or hospital.

File Description	Document
Any additional information	[View Document](#)
Link for MOUs with Institutions / Industries for offering these courses	[View Document](#)
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	[View Document](#)
Link for additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 07

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 07

File Description	Document
University letter mandating implementation of CBCS by the institution	[View Document](#)
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	[View Document](#)
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Document for Structure of Programs mentioning the Credit Allocation and Elective options	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.2.2

Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)

Response: 31.76

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 27

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	[View Document](#)
List of the new Programmes introduced during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.2.3

Percentage of interdisciplinary courses under the programmes offered by the University during the last five years

Response: 74.07

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 1308

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 1766

File Description	Document
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	[View Document](#)
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

Crosscutting issues leading to sustainable holistic integrated society to achieve SDGS of UNESCO are imparted through Curriculum Co-Curriculum & extra-curriculum strategies.All courses are developed to create competent, creative, compassionate, caring, sensible professionals and responsible citizens. Activities are based on objectives of giving best to future human generations and professionals.

Emphasis has been given to Gender Awareness sensitization & Empowerment in both Curricular & Co Curricular Activities.

- Vibrant Women Cell to create and disseminate knowledge & information on Socio-psychological economic and legal aspects of health through their GL, WS, Rallys & Interactive sessions as well

as rural services.

- Emphasis to Adolescent health, Reproductive Physiology, Demography, Professional Ethics, Society, leaderships, legal rights, School Screening, Health Checkup camps, Old Age home adaptation.
- Counselling & Mentoring – Separate Assistance Rooms, Special Clinics at OBGY and Psychiatry Dept.

Gender: Protection of Women/Gender Rights, Anti-ragging committee (ARC) is a mandatory requirement of statutory body. Awareness about ARC is given to all parents and students on admission. Women Empowerment Cell, Grievance redressal cell and Internal Complaints Committee to report harassment related issues are functional at campus. Students are made aware of and involved in this through college and NSS activities, other than the awareness as per Curriculum.

Environment and Sustainability: NSS camps and Unnat Bharat Abhiyan, are planned around themes of sensitization of students about their responsibility as an individual and professional. It is also integrated in syllabus. Projects, rallies, swachata camp, tree plantations, earth day celebration, visit to Solar plant, sewage treatment and water recycle plant etc. are part of ongoing outreach and co-curricular activities. By considering depleting energy sources and pollution, college has installed own solar power plant.

Human Values: Issues related to individual trait's are consciously brought into "mainstream" by providing opportunity for interdisciplinary interactions like; intercollegiate debate, quiz, Sports Competitions, Annual gathering. Parent hospital provides free treatment for children below 12 years and adults above 60 years of age irrespective of their socio-economic status. Outreach activities at Tribal and adopted health centers are free of cost.

Health Determinants & Emerging Demographic Changes: these issues are made familiar by visit to MRD of hospital, clinical postings at PHC, SC and conducting seminars, surveys, research studies on health & demographic aspects, Direct & Indirect participation in National Health Mission bill or local and regional population by UG/PG/PhD students of University. Pandemic awareness, cancer detection and awareness camp, breastfeeding awareness, health-talks, skit, role plays, rallies are conducted on emerging health needs.

Rights to Health Issues: This is part of curriculum in all above subjects as well as in specialty subjects as per gender, age, socio-economic and psycho-social aspects of an individual. Various health schemes are available at Parent Hospital, and are taught in syllabus.

Professional Ethics: Every program offered at University has this component. It is part of student's entire learning process in theory and clinical /Laboratory experience. They are mentored and corrected if any difficulty is foreseen. Bioethics, Foundations or Basics of almost all courses includes this part of AETCOM model of CBME.

File Description	Document
List of courses that integrate crosscutting issues mentioned above	[View Document](#)
Any additional information	[View Document](#)
Link for list of courses that integrate crosscutting issues mentioned above	[View Document](#)
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	[View Document](#)
Link for additional information	[View Document](#)

1.3.2

Number of value-added courses offered during the last five years that impart transferable and life skills.

Response: 33

1.3.2.1 Number of value-added courses are added within the last five years

Response: 33

File Description	Document
Institutional data in prescribed format	[View Document](#)
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	[View Document](#)
Any additional informatiom	[View Document](#)
Link for additional information	[View Document](#)

1.3.3

Percentage of students successfully completed the value-added courses during the last five years

Response: 47.56

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1008	2309	945	683	527

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3.4

Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

Response:

Pravara Institute of Medical Sciences undertakes field visits, research projects, Industry internship, Industrial visits and Community postings as part of curriculum enrichment for students. Health camps are organized in university adopted rural and tribal villages. These villages are Sakuri (2018), Loni Bk (2019), Pravaranagar, Lohgaon (2020) and Loni Kd (2021).

Field visits

Field Visits for medical and dental Students of PIMS to Anganwadi, HWCs, PHCs, CHCs, etc. are organized by department of Community Medicine and Public health dentistry and visits to Old Age Home, Blind School, Deaf-Dumb school, Milk Dairy & Sugar Factory are conducted to understand Occupational Health.

Field visits for MPT and BPT and B.Sc and M.Sc. nursing students are conducted regularly at geriatric homes, Primary schools, orphanage home, sugar factory etc.

To create awareness about health and hygiene, MBBS students participate in Special Clean drive Swachhta camp conducted by department of community medicine. Various activities like yoga camp, Tree plantation drive, door to door campaign of Har Ghar Tiranga, Azadi ka Amrit Mahotsav, nutrition week, Ekta diwas, etc is conducted by NSS units of constituent colleges under PIMS to create awareness among the tribal population.

Research projects

All the undergraduate and post-graduate students of PIMS participate in Short Term Studentships research projects undertaken by (ICMR) as well as STS program under PIMS. Students of CSM are involved in the interventional projects of the School which are funded by various national and international agencies.

Industry internship

Industry internship: MPH students are posted for a period of one month to Non-governmental organizations of International, National and regional level. The respective industry provides a plan of work to the students and students work for one month and a certificate is issued to the student for the work done. It facilitates development of student's personal skills and knowledge needs for professional growth.

Industry visits: Industrial visits help the students understand the insight of real working environment, to learn practically from experts through interaction. The MBBS, MPH, BDS, BPTh, BSc & MSc Nursing students visit industries like Pravara Sugar factory and Prabhat Dairy Food Industry. The BSc and MSc Biotechnology students visited NCORD Research Centres, Pune.

Community postings

Rural posting: Every MBBS student is allotted five families under Family Adoption Programme supervised by the department of Community Medicine. The student is expected to establish rapport, understand the need and improve the health care of the family.

Tribal posting

The university has developed a tribal campus at Bhandardara in Western ghat and established a Center for research in Tribal health and Services (CRTHS) along with two tribal health centers. The students of MPH in specific and other programs in general are posted to study tribal health care delivery, traditional tribal medicine and various social issues including lifestyle, marriage, family, substance abuse and food habits, biological environmental determinants of health. This is unique feature on our university.

File Description	Document
Any additional information	[View Document](#)
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	[View Document](#)
Link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Professionals**

Response: A. All of the above

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	[View Document](#)
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for feedback report from stakeholders	[View Document](#)

1.4.2

Feedback process of the Institution may be classified as:

Response: A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 100

2.1.1.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
315	250	259	186	171

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
315	250	259	186	171

File Description	Document
Institutional data in prescribed format	[View Document](#)
Initial reservation of seats for admission	[View Document](#)
Final admission list published by the HEI	[View Document](#)
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	[View Document](#)
Any additional information	[View Document](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	[View Document](#)
Admission extract submitted to the state OBC, SC and ST cell every year.	[View Document](#)
Link for additional information	[View Document](#)

2.1.2

Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted

Response: 26.33

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2022-23	2021-22	2020-21	2019-20	2018-19
3552	2615	1513	1575	1661

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2022-23	2021-22	2020-21	2019-20	2018-19
502	472	432	354	288

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

2.1.3

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

Response: 19.99

2.1.3.1 Number of students from other states and countries year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
84	85	117	207	185

2.1.3.2 Total number of students enrolled in that year

2022-23	2021-22	2020-21	2019-20	2018-19
814	724	720	653	618

File Description	Document
Previous degree/ Matriculation / HSC certificate from other state or country	[View Document](#)
List of students from other states and countries	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters are issued to the students enrolled from other States / Countries.	[View Document](#)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers

The Institution:

1. **Adopts measurable criteria to identify low performers.**
2. **Adopts measurable criteria to identify advanced learners**
3. **Organizes special programmes for low performers and advanced learners**
4. **Follows protocols to measure students' achievement**

Response: B. Any 3 of the above

File Description	Document
Proforma created to identify slow learners/advanced learners	[View Document](#)
Methodology and Criteria for the assessment of Learning levels Details of special programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of outcome measures	[View Document](#)
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 8.8

File Description	Document
List of students enrolled in the preceding academic year	[View Document](#)
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student-centric methods, are used for enhancing learning experiences by:

- **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**

Response:

Education is a dynamic process that constantly evolves to meet the needs and expectations of students. In the realm of health sciences, where knowledge and skills are pivotal, it becomes even more crucial to adopt innovative and student-centric approaches to enhance learning experiences. PIMSDU recognizes this importance and has embraced a range of student-centric methodologies to foster holistic learning and skill development.

Experiential Learning:

In health sciences, practical exposure is invaluable, allowing students to bridge the gap between theory and practice. Clinical simulations, practical labs, and field visits provide opportunities for students to engage actively in the learning process, fostering critical thinking and problem-solving skills.

Integrated/Interdisciplinary Learning:

PIMSDU recognizes this by encouraging integrated and interdisciplinary learning. By breaking down traditional subject silos, students are exposed to a more holistic view of healthcare. Collaborative projects and coursework that involve multiple disciplines not only mirror the real-world healthcare setting but also nurture communication and teamwork skills.

Participatory Learning:

Participatory learning methods, such as group discussions, peer teaching, and interactive seminars, encourage students to voice their opinions, engage with their peers, and develop their communication skills. This approach empowers students to take ownership of their learning, contributing to a more enriched academic environment.

Problem-Solving Methodologies:

Problem-solving methodologies embedded in the curriculum prepare students for these real-world scenarios. Case-based learning, scenario analysis, and critical thinking exercises encourage students to analyze situations, identify issues, and develop effective solutions. This approach nurtures analytical skills that are crucial in the healthcare domain.

Self-Directed Learning:

By providing students with resources, guidance, and autonomy over their learning journey, the university fosters a culture of continuous improvement. Self-directed learning nurtures skills such as time management, research, and information synthesis, which are vital for success in the health sciences.

Patient-Centric and Evidence-Based Learning:

PIMSDU integrates patient-centric and evidence-based learning into its curriculum, emphasizing the importance of empathy, ethical considerations, and evidence-based practices. Through patient simulations, case studies, and real patient interactions, students develop not only their clinical skills but also their ability to provide compassionate and ethical care.

The Humanities:

- Recognizing that healthcare is as much about human connection as it is about science, the inclusion of humanities subjects enhances students' understanding of cultural, ethical, and societal dimensions of healthcare.

Project-Based Learning and Role Play:

Project-based learning and role-play are immersive methods that simulate real-world scenarios. PIMSDU employs these methodologies to cultivate practical skills, decision-making abilities, and teamwork. Students engage in projects that mirror actual healthcare challenges, allowing them to apply their theoretical knowledge in a hands-on context. Role-play exercises foster empathy, communication, and understanding of diverse patient perspectives.

In conclusion PIMSDU employs a blended approach to Teaching-Learning-Evaluation (TLE), integrating didactic, student-centric, ICT-enabled, patient-centric, and evidence-based methods. The foundation of PIMS DU's approach lies in employing principles of Andragogy and Heutagogy, which involve facilitating self-directed and self-determined learning. Through these innovative approaches, the university enriches the learning experiences of its students, equipping them with the skills, knowledge, and values necessary for a successful and impactful career in the health sciences

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for list of student-centric methods used for enhancing learning experiences	[View Document](#)

2.3.2

Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning

The Institution:

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

methods of teaching-learning

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skills lab/simulator Centre	[View Document](#)
Proof of patient simulators for simulation-based training	[View Document](#)
Proof of Establishment of Clinical Skills Laboratories	[View Document](#)
List of clinical skills training modals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	[View Document](#)
Details of training programs conducted and details of participants	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.3

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

Response:

In the digital era, Information and Communication Technology (ICT) has profoundly reshaped education delivery and reception. PIMSDU acknowledges this transformative potential by integrating ICT-enabled tools into its teaching methodologies, fostering a contemporary and effective educational environment.

Embracing ICT-Enabled Tools:

Educators at PIMSDU leverage various ICT tools to enhance teaching methodologies. These include interactive multimedia presentations, virtual labs, e-books, online simulations, and more. By employing these tools, complex medical concepts are brought to life through visual and interactive aids, engaging students on multiple levels and enriching the learning experience. Among these tools, Learning Management Systems (LMS) provide a centralized platform for organizing course materials, conducting assessments, and facilitating communication. YouTube is also utilized to access educational videos, tutorials, and lectures, further enhancing the learning process. Additionally, Virtual Reality (VR) and Augmented Reality (AR) technologies offer immersive learning experiences, especially in medical education, through simulated scenarios and virtual environments.

Enhancing Accessibility to Resources:

Online e-resources, such as digital libraries, journals, research databases, and video lectures, empower students to explore a vast array of content beyond traditional textbooks. PIMSDU ensures that students have access to the latest medical research, case studies, and academic materials from around the world. This approach not only expands their knowledge base but also fosters critical thinking and independent research skills.

Fostering Self-Paced Learning:

Recorded lectures, online quizzes, and discussion forums facilitate interactive learning outside the classroom. This flexibility accommodates diverse learning styles and helps students balance their academic pursuits with other commitments. As future healthcare professionals, PIMSDU students benefit from this adaptive learning approach, which mirrors the autonomous learning environment of modern healthcare practice.

Engaging Collaborative Learning:

PIMSDU employs online platforms that facilitate group discussions, collaborative projects, and peer-to-peer interaction. Students can engage in virtual problem-solving sessions, debates, and case analyses, promoting teamwork and communication skills crucial in the healthcare field. Through these collaborative experiences, PIMSDU prepares its students for interdisciplinary teamwork essential in patient care.

Interactive Assessments and Feedback:

Online quizzes, interactive assignments, and simulations allow students to apply their knowledge in practical scenarios. These tools provide immediate feedback, helping students identify their strengths and areas for improvement. PIMSDU's commitment to personalized learning is evident in its use of ICT tools to tailor assessments, ensuring each student receives a comprehensive understanding of their progress.

Creating Global Learning Communities:

PIMSDU's adoption of ICT-enabled tools connects students with peers, faculty, and experts from around the world. Virtual conferences, webinars, and online seminars enable students to engage in discussions with professionals and researchers. This exposure to diverse perspectives enriches their educational experience and nurtures a global outlook, crucial for healthcare professionals in an interconnected world.

In conclusion, PIMSDU's integration of ICT-enabled tools into teaching and learning underscores its commitment to delivering cutting-edge education to future healthcare professionals. By leveraging online resources, interactive platforms, and technology-driven assessments, PIMSDU empowers students to become self-directed learners, critical thinkers, and collaborative team members. This proactive approach equips students with the skills and knowledge needed to excel in a rapidly evolving healthcare landscape.

File Description	Document
Any additional information	[View Document](#)
Link of the details of ICT-enabled tools used for teaching and learning	[View Document](#)
Link for list of teachers using ICT-tools	[View Document](#)
Link for additional information	[View Document](#)

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 9.13

2.3.4.1 Total number of mentors in the preceding academic year

Response: 288

File Description	Document
Records of mentors-mentee meetings.	[View Document](#)
Log Book of mentors	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of fulltime teachers/other recognized mentors	[View Document](#)
Copy of circular pertaining to the details of mentor and their allotted mentees	[View Document](#)
Approved Mentor list as announced by the HEI	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years

Response: 99.6

File Description	Document
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Faculty position sanction letters by the competent authority	[View Document](#)
Appointment letters of faculty during last five years	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

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

Response: 27.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	89	77	82	70

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

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 12.53

2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 3747

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Experience certificate of full time teacher	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.4

Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

Response: 50.63

2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2022-23	2021-22	2020-21	2019-20	2018-19
299	295	150	05	00

File Description	Document
Reports of the e-training programmes	[View Document](#)
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	[View Document](#)
List of e-contents / e courses / video lectures / demonstrations developed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
Any additional information	[View Document](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View Document](#)
Link for additional information	[View Document](#)

2.4.5

Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years

Response: 9.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
69	35	18	07	08

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters (scanned or soft copy)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years

Response: 8.8

2.5.1.1 Number of days from the date of last semester-end/ year- end examination to the date of declaration of results year-wise in that year and during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	5	14	14	8

File Description	Document
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	[View Document](#)
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.2

Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years

Response: 0.22

2.5.2.1 Number of student complaints/grievances received about evaluation year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
10	06	06	05	00

2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2445	2799	2534	1998	2024

File Description	Document
Reports of Examination Sections	[View Document](#)
Minutes of the grievance cell / relevant body	[View Document](#)
List of complaints / grievances year-wise during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.5.3

Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

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

2. **Double Valuation/Multiple valuation with appeal process for revaluation only**

3. Double Valuation/Multiple valuation with appeal process for retotalling only

4. Single valuation and appeal process for revaluation

5. Grievance Redressal mechanism does not exist

Response: A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	[View Document](#)
Link for additional information	[View Document](#)

2.5.4

Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.

Response:

Over the past five years, Pravara Institute of Medical Sciences Deemed to be University (PIMSDU) has undertaken significant examination reforms to modernize and enhance its assessment methodologies. These reforms reflect PIMSDU's commitment to fostering a holistic and progressive learning environment for its students.

Examination Procedures:

As part of the examination process and reforms, various measures have been implemented. These include double evaluation, providing photocopies or allowing students to review their answer books, conducting class tests, offering online preparatory tests, administering workstation-based tests, facilitating case presentations and studies, organizing Objective Structured Clinical Examinations (OSCE) and Objective Structured Practical Examinations (OSPE), among other initiatives.

Processes Integrating IT:

The university has introduced online examination platforms that facilitate secure and efficient assessment delivery. Through these platforms, students can take exams remotely while maintaining the integrity and authenticity of the assessment process.

Continuous Internal Assessment System:

The institution has a robust continuous internal assessment system. This system involves regular assessments, assignments, projects, and presentations that contribute to the overall course evaluation. This approach encourages consistent engagement and learning throughout the semester.

Competency-Based Assessment:

PIMSDU has embraced competency-based assessment, which focuses on evaluating students' ability to apply theoretical knowledge in practical contexts. This approach assesses not only the quantity of information learned but also the depth of understanding and the capability to apply that knowledge to real-world scenarios.

Workplace-Based Assessment:

To bridge the gap between academic learning and real-world practice, PIMSDU has introduced workplace-based assessments for Interns in the form of a logbook. These assessments gauge students' readiness for the professional field by evaluating their skills and competencies in simulated or actual clinical settings.

Self-Assessment:

Promoting a culture of self-directed learning, PIMSDU has integrated self-assessment tools into its examination reforms. Students are encouraged to evaluate their understanding, identify areas of improvement, and set personal learning goals. Self-assessment not only empowers students to take ownership of their education but also fosters reflective thinking and self-awareness.

OSCE/OSPE (Objective Structured Clinical Examination / Objective Structured Practical Examination):

PIMSDU has adopted OSCE and OSPE as innovative assessment methods to evaluate clinical and practical skills during their formative assessments. These methods provide a standardized and fair evaluation of practical competencies.

In conclusion, Pravara Institute of Medical Sciences Deemed to be University (PIMSDU) has undergone significant examination reforms over the last five years to modernize and enhance its assessment strategies. These reforms encompass a wide range of measures, from incorporating IT into assessment procedures to promoting continuous internal assessment, competency-based evaluation, workplace-based assessments, self-assessment, and implementing OSCE/OSPE for practical skills evaluation. These changes reflect PIMSDU's dedication to providing a comprehensive and future-oriented education that equips students with the skills and knowledge required for success in the dynamic field of healthcare

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for details of examination reforms implemented during the last 5 years	[View Document](#)

2.5.5

Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual

1. **Complete automation of entire division & implementation of the Examination Management System (EMS)**
2. **Student registration, hall ticket issue & result processing**
3. **Student registration and result processing**
4. **Result processing**
5. **Manual methodology**

Response: Any one of the above

File Description	Document
The present status of automation., Invoice of the software, & screenshots of software	[View Document](#)
Snap shot of the EMS used by the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of the purchase order of the software/AMC of the software	[View Document](#)
Any additional information	[View Document](#)
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	[View Document](#)
Link for additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

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

Response:

Introduction:

- PIMSDU has established well-defined Graduate Attributes for its diverse range of Programs, adhering to the stipulations set forth by relevant Regulatory Bodies.
- These Graduate Attributes, encapsulating the intended learning outcomes for each program, are seamlessly integrated into the assessment process and prominently showcased on the institution's official website and various informational documents.

Methodology:

- In accordance with the requirements of the Regulatory Bodies, PIMSDU meticulously outlines the learning outcomes for every program and course.
- These learning outcomes encompass the three fundamental domains of learning, namely Cognitive, Affective, and Psychomotor.
- The alignment of these Program Outcomes (PO) and Course Outcomes (CO) with the curriculum ensures a comprehensive educational framework that nurtures holistic development.

The institution demonstrates transparency and accessibility by making the Program Outcomes (POs) and Course Outcomes (COs) readily available on its official website. This step facilitates both internal and external stakeholders in understanding the educational objectives and expected outcomes of each program. Furthermore, these outcomes are systematically mapped to ensure a cohesive integration within the curriculum.

To ensure effective dissemination and understanding, PIMSDU develops comprehensive Curriculum and Handbooks. These resources are electronically distributed to students during induction and orientation programs. By doing so, the institution guarantees that students have a clear understanding of what is expected of them throughout their academic journey.

The Program Outcomes (POs) are strategically aligned with the overarching Vision and Mission of the University, as well as the specific Objectives outlined by the pertinent statutory and governing councils. This alignment emphasizes the holistic growth and fulfillment of each student, aligning them with the institutional values and goals.

Efforts to achieve the Course Outcomes (COs) are facilitated by a thoughtful alignment of teaching, learning, and evaluation methodologies. To enhance these methodologies and ensure alignment with the stipulated outcomes, PIMSDU conducts regular Faculty Development Programs. Additionally, department-level meetings are convened to collectively strategize ways to refine the teaching-learning process and evaluation techniques, thus effectively nurturing the achievement of course outcomes across all levels.

PIMSDU's Graduate Attributes encompass a rich array of competencies that prepare students for multifaceted roles in the professional world. These attributes include fostering Professionalism, instilling Leadership qualities, honing Communication skills, nurturing Ethics and Attitude, encouraging Critical Analysis, promoting Logical thinking, nurturing a Quest for research, inculcating a sense of social commitment, and nurturing Global competencies.

The institution employs a multifaceted approach to foster these Graduate Attributes. A variety of curricular, co-curricular, and extra-curricular activities are regularly conducted to provide students with a well-rounded education. These activities collectively contribute to the development of not only academic prowess but also a holistic skill set that empowers graduates to excel in their chosen fields while embodying the core values of PIMSDU.

Conclusion:

- Pravara Institute of Medical Sciences Deemed to be University (PIMSDU) has meticulously integrated the stipulated learning outcomes and Graduate Attributes into its assessment and educational framework.

File Description	Document
Any additional information	[View Document](#)
Link for relevant documents pertaining to learning outcomes and graduate attributes	[View Document](#)
Link for additional information	[View Document](#)
Link for methods of the assessment of learning outcomes and graduate attributes	[View Document](#)

2.6.2

Incremental performance in Pass percentage of final year students during last five years

Response: 90.65

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
654	686	552	424	465

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
716	736	597	474	520

File Description	Document
Trend analysis in graphic form (Refer annexure 02 of SOP)	[View Document](#)
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	[View Document](#)
Link for additional information	[View Document](#)	

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.73

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution has a well defined Research promotion policy and the same is uploaded on the institutional website

Response:

Research in Pravara Institute of Medical sciences is coordinated through the Research and Development cell research and Various committees.

1. **Research and Review board:** RRB is responsible for giving the directions and drafting new research policies, SOPs
2. **Technical Committee:** 5 member committee with strong research background looks after scientific soundness of the projects.
3. **Ethics committee of PIMS-**DU: Separate ethics committees for Human studies and animal research. Institutional Ethics committee for human research is registered with the DCGI, DHR. Institutional Animal ethics committee is registered with CPCSEA.
4. **Biostatistics committee:** Separate department with biostatistician well equipped with latest stat software's.

University conducts regularly workshops on research methodology, Good clinical practices, IPR and grant writing workshops. The researchers are trained and certified for conducting clinical trial.

- **Research Journal :**

Pravara Medical Review Indexed at **Scopus**, **Embase**, Index Copernicus, Genamics JournalSeek, Google Scholar,Open J Gate, Ulrich's International Periodical Directory, CABI)

- **UG Research-ICMR-PIMS(DU) STS Projects and PG Dissertation & Doctoral Studies**
- **Thrust areas of Research :**

1. Community based research
2. Research on Maternal and Child Health
3. Multi-disciplinary research on medical education
4. New drug Clinical Trials.
5. Genetic Studies, Nano technology, Bio-Markers in diagnosis.

Proactive policy to promote research through following SOPs :

1. SOPs for IEC-PIMS
2. Anti plagiarism Policy
3. Research Incentive Scheme notification no.7 and 98
4. SOPs for Investigator
5. Budgetary Policy for research

State of Art research facilities and Equipments :

1. Central and Departmental Research Laboratory
2. Tribal Research and Health Center
3. Molecular Biology Lab : PCR, Spectrophotometer, Cell
4. Hybridizer, Gel Doc system, Tissue Culture laboratory
5. Central Clinical Laboratory : Biochemistry, Microbiology, Pathology, (auto analyzer)
6. Digital Slide Scanner in pathology, PACS, latest MRI, CT Scan, RTPCR
7. NABL accredited microbiology Lab

University and Institutional Ethics committee Recognitions :

1. Department of Health Research (DHR)
2. Central Drugs Standard Control Organization (CDSCO)
3. Department of Scientific and Industrial Research (DSIR)
4. Committee for the Purpose of Control and Supervision on Experiments on Animals (CPCSEA)

Provision of Research Budget for Projects ,Fellowships, Facilities Support, awards & Incentives :

1. Research Incentive Scheme (RIS) - cash award and additional increments
2. Chancellor's Rolling Research Trophy for best research paper by the faculty
3. Young Budding research award for UG students
4. Financial support for participation in various State and National level research competitions and conferences and for ICMR STS **and Pravara STS**
5. Sabbatical leave is granted for faculty
6. 100% sponsorship for UG for presentation and publications
7. Career advancement policy

PIMS- DU research fund

1. Seed money to all faculty projects
2. Annual Budget research : Rs.100 Lakhs
3. Institutional support for Conducting Continuing professional education activities (Conferences/ CMEs/CDEs/ Workshops)

Collaboration :

University has **47** National and **18** International Research MoUs.

Institutional Innovation Council :

Established in September 2019 under the aegis of Ministry of Education (MoE), Govt. of India.

Methods for implementation :

Step I –VII ladder approach for implementation of research in PIMS-DU

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	[View Document](#)
Document on Research promotion policy	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research (average per year)

Response: 22.34

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
58.97	14.60	12.35	13.03	12.75

File Description	Document
Minutes of meetings of the relevant bodies of the University	[View Document](#)
List of teachers receiving seed money and details of seed money received	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

Response: 28.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
111	33	17	217	31

File Description	Document
List of teachers and their national/international fellowship details	[View Document](#)
Certified e-copies of the award / recognition letters of the teachers	[View Document](#)
any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

Response: 109

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
29	18	22	08	32

File Description	Document
Registration and guide / mentor allocation by the institution	[View Document](#)
List of research fellows and their fellowship details	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E copies of fellowship award letters	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.5

University has the following facilities

1. **Central Research Laboratory / Central Research Facility**
2. **Animal House/ Medicinal Plant Garden / Museum**
3. **Media laboratory/Business Lab/e-resource Studios**
4. **Research/Statistical Databases/Health Informatics**
5. **Clinical Trial Centre**

Response: All of the above

File Description	Document
List of facilities available in the university and their year of establishment	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Videos and geo-tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

3.1.6

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

Response: 80

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

agencies

2022-23	2021-22	2020-21	2019-20	2018-19
6	5	5	4	4

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-version of departmental recognition award letters	[View Document](#)
Details of the departments offering academic programmes certified by the head of the Institution /University	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

Response: 118

3.2.1.1 Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
30	25	46	9	8

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for research projects sponsored by non-government organizations	[View Document](#)
e-copies of grants awarded for clinical trials	[View Document](#)
Any other relevant information	[View Document](#)

3.2.2

Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

Response: 279

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
44	211	8	15	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.3

Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.

Response: 0.24

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	25	8	5

File Description	Document
Supporting document/s from Funding Agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	[View Document](#)
Any other relevant information	[View Document](#)
Link for the funding agency website	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

Institutional Innovation Council (PIMS-IIC) was established in September 2019 under the aegis of Ministry of Education (MoE), Govt. of India. The Institution's Innovation Council is committed to enabling an innovation culture in the institute. PIMS –IIC has 18 in house faculty members, innovators, 40 student representatives & 03 experts from industry and academia.

PIMS IIC had imparted creativity and passion for innovation among the students and faculty members by conducting various activities related to innovation & IPR. Till date the institute have 13 Innovation Ambassadors (11 basic and 3 advanced level) trained by MIC.

Further the College participates every year in NIRF Innovation category formerly Atal Ranking of Institutions on Innovation Achievements (ARIIA)' an initiative of the Ministry of Human Resource Development Government of India. The PIMS IIC has achieved 1.0 stars certification for 2022-23 with a target of 3 star for the next year.

PIMS IIC is committed to inculcate the innovation & entrepreneurial skills through

- Organizing Workshops, Seminars, MIC driven activities and provide Technical support to IIC by Mentor – Mentee Scheme, MoE, GOI
- Annual exhibits of Models and Innovative ideas of students on Foundation Day.

- Industry exposure visits & startups.
- Organization of Innovation Festivals
- Counseling and legal consultancy

Outcome:-

1. Development of functional I & E ecosystem in PIMS
2. Integration of research, innovation and entrepreneurship in academic institutions and economic growth of country-   entrepreneurship development
3. PIMS innovation and startup policy (NISP): guiding framework for PIMS start-up planning and development
4. Published 183 IPRs **(Copyrights 67& Patents 116)** by PIMS
5. **Out of all above IPRs 03 patents have been awarded and commercialized namely :**

- Technology transfer agreement was signed on 03 Aug 2019 between PIMS-DU & EXCELLION INNOVATIONS INVENTIONS PVT LTD for PRA-5 patents, An oral polyherbal composition to reduce side-effects of radiotherapy and chemotherapy in cancer patients. Accordingly, LICENSOR filed patent for the composition in India on 30/11/2011 . Patent was duly granted on l9-9-2018 and assigned Patent Number 301192.
- "Innovative Method and Dental implant Design for grafting Injectable platelet rich fibrin around the Dental implant", Named- DV-PIMS (Pravara institute of Medical Sciences). This patent has been received funds of 70000/- and best patent and best innovative medical product at the Innovation Exhibit Oral Health Innovation Conclave Manekshaw Centre, New Delhi. Received funded fellowship in Entrepreneurship for prototype development and for for further clinical trials in there incubation centre .
- **INDUSTRIAL TIE-UP AND TIE-UP WITH ICMR**

The utility patent on tooth brush with rotatable head is under clinical evaluation phase. The funding for the prototypes, 3d printing of models and fabrication of toothbrushes with rotatable head has been by an Denatl industry.

1. Application of design thinking tools and approach for right problem identification and solution development   - business plan
2. Through IIC our 35 undergraduate students's research projects have been awarded ICMR STS awards.
3. IIC organizes Biyearly undergraduate National conference "Inventum" for UG –PG research

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Geo-tag the facilities and innovations made	[View Document](#)

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

Response:

Wide spectrum of workshops, seminars are been organized at Pravara Institute of Medical sciences to acquire various skills and knowledge in Research methodology, Good clinical practices, Intellectual property rights and Research Grant writings.

- *Research methodology:*

Basic and advance Research methodology workshops are organized regularly for the undergraduate, Post Graduate students, and Faculty and PhD scholars. Workshops are 2 days to 8 days workshops and short research methodology Courses taken by the eminent faculties in the field of research.

1. **UG research Methodology workshops** are organized for the UG students applying for the ICMR, Pravara short term studentship programs. The students are made to prepare their research protocols during the Research Methodology workshops
2. **PG, Faculty and PhD Scholars and BCBR (Basic coarse in Biomedical Research):** Post Graduate students before submitting their research protocols for the Ethical approvals have to undergo basic workshop training organized along with this the Post graduates have to undergo BCBR workshops on the Saral Portal of ICMR and get the certificate which is mandatory for appearing for the university exam. This BCBR is to be done within 1 year of joining. Faculty regularly participates in the workshops as refresher course. For PhD Scholars its mandatory requirement for IEC approvals.

- *Intellectual Property Rights (IPR) :*

The main focus of these workshops is to enhance the Intellectual Property Rights concepts and help in publishing copyrights, monographs, awarding trademarks and the patents by respective competent authorities.

- *Workshops on Grant writing :*

Workshops on grant writing are conducted every year to make faculty aware of funding and the proper way of writing for the grants. Faculty have been benefited by successfully getting grants from various national and international agencies like DBT, ICMR, NIH, CHRE.

- *Workshop On, "Selection of Premium Indexed Journals for Publication? :*

Research publications are the ultimate output of the various research projects completed or ongoing at the university and to give justice to the research work done by the faculty workshop on publication writing in premium journal have been organized .

- *Workshop on Good clinical practices :*

 GCP workshops have been a mandatory requirement for the faculty doing any clinical trials may it be

academic or sponsored clinical trials. Faculty, PGs do participate in the same.

- *Workshops on Laboratory and Collection practices:* We have in house meetings and workshops on Antibiotic policy carried out for all the pharmacy stores, faculty of clinical departments.
- *Industrial Visits :* Students under community Medicine and Biotechnology visit various industries to develop the corporate aptitude.
- *Details of Workshops/seminars conducted:*
- **Research & Development Cell, conducted 26 Workshops / seminars on IPR / Research Methodology / Good clinical practice, Research grant writing from** 2018-19 to 2022-23 for 1st year PG students, PhD students and faculty of constituent institutes.
- **Total 1677 participants are trained up till now from PIMS-DU.**
- 53 External Experts Invited
- Team of RMW includes renowned faculty with strong research background workshop is MMC accredited

File Description	Document
Any additional information	[View Document](#)
Link of the reports of the events	[View Document](#)
Link for additional information	[View Document](#)
Link for list of workshops/seminars on the above during the last 5 years	[View Document](#)

3.3.3

Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

Response: 138

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
91	20	15	6	6

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	[View Document](#)
List of teachers and details of the national/international fellowships awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.4

Number of start-ups incubated on campus during the last five years

Response: 5

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	00	00	00

File Description	Document
Registration letter	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Contact details of the promoters	[View Document](#)
Certified e- sanction order for the start-ups on campus	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:

    1. **Research methodology with course on research ethics**
    2. **Ethics committee**
    3. **Plagiarism check**
    4. **Committe on Publication guidelines**

Response: All of the above

File Description	Document
Minutes of meetings of the relevant committees with reference to the code of ethics	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional code of Ethics document	[View Document](#)
Institutional code of ethics document	[View Document](#)
Details of committee on publication guidelines	[View Document](#)
Course content of research ethics and details of members of ethical committee	[View Document](#)
Copy of software procurement for plagiarism check	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

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

Option

1. Career Advancement
2. Salary increment
3. Recognition by Institutional website notification
4. Commendation certificate with cash award

Response: A. All of the above

File Description	Document
Snapshots of recognition of notification in the HEI's website	[View Document](#)
Policy on salary increment for the awardees	[View Document](#)
Policy on Career advancement for the awardees	[View Document](#)
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of commendation certificate and receipt of cash award	[View Document](#)
Any additional information	[View Document](#)
Incentive details (link to the appropriate details on the Institutional website)	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..

Response: 183

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
154	27	1	0	1

File Description	Document
Technology transfer document	[View Document](#)
List of patents/Copyrights and the year they were published/awarded	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.4

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 2.8

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2022-23	2021-22	2020-21	2019-20	2018-19
114	208	58	89	111

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
41	39	35	37	55

18-10-2024 10:48:24

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	[View Document](#)
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for research page in the institutional website	[View Document](#)
Link for additional information	[View Document](#)

3.4.5

Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years

Response: 2.07

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional Data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.4.6

Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years

Response: 0.01

File Description	Document
Names of the indexing databases	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.4.7

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

Response: 0

File Description	Document
List of names of publishers : National/ International	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.4.8

Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science

Response: 4.69

File Description	Document
List of the publications during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

3.4.9

Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.

Response: 11.5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any other relevant information	[View Document](#)

3.5 Consultancy

3.5.1

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

Response:

Training & Capacity

IMS DU Policy on IPR & Consultancy & Revenue sharing & Capacity Building:

University has well defined IPR & Consultancy & Revenue sharing policy documented as SOPs for Principal investigator/ Consultant published by Research and Development cell.The SOPs states the following :

- The budget of any clinical trial/ Consultancy/ IPR should be approved by the "Budgetary Committee for clinical trial".
- Principal Investigator and Co-Principal Investigator of the clinical trial/ IPR/ Consultancy is invited member for the Budgetary Committee Meetings.
- All the financial transaction related to clinical trial/ IPR/ Consultancy will only is between University and sponsor / CRO.
- Principal Investigator will not be involved in any **direct financial transaction** with Sponsor / CRO.
- **Institutional Charges** are levied as **10%** of the total budget of the clinical trial/ IPR/ Consultancy starting from Jan 2014
- **Investigator Grant :**
  - 50% investigator grant will go to Institution as the Principal Investigator is a full Time salaried, faculty, utilizing the working hours.
  - 25% for principal Investigator (Fixed)
  - The split up of remaining 25% to other members in the team that will be decided from trial to trial in consultation with Directorate of Research.
- Split up should have approval of Budgetary Committee for clinical trial.
- **Pass through expenses**: Pass through expenses incurred for conducting clinical or sponsored trial like Subject travel, convenience cost, local lab payments, Room and bed Charges any other specified expenses will be reimbursed to the respective institute managing the trial patient.
- The appointment of Clinical Research coordinator (CRC) for each trial. This appointment is subject to change from trial to trial after approval from Budgetary Committee for clinical trial.
- Decision of Budgetary Committee for clinical trial will be final and binding to all.

Capacity Building :

Workshops are conducted to train the faculty and students on the IPR, startups and consultancy. The students also participate in capacity building programs through the PIMSDU's IIC where guest lectures and interaction with experts were carried out, this will be instrumental in achieving 3stars from the MIC.

OBJECTIVES OF PIMS INNOVATION AND STARTUP POLICY:

- Collaborate with various institutions to promote entrepreneurship among the youth.
- Maximize industry involvement and engagement through memorandum of understandings
- To promote innovation culture through innovation contest Offer certification courses and elective courses on Entrepreneurship Development and Intellectual Property Rights.
- To inculcate the spirit of innovation and entrepreneurship among the young students

ACTION PLANS:

PIMS Innovation and Entrepreneurship Policy (PIMS -ISP) shall focus on driving entrepreneurship and innovation in the institute:Create a conductive ecosystem for encouraging entrepreneurship and innovations,Enable skill development,Extend the support to social entrepreneurship for a positive social impact and inclusive growth, Establish global accessibility, connections and partnership.

File Description	Document
Any additional information	View Document
List of the training / capacity building programmes conducted during the last 5 years.	View Document
Link to the soft copy of the IPR and Consultancy Policy	View Document
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	View Document
Link for additional information	View Document

3.5.2

Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years

Response: 40049000

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
309000	33201000	4478000	873000	1188000

File Description	Document
List of consultants and details of revenue generated by them	[View Document](#)
Institutional data in prescribed format	[View Document](#)
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

3.6 Extension Activities

3.6.1

Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

Response: 698

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
186	67	66	178	201

File Description	Document
Reports of the events organized	[View Document](#)
Photographs or any supporting document in relevance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of events / activities	[View Document](#)
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	[View Document](#)
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.6.2

Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

Response: 92.12

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2630	2237	1670	2113	1914

File Description	Document
Reports of the events organized	[View Document](#)
Geo tagged Photos of events and activities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.6.3

Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

PIMS DU undertake Externsion and Outreach Activities in the following areas / fields through its colleges, Centres & Deparments.

- University in its quest to provide "Health For ALL", has been in the forefront in offering free health care services to the tribal and rural and underprivileged people of this region.
- University has undertaken extension and outreach activities to provide health care at the "DOOR STEP" of the rural and tribal population. Rural and tribal Health Care services are provided through the, RHTC, THTC, PHC, Regular multidiagnostic camps.
- Most important services provided are like NHM, Gram Arogya Bank, Arogya mitra, SBA-SBA, UBA. Anti-Tobacco Drive, COVID Management, Adoption of Schools.
- **COVID Management:** University established 100 bedded COVID Care and Isolation Hospital within a span of one week, offering free health care, food and diagnostic facilities to the tribal and rural people .
- Institute was awarded with **"Devdoot" award for COVID work** from the Indian Red cross society
- University has been widely appreciated by NGOs, government and non-government organizations, local administrative bodies and local educational institutes for its commitment towards the society empowers "Differently Abled" people by offering jobs at the university & hospital.
- A total 52 such awards/ recognitions were received by the Institution of PIMS DU for its outstanding work in the extension and outreach activities
    - 18 awards were received from the local village administration (gram panchayats),
    - 7 awards from Government organizations
    - 27 awards from NGOs
- **Highlights of awards :**

International Awards:

- **3 MAIER awards** for outstanding work and contribution in the field of Medical microbiology research **by Med-world Asia International Publication**

National Awards:

1. **Centre of Excellence in Tribal Health & Research"** received from Ministry of Tribal Affairs (MoTA), Government of India for PIMS-DU during 2019-20
2. "Certificate of Appreciation" from **BharatiyaAgro-Industries Foundation (BAIF)**, Pune for our contribution to support their Women's Health Activities in Bhandardhara Tribal Area
3. "Certificate of Appreciation" from **Indian Association of Physiotherapists**, Maharashtra state for the services provided by Dr APJ Abdul Kalam College of Physiotherapy
4. Letter of Appreciation" from **National Institute of Naturopathy** for exceptional work Contribution made by Centre for Social medicine of PIMS-DU in facilitation the distribution of AYUSH drugs.
5. "Letter of Appreciation" from NCC, Aurangabad for **Training of NCC cadets for essential**

training skills

6. "Certificate of Appreciation-Partners forum on Quality improvement towards achieving LaQshya" Ministry of Health and family welfare, Govt of India and nationwide quality of care network New Delhi.

State level awards:

1. "Certificate of Appreciation" "**Lokmat Times**" in recognition for services to TI Female Sex Workers project, Nashik
2. Appreciation received from Indian Redcross society for excellent support and services given during COVID times in the form of **"Devdoot" award**.
3. "Certificate of Appreciation" received from Integrated Tribal Development Project, Ahmednagar, Government of Maharashtra for implementing the **"Comprehensive Tribal Healthcare Model"** in Ahmednagar district during 2020-21
4. "Certificate of Appreciation" from **District AIDS Prevention and control unit, Ahmednagar** for Regular conduction of Multidisciplinary camps
5. "Certificate of Appreciation" from **District TB centre**, Ahmednagar for Significant contribution in TB control in India

File Description	Document
Any additional information	[View Document](#)
Link for list of Government/other recognized bodies that have given the awards	[View Document](#)
Link for additional information	[View Document](#)
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	[View Document](#)

3.6.4

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

Response:

PIMS (DU) Participatory model of Integrated Rural Developmental is a pursuit of the local peasant leaders & social workers. **Institutional Social Responsibility** and Community Engagement have become the integral part of its Mission and Vision Statements.The strategies that are used to fulfil the Institutional Social Responsibilities are in terms of:

- **Education:Institute strives to provide Health Education at Door Steps & Rural**

Development through various efforts such as Promotion of Healthy Village and Health Promoting School Concepts in the neighborhood villages with active community participation for health education, environment issues with participation of students and staff. University has promoted **"Comprehensive Rural and Tribal Primary Healthcare Model (COHE)"** by adopting over 300villages (275 rural and 100 tribal) with a Five Layer bottom-up model which includes: 10 Primary Health Centres(PHC) (9 rural + 1 Tribal), 3 Mobile Medical and Dental Clinics, 6 Motorbike-Ambulance/Health Clinics, M Health progam, 24 Gram Arogya Banks and 600 Arogya-Mitras.

- **Environmental issues:NSS** activities such as **Swachchhata Abhiyan, Tree Plantation drives, Unnath Bharata Abhiyan, Adoption of village ,**Green campus initiatives in form of **tree plantation, good gardening, cleanliness, drainage, rainwater harvesting, waste water treatment, disposal of bio-waste, organic composting, segregation of domestic waste.**Publication and distribution of environment protection and public health related print materials, poster, documentaries.

- **Health and Hygiene awareness:** Institute actively promots health and hygiene through activities such as**: Family Adoption Programme (FAP)"-**Since 1984 students of first year MBBS adopts 5 families each as a part of **"FAP", School Health Hygiene and Environment Program (SHAPE)** in 30 neighbourhood tribal schools and differently abled schools is performed by the institute. **Distribution of Sanitary Napkin Machines, Sanitary Napkins**, School Uniform and Note Books to Tribal Schools during the year 2018 to 2020. SHAPE, COME, COHE (**lectures, workshops, street plays, camps, rallies, online seminars), Exhibition on nutrition, health awareness activities, blood donation camp, Oral Health education Camps, breastfeeding awareness campaigns, tobacco awareness camps, Radio talks** by expert Health care professionals though **Hello doctor program.**

- **Delivery of free and subsidized health care:**100% concession to Camp patients, Free treatment pregnant ladies, children, HIV patients, students and Staff of the institute. Free provision of food and treatment at subsidized rate to needy and underprivileged patients.

- **Socio-economic development: Skill Development Training programmes f**or the unemployed youth and school dropouts and upliftment of vulnerable sections of society like **tribals, female sex workers, LGBT population, PLHIV, migrant workers,** etc. through specially designed projects. Rehabilitation of **Female Sex Workers** through student fund raising initiatives. **Tribal Campus of the University** is situated at Akole Tribal Block. Collaboration with Ministry of Tribal Affairs has given us 'Centre fo Excellence' towards the work for the tribal population. **Varkari Palki Movement, Sugar Cane Field Migratory population, Sugar Factory workers and Trans gender population.**

- **Disaster management:**100 bedded Dedicated Covid Hospital, Covid testing facility , and vaccination drive **"Distribution Dry Ration Food Kits"** to 2000 tribal families during Lockdown Period of March to May 2020. Because of our strong dedication towards the social resonsibilities, students from various countries visit the institution visit our institution.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	[View Document](#)

3.7 Collaboration

3.7.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year

Response: 35.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	16	0	59	67

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified Copies of collaboration documents	[View Document](#)
Any additional information	[View Document](#)
Link with collaborating Institutional website	[View Document](#)
Link for additional information	[View Document](#)

3.7.2

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

Response: 51

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

during the last five years.

Response: 51

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the functional MoUs with Indicating the start date and completion date	[View Document](#)
e-copies of linkage-related Documents	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The institution has adequate physical facilities for teaching – learning, skills acquisition etc

Response:

Pravara Institue of Medical Sciences (DU) is located on anextensively green campus spread across 120 acres in Loni,well connected to the State highway through the divine land of Shirdi,thus ensuring easy accessibility and transport. The campus comprises of State of the Art, major and minor building blocks for academic and co-academic purposes which includes all the 7 Constitutent Colleges and the Rural Hospital, as well as residential facility for students and staff. All the building blocksare within a walkable distance inside the serene campus, well equipped with round the clock amenities and facilities,thus fostering a safe and secure environment thereby ensuring a home away from home.

The Details of the Academic building are as under-

The Constituent College wise Built up area as per the Statutory Body Benchmark has been provided below which comprises of Lecture theatres' area,Academic setup area and University Buildin

Sr.No	Name Institute's Building	Built up Area in sq.m	Statuory Body Benchmark
1	Dr. Balasaheb Vikhe Patil Rural Medical College	35417.36	Exceeding
2	Rural Dental College	16320.55	Exceeding
3	Dr.APJAbdulKalam College of Physiotherapy	3485.85	Exceeding
4	Smt. Sindhutai E.VikhePatilCollege of Nursing	4572.49	As per the norms
5	College of Biosciences and Technology	1579.60	As per the norms
6	School of Public Health and Social	1139.40	As per the norms

	Medicine		
7	College of Pharmaceutical Sciences	5572	As per the norms

Classrooms,ICT-enabled classrooms and Seminar halls-

All the lecture halls are ICT-enabled and are well equipped with audio visual aids including LCD Projectors and Wi-Fi facility. The seminar halls in each department also have access to these ICT Facilities for group discussions and case presentations.

Classrooms/Seminar Halls/Laboratories in PIMS (DU) :

The Details of the **Classrooms/Seminar Halls/Labs** as per the **Statutory Body Benchmark** are as follows-

S.No	Name of the Institute	No. of Classrooms/ICT Enabled	No. of Seminars Halls	No. of Laboratories	Statutory Body Benchmark
1	Dr. Balasaheb Vikhe Patil Rural Medical College	5	21	19	As per the norms
2	Rural Dental College	4	8	5	As per the norms
3	Dr. APJ Abdul KalamCollege of Physiotherapy	4	2	8	As per the norms
4	Smt. Sindhutai E.Vikhe Patil College of Nursing	8	1	6	As per the norms
5	College of Biosciences and Technology	3	-	5	As per the norms
6	School of Public Health and Social Medicine	3	1	1	As per the norms
7	College of	2	1	10	As per the

		29	34	54	
	Pharmaceutical Sciences				norms
	Total	29	34	54	

Facilties for Clinical learning

The following facilities in PIMS(DU) provide ample opportunities for hospital-based,experiential,project based and skill imparting clincial learning to students-

- 1275 bedded Tertiary level Hospital
- 33 Wards,10 Modular Major OTs,2 Minor OTs, 5 Surgical Minor OTs,1 Casualty OT
- Total of 346 Dental Chairs for Clincial learning
- 9 Clinical Dental Departments
- 5 Clinical Departments in Physiotherapy
- Emergency Medicine Department along with availability of Cardiac Ambulance
- Central Research Facility

Learning in the community:

Community based learning opportunities are also available for the students as University has established a network of total of 10 Statelite Centers which includes 8 Primary Health Centres,1 attached Rural Health Training Centre and 1 Urban Health Centres which provide valuable insights into community needs-based design,serving a total population of approx 6.5 lakhs.

Various camps are conducted and also there is availability of mobile clinic and motorbike ambulance to help students to come in contact with the under privileged strata of society and to deliver them appropriate facilities.

AYUSH-related Learning cum Therapy Center:

Our Institutions has also started holistic treatment approach to patients where Ayurvedic treatment isprovided as an alternate form of treatment. Panchakarma and Stri-rog Chikitsa department are established. Institute has also developeda a Yoga Lab in order to raise awareness and the students are trained by yoga expert faculties under their supervision and guidance.

Well equipped laboratories:

In the 7 Constituent colleges of PIMS(DU),there are a total of 56 Laboratories,well equipped with all the necessary instrumentation and equipments,to cater the needs of syllabi/curricular transactions and patient care as per the mandatory requirements of Statutory bodies for various purposes such as for-

- Diagnostics
- Investigations
- Research
- Dissections
- Practicals

- Central Clinical
- Clinical
- Pre-Clincial
- Lab work,etc

Skill Lab

S.No.	Information	Remarks
1	**Availability of Skills laboratory in the college: Yes/No**	Yes
2	**If yes, the facilities available in the skills lab, as required under GMER 2019 & PG Regulations**	Yes They are as per GMER 2019

Facilities/models/mannequins etc. available in skills lab

Sr. No.	Description	Comment
1	Patient examination rooms	Available
2	Rooms for demonstration of skills for small groups	Available
3	Debriefing area	Available
4	Trainers or mannequins	BLS Adult Manikins, BLS Child Manikins, BLS Infant Manikins, AED Trainer, IV Access manikin (Whole arm), IM Access manikin (optional if Available with IV), Adult airway manikin, PICC Ear Examination Manikin, Infant airway trainer, Child airway trainer, Jaw thrust Brad Episitomy Simulator, Labour Delivery Module with Add on, Vaginal Examination manikin, Sounds and

		Arrythmia Tutor Surgical Suturingarm,Male/Female Catheterization manikin, Nasogastric feeding and gastric lavage simulator, IUD training odel, Breast Examination model, LCD Projector & LCD Screen, Skin & Fascia Suturing, Defbrilator (Simulation), ECG Simulator
5	Storagespaceforstorageof mannequins	Available
6	Rooms for faculty coordinatorandforsupport staff	Available

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for teaching- learning and skills acquisition facilities in the Institution	[View Document](#)
Links for Geotagged photographs of the facilities	[View Document](#)

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

Response:

The Institution is equipped with adequate facilities for physical & recreational activities which include indoor & outdoor game facilities, gymnasium, auditorium, yoga centre & facilities for cultural activities which are regularly used by our students for recreation, practice &improving their overall fitness, which are reviewed, maintained & monitored by Sports Committee of the Institute.

Students and Staff- Sports and Games Support &Facilities:

The University has constituted Board of Sports whose objective is to promote, organize and conduct sports in the campus according to the annual sports calendar.

It aims to foster team spirit and sportsmanship of the players, to inculcate & enhance a sense of discipline, to undertake and conduct intercollegiate Inter-Zonal, Inter-University tournaments of Sports and Cultural activities from time to time.

PIMS (DU) Campus has a sports complex of 34894.89 sq. mt. area for various sports consisting of-

1. **Outdoor Sports Facilities**

- Athletics Standard Running track of 8 lanes (400 M)
- Cricket Ground
- Grassy football field
- Multipurpose and March-past ground
- Walking Path of 800 m.
- Basketball Court
- Tennis Court Volleyball Court
- Olympic size swimming pool with filtration plant

2. Indoor Sports Facilities

- Synthetic Badminton court X 2
- Table Tennis
- Chess
- Carrom

- **Gymnasium**

There is modern Gymnasium with Cardio training facility with 3 trained male and 1 female gym instructor, also having an access to Indoor Games Facilities such as Carrom, Chess, Table Tennis, Badminton in Boys Hostels, Girls Hostels, RMO Hostel &Ganga Hall (1215.35sq. mtr).Physiotherapy services are provided by competent sports physiotherapists and specialists in various tournaments.

Research related to Sports physiotherapy and Yoga is carried out in Dr.APJ Abdul Kalam College Of Physiotherapy.

- **Auditorium**

"Padmabhushan Dr.Balasaheb Vikhe Patil Lecture Hall Complex" consists of Sindhu Hall with a seating capacity of 700 along with Ganga hall where Conferences of National and International Levels are organized.

- **Yoga center**

Institute has also developed a Yoga Centre in order to raise awareness &the students are trained by

yoga expert faculties under their supervision and guidance.

- **Facilities for Cultural Activities**

A Committee for cultural activities has been constituted in whichDirectorate of Students takes care of the various Cultural Activities conducted annually. We have 'Manthan' music club which consists of musical equipment's like Drum Set, Synthesizer Casio (Keyboard),Guitar, Dhol (Dholi Baja), Tasha, Harmonium, Tabla, Lazim, Dholki, Kango Drum Set, Zanjasetc.This has made possible for university to make our own Dhole Pathak, Lazim Pathak and Head Rush Band.

The committee conducts the annual intercollegiate cultural festival Padmanjali, March-Past, Art Gallery, Days Celebration, Faculty Day, Head Rush comprising of various cultural events like singing, dancing, and drama etc. A dedicated area which is Ganga Hall has been assigned for practicing Musical Instruments.   Facilities like a State of the art Auditorium with advanced audio visual aids have been established in campus to conduct these events. The students enthusiastically participate in several cultural activities which is supervised by the Cultural Committee of the University.

File Description	Document
Any additional information	[View Document](#)
Links for Available sports and cultural facilities : geotagging	[View Document](#)
Link for additional information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Campus is well equipped with hostels, round the clock medical facilities, toilets, canteens, post office, bank & has roads & signages, topography, greenery, alternate sources of energy, STP & water purification plant.

Hostels

Sr. No.	Hostels	No. of Buildings	No. of Rooms	Occupancies
1	Ladies Hostel 1	01	55	110

2	Ladies Hostel 2	01	61	122
3	Ladies Hostel 3	01	56	112
4	Ladies Hostel 4	01	250	500
5	Ladies Hostel 5	01	134	268
6	Ladies Hostel 6	01	32	96
7	Ladies Hostel 7	01	248	496
8	Boys Hostel 1	01	98	192
9	Boys Hostel 2	01	197	365
10	Boys Hostel 3	01	248	496
11	R.M.O. Hostel Phase 1	01	84	157
12	R.M.O. Hostel Phase 2	01	39	74
13	N.R.I. Hostel	01	108	118
14	Nursing Hostel	01	33	99

Residential Buildings for Staff

Sr. No.	Residential Buildings for Staff	No. of Buildings	No. of Flats	Occupancies
1	Officers & Seniors Staff Bungalows	1	1	1
2	J.M.O. Bungalow	10	1	10
3	Residential Qtr.425 Type	8	12	96
4	Residential Qtr.525 Type	4	9	36
		5	8	40
5	Residential Qtr.325 Type	1	12	12
6	Residential Qtr.550 Type	1	28	28
7	Residential Qtr.450 Type	1	28	28
8	Residential Qtr.350 Type	1	42	42
9	Residential Qtr.760 Type	4	12	48
		1	20	20
10	Lecturers's	2	6	12

	Qtr. Type			
11	Nurse's Qtarters	5	4	20
12	Nurse's Qtarters	2	4	8

Medical Facilities

- 24 hours Ambulance Services
- 4 ambulances out of which 3 are full ledged Cardiac ambulances

Washrooms

- 1257 washrooms
- 249 urinals
- 728 bathrooms
- Separate washrooms for specially-abled

Canteens and Coffee Shops

- 4 canteens
- 1 coffee shop
- 1 Pathpedhi serving all packaged eatables

Post Office and Bank

- 1 Post office
- 2 Different Banks

Roads and Signages

- Well connected roads with signages

Topography and Greenery

The lush green campus has sprawling landscaping avenues, theme parks & lawnsand other salient features are-

- 2092 Medicinal Plants
- 1719 Fruit Plants
- 6399 Social Forestry Plants
- 3359 Garden Plants
- Landscaping Avenues beside Roads
- Theme parks with lawns

- 2092 Medicinal Plants
- 1719 Fruit Plants
- 6399 Social Forestry Plants
- 3359 Garden Plants

Alternate source of Energy

Solar Energy

Total Plant Capacity- 1000 KW

Solar Plant Details:

Location	Total Plant rating-KW
Hosptial (HT-Hospital/ Industrial Connection)	600 KW
Medical College and all Hostels (HT-Medical College Connection)	400 KW

Year	Annual Energy Generation (KWH) 600 KW	Annual Energy Generation (KWH) 400 KW
August 2018-March 19	550185.84	344825.30
April 2019- March 20	763822.20	532417.00
April 2020-March 21	796389.00	550377.00
April 2021-March 22	754789.20	485091.00
April 2022-March 23	810460.80	546689.00
April 2023-Nov23	282765.60	190414.00

Treatment Plants

- 3 Sewage Treatment plants-8 lakhs Litre/day
- 1 Water treatment plant- 50 lakh Litre/day
- 1 ETP-5000 Litre/day

File Description	Document
Any additional information	[View Document](#)
Link for Photographs/ Geo-tagging of Campus facilities	[View Document](#)
Link for additional information	[View Document](#)

4.1.4

Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years

Response: 16.37

4.1.4.1 *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
711.46	841.89	1639.39	376.78	782.03

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of budget allocation excluding salary during the last five years	[View Document](#)
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

Hospital:

Pravara Rural Hospital / Dr. Balasaheb Vikhe Patil Rural Medical College:

Clinical Departments	Beds	Wards/Units	No. of Super specialty Services	Super Specialty Services	OPD/IPD as per Regulatory Body
Medicine	220	07	08	Cardiology,Diabetes,Nephrology, GE. Neurology, TB,COPT,Asthma,DOTS	OPD-2000per day IPD-75% Bed occupancy
Pediatric	120	04	08	Cardiology, Neurology, Urology, Endocrinology, Hematology, Thalasaemia Immunization, CGRC	
Psychiatry	30	01	03	Child guidance, Deaddiction Clinic, Dementia	
Dermatology and STD	10	01	06	STD, Leprosy, Vitiligo, Inflammatory disorders, Thichology	
General Surgery	210	07	07	Urology, Plastic Surgery, Surgical GE, Neurology, Pediatric Surgery,	

				Surgical Oncology, Diabetic Foot Clinic
Obsterics & Gyanecology	120	04	06	Infertility, Cancer, Antenatal Clinic, Postnatal Clinic, FW & MTP, Menopausal Clinic
Orthopedics	120	04	05	Hip & Knee Clinic, Spine Clinic, Hand Clinic, Arthroscopy, PediatricOrtho Clinic
Ophthalmology	80	02	05	Cataract, Retina and Squint, Pediatric Ophthalmology, Glaucoma, Oncology
ENT	30	01	03	Rhinology, Audiology oncology
Radio-therapy &Oncology	40	01	08	Head & Neck, Breast,Cervix, Palliative Clinic, Dietician Clinic, Medical Oncology, Surgical Oncology, Tumour Board
Anesthesia	00	01	01	Pain Clinic
Total	980	33	60	

Number of super-Specialty Services:

These are offered by specialists during specialty clinics- CArdiology, Neuriology,Nephrology,Urology,Peadoatroc Surgery,Medical Oncology,Surgical Oncology.

Number of Beds in ICU/ICCU,PICU/NICU etc:

ICCU	MICU	SICU	RICU	Dialysis	PICU	NICU	Burn ICU	Pre-OP	Post-OP	Labour Room	HDU
05	25	14	05	05	06	08+08	08	10	20	10	05

Number of Operation Theaters:

Type	Surgery	Ortho	OPH	ENT	OBGY	Trauma	Cancer	Septic	Total	Emergency OT	Endoscopy
Major	04	01	01	01	01	01	00	02	11	--	--
Minor	01	01	01	01	01	01	01	00	07	--	--
Total	**05**	**02**	**02**	**02**	**02**	**02**	**01**	**02**	**18**	**01**	**01**

- **Rural Dental College's Hospital:**

Number of Dental Chairs in Various Departments:

Clinical Departments	UG Clinic	PG Clinic	Total	OPD/IPD as per Regulatory Body
Prosthodontics	34	12	57	OPD - 520 / day.

				IPD-40-42 cases/month
Conservative	36	12	48	
Orthodontics	21	14	35	
Periodontics	33	12	45	
Oral Medicine & Radiology	12	08	24	
Public Health Dentistry	22	00	22	
Oral And Maxillofacial Surgery	36	11	55	
Pedodontics	19	11	31	
Oral Pathology	02	06	08	
Rahata OPD	00	00	14	
OtherExtension Dental OPD - Kolhar,Pravara nagar,Babhaleshwar,Bhandardara & Ayurved College Shevgaon	00	00	4+3=7	

Dr.APJ Abdul Kalam College of Physiotherapy's Hospital:

Clinical Departments	OPD/IPD as per Regulatory Body
Orthopaedic Physiotherapy	OPD - 50/ day IPD - 30 / day
Cardiorespiratory Physiotherapy	
Community Physiotherapy	

Paediatric Physiotherapy	
Neuro Physiotherapy	

- **Equipments:**

The University has State of the Art Infrastructure comprising of a wide range of Sophisticated Diagnostic And Therapeutic equipments,some of which are listed below-

Pravara Rural Hospital's Equipments with Location	Name of the Equipments	Cost in Rs.
Cath Lab. Unit	Cath Lab. Unit	2.36 Crores
Modular OTs	Modular OTs	1.36 Crores
CVTS Equipments	CVTS Equipments	79.50 Lakhs
Casulaty	Multipara monitor	130000
	Ventilator Airvo-2 non Invasive with mask and all accessories	261489.91
	Ventilator	866250
	Defibrilator Biophasic with monitor,recorder	243018.72
	ECG machine 12 lead	160000
OT	Ureterorenoscope	275000.32
	IntegratedCentrifugalControl Unit	177199.97
	Dreden Nephroscope	212800

	Blood analyzer machine Handheld blue printer kit, Simulator Electronics	318600
	C Arm Machine	2152000
	Amo White Star Phaco Handpiece system	200000
	USG Colour Doppler Unit	1250000
	Cytoscopy telescope 30 deg.sel. 4mm	278089.28
	Neuro Surgical Microscope	2500000
	Neuro Muscular monitor	218433.6
	Hysteroscope lens 2.9mm,	285695.2
	Handpiece Micro Debrider	358428
	Video Endoscope	588000
	Tac Vitrectomy Cutter	145134
	Morecellator	399840
ICU/ICCU	Ventilator-Vyaire without trolly	2330260.68
	Ventilator with Neonatal option and Aerozon Nebulizer	1215000
	ETCO2 Module	103250
CSSD	Steam Sterilizer Horizontal Double Door	36,00,000
CCL	Deep freezer -40 degree,	531000
	Microscope binocular	106058.4

	Magmax Tm Viral/Pathogen ii(mvp ii) Nucleic acid isolation kit	224000
	Linear tissue processor	571200
Blood Bank	Eltek Refrigerated Centrifuge	1404200

Dr. Balasaheb Vikhe Patil Rural Medical College

Departments	Equipments
Major Equipments- Pre Clinical Dept	
Physiology	-Digital ECG -Digital PFT -Digital Student's Physiograph
Biochemistry	-Bench top Densitometer
Major Equipments- Para Clinical Dept	
Microbiology	-Truenat closed System -RTPCR -CBNAAT laboratory -Biosafety cabinets with class II, Type A 2
Pathology	-Automatic Tissue Processor -Cryostat
Major Equipments- Clinical Depts	

Medicine	-TMT -TEE
Anesthesiology	-Fiberoptic bronchoscope and video laryngoscope -Peripheral nerve locator with nerve stimulator -Pain Clinic
ENT	-Olympus Trueview II Telescope -Operating Microscope -Operating Microscope -OAE,PTA & Impedance Equipment
Psychiatry	-Psychimetry -ECT -Digital Student's Physiography
Orthopedic	-Arthroscopy
Ophthalmology	-Perimetry -Keratometry -Optometry -Ophthalmoscopy -Eye bank
Paediatrics	-IVG -Phototherapy

	-HFNC
	-CPAP
Radiology & Imaging Radiation Oncology	-Convex Probe PVU-375
	Linear Probe PLU-1005

Rural Dental College

Departments	**Major Equipments**
Major Equipments- Clinical Depts	
Oral Pathology	-Zelus Penta-head Microscope
	-Trinocular microscope with photographic attchment
	-Binocular Microscope
Oral Medicine and Diagnosis	-Cone Beam Computed Tomography
	-Advanced Radiovisiogaphy system
	-Intraoral camera
Public Health Dentistry	Advanced Radiovisiography system
Conservative Dentistry	-Bleaching Light(Plasma arc curing and whitening system)
	-Magnifying Endodontic Loupes
	-Endodontic surgical microscope
Periodontology	-Biolase Laser Unit
	Implant kit
	-Microsurgery Kit

	-Intraoral camera
Orthodontics	-Cephalometric
Paedatric Dentistry	-Nitrous Oxide Conscious Sedation Unit -Magnifying Endodontic Loupes
Oral Surgery	-Peizo Surgical Unit -Implant unit -Surgical Operating Microscope -Trauma planning kit
Prosthodontics	-CAD CAM unit -Stereo Microscope -Maxillofacial unit -IPS Empress -Intraoral camera

Dr. APJ Abdul Kalam College of Physiotherapy

Departments	Major Equipments
Orthopaedic Physiotherapy	-Gait Analyzer -Phi Action
Neurophysiotherapy	-EMG -NCV -Biofeedback Unit -Motorized unweighing machine

Cardio Respiratory	Pulmonary function test machine
Excercise Physiology & Fitness Lab	Ergocylces

Clinical Teaching Learning Facilities

There are various facilities like OPDs, ICUs, Modular OTs etc to cater Clinical Teaching Learning among Students.

Laboratories-

Central Clinical Laboratory (CCL)-1 Lab of 3 Units	
Pathology CCL	-Fully automated hematology analyser, Coagulation analysers (ACL top-300&500) -Sysmex analyser with attached fully integrated SP-50 instrument with blood smear maker and stainer. -Microware tissue processors -Fully automated Sysmex UC-3500&4000 urine analysers -Digital Scanner
Microbiology CCL	-True Lab Quattro Workstation Four Channel -Vitek-2 Compact 3 D -Bact/Alert 3D Thermo Duo Prime Purification System -RT-PCR
Biochemistry CCL	-DRY Technology -VITROS 5600 instrument -Blood Gas Analysers -ELectrolytes analysers

File Description	Document
Any additional information	[View Document](#)
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	[View Document](#)
Link for additional information	[View Document](#)

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 programmes offered (based on HIMS / EMR) within 500 words.

Response:

The hospital meets all the regulatory requirements in terms of number of patients as per the guidelines.

The OPD and IPD numbers of the hospital are as per the stipulated guidelines of the Statutory bodies. Patient numbers for both IPD and OPD patients have grown steadily over the last five years. An average increase of 4.54% can be seen in the OPD numbers and an average increase of 8.56% on a year on year basis.

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 programmes offered are enlisted below-

- **Dr.Balasaheb Vikhe Patil Rural Medical College-UG, PG, Diploma PG,Diploma, Fellowship**

	2018-19	2019-20	2020-21	2021-22	2022-23
UG	719	825	865	879	895
PG	133	157	198	256	275
Diploma PG	30	19	2	0	0
Diplom	17	21	26	25	26
Fellowship	00	00	05	05	25

Total	899	1022	1096	1165	1221
	OPD-771212 IPD- 96732	OPD- 725380 IPD- 83970	OPD-589530 IPD- 69264	OPD–687223 IPD- 91351	OPD- 712411 IPD- 85165

- **Rural Dental College- BDS, MDS**

2018-19		2019-20		2020-21		2021-22		2022-23	
UGs Trained	PGs Trained	UGs Trained	PGs Trained	UGs Students Trained	PGs Trained	UGs Trained	PGs Trained	UGs Trained	PGs Trained
235	59	220	55	277	59	277	56	254	55
OPD- 109780 IPD- 363		OPD -71796 IPD- 267		OPD- 35731 IPD- 292		OPD -81920 IPD- 649		OPD -157370 IPD- 494	

- **Dr.APJ Abdul Kalam College Of Physiotherapy-BPT, MPT**

2018-19		2019-20		2020-21		2021-22		2022-23	
UGs Trained	PGs Trained	UGs Trained	PGs Trained	UGs Students Trained	PGs Trained	UGs Trained	PGs Trained	UGs Trained	PGs Trained
211	25	189	16	229	13	259	26	292	44
OPD- 15499 IPD- 4627		OPD- 9785 IPD- 8947		OPD- 4573 IPD- 19892		OPD- 12232 IPD- 28587		OPD- 17146 IPD- 28170	

The compounded annual growth rate for OPD is at 9.96 % while for IPD is 6.1%. The hospital is also empaneled under various state and central government schemes like Mahatma JyotibaPhule Jan Arogya Yojana (MJPJAY) along with 10% beds reserved for indigent patients and 10% for weaker section. Hospital has been Accredited A1 Grade Hospital under MJPJAY of Government of Maharashtra. Hospital is also Empanelled for other Patient's Beneficial schemes e.g. PMNRF, ECHS, Cash Less Insurance Scheme.

- ICUs: Well equipped Medical, Surgical, Respiratory ICUs caters for critically ill patients from these disciplines.
- The routine dental department rendered by the Pravara Rural Hospital, Loni since 1976 has been expanded, in response to the demand, to a full-fledged Dental Hospital with all specialties.
- Physiotherapy and Rehabilitation care has been expanded so as to have full fledged orthotic and prosthetic laboratories and other modern and advanced equipments, which caters to the needs of out-patients and in-patients of Pravara Rural Hospital.

File Description	Document
Any additional information	[View Document](#)
Links for year-wise outpatient and inpatient statistics for the last 5 years	[View Document](#)
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	[View Document](#)
Link for additional information	[View Document](#)

4.2.3

Availability of infrastructure for community based learning

1. **Attached Satellite Primary Health Centers**
2. **Attached Rural Health Centers available for training of students**
3. **Attached Urban Health Centre for training of students**
4. **Residential facility for students / trainees at the above peripheral health centers / hospitals**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geo-tagged photographs of Health Centers	[View Document](#)
Documents of resident facility	[View Document](#)
Any additional information	[View Document](#)
Link for any additional information	[View Document](#)

4.2.4

Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Response: C. Any Three of the above

File Description	Document
Copies of Accreditation Certificate(s) duly certified	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The Library Management System is upgraded as per the needs. The present upgraded version is Tech. Focuz LMIS 2.7., for smooth function of Library that includes accessioning, issue, return and renew, OPAC, data generation and stock verification.

Central Library of PIMS is fully digitalized with Tech Focuz LMIS Version 2.7 with Library module, Administration, Circulation, Cataloguing, OPAC- Online Public Access Catalogue made available to users/staff.

Each Dept. has its own Departmental Library. All the work related to issue and return has been digitalized. All books are bar-coded.

Barcode System-

- Bar Code generating and printing
- Front Desk operation: Issues, Returns, Renewals
- Automatic calculation of late returns

OPAC

Online public access catalogue has been developed.

Features of the Software- Desktop Application

1.**Administration**- It gives following report to the user-List of students-by gender wise, college-wise, list of staff, member list of library, Title list of books, Journal at glance, College wise attendance register of current journal and Library at a glance.

2.**Circulation**- It provides following report in the software- Daily issue/return/renew register- Daily, Monthly, Yearly, Pending book register, Status of the book, Individual book register, Individual due report, Department issue register of all the colleges, Search facility of books by Author, Title, Subject, Keywords available in this module

3.**Cataloguing**- It gives details of the books-i.e.-Accession register as College wise, Books, Non-Books (CD, DVD), Dissertations, Thesis and Bound journals as college wise.

4.**OPAC**- It is a computer-based and supported library catalogue design. This software gives searching by Author, Title, Subject, Keyword, and Year. OPAC provides access to PIMS library's holding, replacing the card catalogue.

Web based OPAC facility available in campus through internet with-

http://192.168.1.7.8080/LMIS

In addition reprographic facilities like scanning, printing and photocopying are available in the Library.

The reading Halls are well furnished and provides conductive environment for study to the students. Before availing the library facilities, the faculty and students needs to sign in the register at the entrance. CCTV cameras are also fixed in the Library for strict surveillance.

File Description	Document
Any additional information	[View Document](#)
Link to Geotagged photos	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

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

Response:

PIMS(DU)- Library has a total collection of 38313 books with 10153 textbooks and28160 reference books out of which 27460 reference books are available for circulation for users.There are also 161 printed rare books and an access to Digital Rare Book Society of India through Delnet. In the last 5 years 5924 books, 36 theses, 575 dissertations, 2127 hard bound journals and 139 (CDs and DVDs) e-books have been added. Also 36 PhD theses submitted in the Institute are uploaded in INFLIBNET, Shodhganga portal.

Special Collection of books and journals

Reference books, Annual Reviews, Recent advances, MCQs, Dictionaries, Gazetteer, WHO Collections, Encyclopedias, 226 Medline CDs/DVDs- which is a bibliographic database available from 1966 onwards, Index Medicus, Cumulative Index Medicus-1993-1995, Theses and Dissertations, Medical,Dental,Physiotherapy and Nursing books on CDs and DVDs,MCQ in all subjects and Competitive exam books.

Atlases

Atlases related to subjects- Anatomy, Physiology, Pathology, Microbiology, Cytology, Histology, Ophthalmology,Surgery,Radiology,Dermatology, Obstetrics and Gynecology, Dentistry, Physiotherapy etc are available for reference to the PIMS users.

Journals

The library provides access to 232 (123 National and 109 International Journals) including back dated volumes from 1977 onwards in medical subjects and since 1915 onwards bound volumes available in dental subjects. Total 13,970 bound volumes of the Journals are available for reference to the PIMS users.

The library has subscription to DELNET Database for PIMS users.

E Books

The library has E Resources like 375 e Books with full text access, e Journals 5088, and Online database-DELNET

Traditional Books

A collection of 125 articles compiled on Literature on Traditional Healing Practices and Economedicine practices followed by Tribal Indian Population is available in the library.

Availability Materia Medica, Indian Pharmacopeia and British Pharmacopeia handbook of herbal remedies and Encyclopedia of herbal medicine are available in the collection of PIMS

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for library acquisition data	[View Document](#)

4.3.3

Does the institution have an e-Library with membership/subscription for the following:

    1. **e – journals / e-books consortia**
    2. **e-ShodhSindhu**
    3. **Shodhganga**
    4. **SWAYAM**
    5. **Discipline-specific Databases**

Response: Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	[View Document](#)
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	[View Document](#)
Details of e-resources with full-text access	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

Average annual expenditure for purchase of books and journals (including e-resources) during the last five years

Response: 80.6

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
89	77	67	81	89

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	[View Document]
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	[View Document]
Institutional data in prescribed format	[View Document]
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	[View Document]
Any additional information	[View Document]
Link for additional information	[View Document]

4.3.5

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Four of the above

File Description	Document
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

Links to documents of e-content resources used	[View Document](#)
Link for additional information	[View Document](#)
Give links e-content repository used by the teachers / Students	[View Document](#)

4.4 IT Infrastructure

4.4.1

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

Response: 95.06

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 77

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 81

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.4.2

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

Fi

Response:

IT Policy, Support & Facilities: Institution frequently updates its computer availability, IT &Wi-Fi facilities and in-house support is provided for application software, network, printer issues reported by end users. Users must log complaints through the web-based application and can check the status of complaints at any given point using the same application.

IT Facilities-

Particulars	No.
Servers	14
Desktops and Laptops	1071
Thin Client PC	171
Printers	481
Design Jet Printer	1
Wi-Fi Access points	631

Computer availability: There are diverse range of computer systems including desktops featuring Intel Dual-Core, i3, i5, and i7 processors, as well as Dell PowerEdge R740 Servers equipped with Intel Xeon Gold 5218 2.3GHz processors. The campus is connected through well-maintained LAN and WAN networks using CISCO Catalyst Multigigabit Switches, CAT6 cable, OFC cable, RF devices. Cybersecurity framework includes the FortiGate Next-Generation Firewall, which provides advanced threat protection, intrusion detection, and content filtering. Additionally, for security we rely on Seqrite Endpoint Security which ensures that all endpoints, both desktops and servers are protected from wide range of cyber threats.Over five years, number of computers and Thin Client PC has increased from 524 to 798, Servers has increased from 11 to 17, internet bandwidth increased from 40Mbps to 1.15Gbps, WiFi Access point has increased from 150 to 631supported with new managed CISCO Catalyst network switches.

Number of desktop computer: 657, ThinClient PC: 141 installed in OPD and Hospital wards, printers: 358, Design Jet Plotter-1 and total Number of servers are 17 to cater all the IT services across

campus.Campus WiFi facility is being provided by University across the campus through total 631 Access Points.

ERP (LMS) : Student ERP system- Edukares Software is developed by TalentTimes Pvt. Ltd., which is being utilized for various purposes like student counseling, admission processes, admission, fee &hostel management

Hospital Information Management System : There is dedicated Hospital Information Management System (HIMS) developed by Suvarna Technosoft Pvt. Ltd., which covers various aspects of hospital management.

Library Info System : Techfocuz LMIS software version 2.7 is being used which is developed by Focuz Infotech, Cochin, Kerala, to manage library operations. This software supports acquiring new materials, overseeing serials, organizing catalogs, managing circulation, providing an online catalog for public access.

End-to-End Admission and Examination Management System (Tejas Technologies, Nashik) : End-to-End Admission and Examination Management System (with tag-line e Learn eExam eAssessment eResult) is web-based application built on comprehensive data driven approach that helps manage admission and examination activities through student's entire journey.It caters to specific requirements of University, teachers and covers complete lifecycle of a student.It deals in management of Admissions, Eligibility, Student Profile Management, Online Applications, Fees Collection, Online Examinations, Online Marks Submission, Online Practical Appointments, Internal Vigilance Squad Appointments, Results Processing &Declaration, Data Preparation for DigiLocker/NAD, ABC ID generation, Teachers Database, Admin Dashboards with Android App for all users.It is unique software package bundled with various services of University activities in one place, which is not yet available in market and helps in time management.

File Description	Document
Any additional information	[View Document](#)
Links for documents relating to updation of IT and Wi-Fi facilities	[View Document](#)
Link for additional information	[View Document](#)

4.4.3

Available bandwidth of internet connection in the Institution (Lease line)

Response: ?1 GBPS

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of available bandwidth of internet connection in the institution	[View Document](#)
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any additional information	[View Document](#)
Annual subscription bill / receipt	[View Document](#)
Link for additional information	[View Document](#)

4.4.4

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

Response:

Media Center, Audio visual center, Lecture Capturing System (LCS)

PIMS(DU)'s Media Centre and Audio Visual Centre are equipped with state-of-the-art facilities, empowering educators and enhancing the learning experience. Lecture Capturing System (LCS) consisting of HD video camera, tripod, professional microphone system, desktop computer, and zoom meeting is available. The Lecture Capturing System (LCS) ensures the ability to record and archive lectures, offering students valuable resources.

In order to assist the teachers for preparing computer-aided teaching-learning materials, the separate section under Medical education unit (formerly known as ECMC – Education Communication and Media Centre) is established. The trained technical staff of the section helps the user for preparation of audio-video educational material.

YouTube channel

 Theacademic content and Institution-related updates are available on the active YouTube channel:

https://www.youtube.com/@pravarainstituteofmedicals9388

During the COVID-19 pandemic, this channel became a vital resource, hosting online lectures on proprietary video teleconferencing software platforms such as Microsoft Teams and Zoom, which played a crucial role in keeping the PIMS(DU) community connected.

LMS

The University has adopted the dedicated Hospital Information Management System (HIMS) developed by Suvarna Technosoft Pvt. Ltd.This comprehensive system covers various aspects of hospital management, including Outpatient (OP) and Inpatient (IP) operations, such as Admission, Discharge, and Transfer (ADT), OP and IP Billing, Laboratory Information System (LIS) with machine interfaces for Laboratory Management, Radiology Information System (RIS), Nursing, Operating Theater (OT) Management, Pharmacy with Inventory Management, Report Generation, and a Document Management System (DMS) for organizing and maintaining patients' medical records

Following are the licensed editing softwares used for E-content development-

1. Corel Draw X3
2. Adobe Photo Shop CS2 2.9
3. Adobe PageMaker 7.0
4. Microsoft Office Versions- 2007, 2013,2016
5. Shree Lipi 6.0/7/0
6. Adobe Acrobat Prof. 7.0. (All these software's are used for editing in ECMC dept)

File Description	Document
Any additional information	[View Document](#)
Links for the e-content development facilities	[View Document](#)
Links for Geo-tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.5 Maintenance of Campus Infrastructure

4.5.1

Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 7.33

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
481	423.08	388.09	366.33	288.91

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details about approved budget in support of the above	[View Document](#)
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Provide link to ERP	[View Document](#)	
Link for additional information	[View Document](#)	

4.5.2

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

Response:

University has various departments for maintenance ofphysical and academic support facilities like- Civil to oversee allphysical infrastructure facilities, Electrical which overlooks electricity generation & supply, ITprovides computer services for all departments, Biomedical &Electronics which solves technological issues related tobiomedical instruments. The SOPs are followed and in case of any equipment underAMC /CMC, the representative will carry out corrective maintenance, periodic preventive maintenance &schedule/follow-up.

Civil

- As per mail or telephonic call, complaints are attended by the maintenance department which are then resolved by the adequate support staff and well experienced plumbers, carpenters, welders, masons, glass workers, painters etc and proper record is maintained
- Constructions/Renovation / Repair of buildings

- Landscaping of campus
- Water storage, treatment and supply

- RO systems
- Cleaning of tanks and flushing of pipelines at periodic intervals

Electrical

- Synchronizing- Panel + industrial panel boards + residential panel boards

- Users should log in maintenance complaints through Electrical Maintenance software/email/reports after which complaint number will be allotted immediately.
- On resolution of the problem and after consent of user, the complaint is closed and recorded in online software.

Biomedical and Electronics

- There is a list of all Biomedical equipments that requires Periodic Calibration.
- Certified Calibration Equipments that meets industry standards are used.
- Frequency and schedule of calibration for each type of equipment based on the manufacturer recommendations, usage patterns and regulatory requirements is decided and necessary adjustments if required are made to ensure accurate measurements
- Its ensured that calibration program complies with relevant regulatory standards, such as ISO 13485 and local healthcare regulations.
- The equipments are clearly labeled with date of the last calibration
- Regular audits of calibration program are conducted to ensure consistency and compliance and address any non-compliance issues promptly.

IT

Maintenance protocol includes-

- Regular checks
- Proactive updates
- Swift issue resolution
- Preventive measures and detailed documentation

Online Ticketing System

PIMS (DU) has implemented Online Ticketing System accessible via URL:http://192.168.1.5/cindex.htmlto simplify and expedite the process of seeking IT support. Users can easily submit their concerns and each request is assigned a unique identifier for efficient tracking and management. This system enables prompt issue resolution, transparent communication thus streamlining support process to ensure that concerns are addressed promptly. Ultimately it enhances overall IT experience for University's academic and administrative community, improving the ability of IT team to deliver effective support and streamline the resolution of technical issues.

Housekeeping/ Hospitality Services

- Cleaning, Mopping
- Garbage collection and disposal in "Ghantaghadi", thus following the footsteps of "Swachh Bharat Abhiyaan"
- Room service
- Changing bed sheets, towels in Guest house
- Preparation of food, beverages
- Sanitization, hospitality to visitors, lodging, boarding, laundry

Gardening and Agriculture

- Soil management

- Weeding
- Watering, Trimming of plants
- Fertilization
- Pest control
- Cutting, Drip, Sprinkler irrigation
- Commemorative tree plantation by visiting dignitaries
- Dry Landscaping
- Maintenance of Ayurvedic garden, orchid, nursery

File Description	Document
Any additional information	[View Document](#)
Links for minutes of the meetings of the Maintenance Committee.	[View Document](#)
Links for log book or other records regarding maintenance works.	[View Document](#)
Link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 12.03

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1162	247	77	30	27

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	[View Document](#)
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of sanction letters from the University / non-government schemes	[View Document](#)
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.2

Institution implements a variety of capability enhancement and other skill development schemes

    1. **Soft skills development**

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: Any 5 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of capability enhancement and skills development schemes	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Any additional information	[View Document](#)
Link to institutional website	[View Document](#)
Link for additional information	[View Document](#)

5.1.3

Average percentage of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the last five years.

Response: 29.88

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
771	1112	736	539	359

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	[View Document](#)
Program/scheme mentioned in the metric	[View Document](#)
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	[View Document](#)
Institutional Data in Prescribed format	[View Document](#)
Copy of circular/brochure of such programs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.1.4

The institution has an active international student cell

Response:

International Student Cell:

PIMS-DU in its quest to provide **"Global Outreach"** has established **Directorate of International Relations** to promote global exchanges, and undertake intensive academic and research collaboration with Foreign Higher Education Institutions world-over. **The Directorate of International Relations** has been established, since the inception of university, with objective to provide **Single Window Student Support**", co-ordinate all matters relating to welcoming and supporting international students, undertake collaborative activities, act as a liaison with international students, promoting the activities of PIMS DU globally, Single point contact for Registration with FRRO/e-FRRO, networking with fellow students and extend all possible help to PIMS & international students to adapt to new cultural environment, thus enriching their international exposure. PIMS DU has been successful in establishing collaborations with 35 renowned foreign universities and institutions with Global Raking within 1000 WR. Some of the top ranking collaborating medical & health sciences universities in the world includes: Karolinska Institiute, Sweden, The Hebrew University of Jerusalem, Israel, Lund University, Sweden along with other global universities of repute (UK, USA, Sweden, Israel, Netherland, Japan, Hungary, Australia, European universities) . PIMS-DU is the only private deemed university of India included in Erasmus Mundus programme with universities of European Union for teacher and student exchange. PIMS DU has been receiving Linnaeus Palme Scholarships for staff and exchange programme with Swedish Universities since its inception. **Approx 32 crores worth Scholarships received by PIMS – DU Students & Faculty (2011- 2022) as direct beneficiary of the funds.**

To enhance the teaching learning activities PIMS DU has jointly organized Seminar/Conference/Symposia Jointly held From 2018- 2023: **International Conference – 4,**

Workshop – 31, Training of Staff, Nurses, PG students for Patient care: 145, Tele Rehab with Dr. Inka Lofvenmark -3 Meeting and 5 Patient Consultation Session (during covid pandemic), Symposia – 1,CME – 4,Guest Lecture – 128,Joint Publication:06

Pravara Innovative practice - Students of 25 foreign universities visit PIMS-DU to undertake International certificate course in Social Health & Development and earn credits at Parent University (twinning). They also undertake minor project work. 11 eminent faculty of foreign universities act as adjust faculty/ Professor Emeritus/ Visiting Professor, which has contributed in Faculty Development Programmes, Extension/ Research activities. Outcome of Collaborations include establishing advanced clinical facilities at neonatology, pediatrics surgery,cancer research & treatment,Problem based learning as learning centric approaches,Establishment of Spinal cord Injury Rehab Center and Better management of Osteoarthritis (BOA).

PIMS DU has initiated *Value added programme for PIMS DU students with the support of the international faculty - CHBR- Community & Home Based Rehabilitation &* Online Global Citizenship Certificate Course with Drake University, USA.

Internationalization of higher education has provided opportunity for PIMS DU students and faculty to study at international universities From the year 2018 to 2023 : 13 faculty visited collaborating universities from PIMS, 114 International faculty visited PIMS, 71 International students visited PIMS and 8 PIMS Student visited other Universities.

PIMS-DU has constructed an International Hostel with 100 accommodation with state of art facilities for incoming foreign students & faculty.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Links for international students' cell	[View Document](#)

5.1.5

The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging

1. **Adoption of guidelines of Regulatory bodies**
2. **Presence of the committee and mechanism of receiving student grievances (online/ offline)**
3. **Periodic meetings of the committee with minutes**
4. **Record of action taken**

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 47.79

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
133	60	34	42	42

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ *PLAB/ USMLE/*Civil Services/State government examinations *PG-NEET/* AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
240	121	73	77	128

File Description	Document
Pass Certificates of the examination	[View Document](#)
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.2.2

Average percentage of placement /self employed professional services of graduating students during the last five years

Response: 54.46

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
150	264	373	345	288

File Description	Document
Self-attested list of students placed/self-employed	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for additional information	[View Document](#)

5.2.3

Percentage of the graduates in the preceding academic year, who have had progression to higher education.

Response: 25.38

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed

to higher education

Response: 166

File Description	Document
Supporting data for student/alumni in prescribed format.	[View Document](#)
List of students who have progressed to Higher education preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	16	00	01	04

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified e-copies of award letters and certificates.	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5.3.2

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

Response:

PIMS-DU Student Council serves as bridge between student and administration, advocating students' interests, fostering community engagement, facilitating opportunities for their personal and professional growth. Executive Committee serves as governing body, responsible for formulating policies, decision-making, planning activities, representing student interests. It has elected representatives, as General Secretary, President, Vice-president, Gymkhana Secretary, University Representatives, Cultural Secretary and Class Representatives with the heads of the various 'clubs'. PIMS-DU has different clubs, catering to diverse interests and provides passionate platforms to organize events, pursue hobbies, and engage in academic to non-academic discussions, movie screenings, quiz, dramas and music jamming sessions.

1) **Manthan -The Music Club**

2) **Maitreyi - Humanities and Literature Club**

3) **Synergia - Academic Club**

4) **Pacemakers- Photography and Videography Club**

5) **Ameya - Dance Club**

6) **WOW CLUB (We-On-Wheels): Cycling Club**

Sports: Intra and inter-college sports events, sports tournaments, La Pravara- street Football, shuttle masters, PPBL-PIMS Pro-Basketball League like recreational activities. WOW organizes weekly cycling rides.

Photography and Videography: Offers resources, equipment, and mentoring for aspirants.

Fine Arts: Painting, sculpture, drawing, and visual arts forms annually showcased at art gallery.

Literary Pursuits: Language proficiency, critical thinking, literary appreciation, debates, discussions, book clubs and writing workshops conducted.

Cultural Events: Under PADMANJALI, annual fest drama, events of Kshatriya, Argentum, Tashan, M & M, Subhedar, Mystic Movers, Aarambh dance groups mesmerizes annually. HEADRUSH (musical band) with its regular jamming sessions, "Padmanjali 2k23", Standup comedian- Nishant Tanwar, Dj Vanmoon- Raghav Sehjpal, Singer -Gajendra Verma Tie Saree Day, Traditional Day and Photography Day were main attractions.

Rangoli and Idol Making competitions during Ganesh festival including Fun carnivals, food and game stalls, short film festivals and Cultural Stage events conducted during Ganesh festival "Siddhivinayaka"; with musical night, with Auspicious Aaarti twice daily. Navratri festival "Rangtali" held annually. **Our 'HEADRUSH band' stood '3rd' in the annual fest-23 of AFMC, Pune.**

Annual Activities:

Inter-institutional competitive events include Padmanjali, Marathon, Rangoli, Model Making and Posters. Students participate in institutional and commemorative days, environmental initiatives, health camps, awareness campaigns, and community service. Annual yoga day celebrations are held. Under the NSS banner cleanliness drives were carried, a rally was held on women's day, TB awareness rallies, organ donation seminar, regular health camps were held in the nearby villages. *PIMS-DU students have formed an NGO "WE CARE U"* which organizes health camps and blood donation drives.

During COVID-19, the council helped in diagnostic testing and vaccination drive for 10000 staff of PIMS-DU within 5 days.

Representation and Welfare: Council meets monthly to resolve student's issues related to institutional committees, grievance cells, and hostel committees. PIMS-DU has club mess and its representatives decides menu and per month charges and is separate for Girls, Boys and RMO hostels.

Thus, council plays crucial role in enhancing student experience, promoting student engagement to foster vibrant campus community, to empower students to take ownership of their educational journey, develop leadership skills; contributes positively to society. Thus nurtures academic, cultural and social fabric of the institution, creating opportunities for personal growth, collaboration and creativity

File Description	Document
Any additional information	[View Document](#)
Links for Student Council activities	[View Document](#)
Link for additional information	[View Document](#)

5.3.3

Average number of sports and cultural activities / competitions organised at the institution level per year

Response: 52.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
113	12	15	73	51

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Event photograph if available (random selection with titles and date(s) of the events marked)	[View Document](#)
Copy of circular/brochure indicating such kind of activities	[View Document](#)
Any additional information	[View Document](#)
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for additional information	[View Document](#)

5.4 Alumni Engagement

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 five years

Response:

The constituent colleges of Pravara Institute of Medical Sciences-DU have registered Alumni Associations with the objectives to provide platform for Alumni to connect to University and to assist recent graduates and current students in shaping their career, to promote the relationship and better understanding among Alumni, current students and faculty of all the departments, to participate in activities contributing to improvement of infrastructure and academic activities of the University, to institute prizes, scholarships to meritorious students and financial aid to poor and deserving students of the University, to hold periodical meetings at local, Regional, National, and International levels and at University, college, and batch level, to raise funds for promotion. The purpose of PIMS -DU, Loni alumni association is to foster a spirit of loyalty and to promote the general welfare of alma mater.

The registered alumni associations of the PIMS-DU are the DBVPRMC Alumni Association (Reg. No. 110/2022), RDC Alumni Association (Reg. No. 465/2020), Dr.APJAKCOPT Alumni Association (Reg. No. 466/2020) and SSEVPCON Alumni Association (Reg. No. 492/2020). Each alumni association has president, Vice Precident, Secretary, Co- secretary and members. Dr. Yogendra Sachdev is the president for DBVPRMC Alumni Association, Dr. Shubhangi Mani is the president for RDC Alumni Association, Dr. Deepali Hande is the president for Dr. APJAKCOPT Alumni Association and Dr. Rajendra Lamkhede is the president for SSEVPCON Alumni Association of PIMS-DU, Loni. The secretary of each alumni association organises regular meeting of alumni association members to enhance the social,

educational and networking activities, to perpetuate friendships formed in the University and to establish camaraderie and fellowship between all generations of students, to provide continuing education enrichment experience for alumni and friends of the University and to discuss about future plans.

The notable contributions of the Alumni associations of PIMS are,

- Donation during covid-19 period
- Distribution of grains during covid-19 period
- Financial contribution from alumnus
- Financial endowment for meritorious/ranked students
- Donation of materials and equipments for research enhancement and patients care
- Donation of books
- Guest lecture for current student
- Placement assistance for recent graduates and current students
- Internship posting assistance

Annual alumni meets has been organized at the institute level. The various non-financial contributions includes Guest lecture, Interns Posting in Alumni Clinic, reunion activities batch wise, alumni challenge competition (E-Logo designing), career advancement, conducting mock personal interviews, opportunities for Indian graduates in UK and Road Map to UK, Counseling on ILETS, Selection of Foreign Universities for Higher Education discuss business and entrepreneurship opportunities. Some of the alumni meet during this period are Alumni Meet –Pravara Phyzion, Farewell 2017-18 Batch, Pride Loni Reunion Alumni Meet 1993 Batch and Alumni Meet 1997 Batch etc. Some of the important aspects highlighted by the alumnus are current trends and career opportunities along with their personal experience during their starting stage. They have promised to visit the institutes regularly to guide the students by sharing their knowledge and experience, organizing guest lectures and events and support through book donations and materials.

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	View Document
Any additional information	View Document
Links for quantum of financial contribution	View Document
Links for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for additional information	View Document

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. Financial / kind
2. Donation of books /Journals/ volumes
3. Students placement
4. Student exchanges
5. Institutional endowments

Response: A. All of the above

File Description	Document
List of Alumni contributions made during the last 5 years	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	[View Document](#)
Link for any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Introduction:PIMS-DU and its Seven Constituent Units have well defined Vision and Mission Statements as a reflection of the dreams, ethical values of its Founders and in alignment with the National Educational and Healthcare Goals.

The Vision: To emerge, as University of Excellence, in continuous pursuit of quality, by providing globally competent higher education, especially in the field of medical & allied health sciences and to evolve accordingly to the changing needs of time, **with the focus to serve the rural society**

The Mission: 1) To promote **value-based** education and research driven health care, 2) To promote and facilitate the development and empowerment of human resources, 3) To facilitate the provision of health professional education, training, research and extension, primary to tertiary healthcare through medical and allied health programmes which are **responsive to the needs of the society**, and 4) **To serve the rural people - the poor, the disadvantaged, irrespective of their social status and background.**

Nature and Models of Governance: PIMS-DU has formulated well-articulated framework of governance (academic, administrative and participatory) policies, structure - statutory and non-statutory bodies, processes and systems in place rightly aligned with UGC regulations of 2010, 2019 and 2023 and with its Vision & Mission statements.

- **Academic governance:** It is related to teaching, learning, training, research, standards and academic quality issues. Academic governance which includes the Control of Admission Process – following strictly the guidelines of statutory bodies for medical & dental admissions (NEET) and PIMS All India Common Entrance Test for all other courses under the overall supervision of "Competent Authority". The curriculum design, development and delivery, exam conduct will be through statuary and non-statutory bodies like Departmental/Institutional/Faculty Curriculum Design & Advisory Committees, Deans of Faculties and Board of Studies, Academic Council, Board of Management etc., The PIMS HR Committee and Staff Selection Committee supervises the appointment process of teaching and non-teaching staff, the HoDs, HoIs through Block/Monthly Time Tables supervises all curriculum implementation.
- **Administrative governance:** A detailed **Organogram** depicting the overall administrative governance system through various Statutory and Non-statutory bodies as per UGC guidelines is in place and meticulously functional.
- **Participatory Governance:** Both academic and administrative governance are decentralized and implemented through participatory model. Stakeholders from academia, industry, community, alumni, students and professionals as members, equally contribute to achieve the goals. The Vice Chancellor is the Executive Head of University and is well supported by the Chancellor in the quest to achieve Institutional Excellence.

- **Stakeholder Participation in Governance:** All the stakeholders of the University - students, teachers, non-teaching staff, parents, community representativeshave a defined role in planning and decision making specially in perspective planning, preparation of rules and regulations, implementation of policies, deciding strategies for quality enhancement, research and healthcare delivery. All bodies work in tandem for Institutional Excellence.

Conclusion: PIMS-DU witnessed a dynamic overall growth in the field of Academics, Research & Development, Patient Care & Services, Community Engagement &Social responsibility and Infrastructural Development during the last 5 years through its various governance policies and implementation.

File Description	Document
Any additional information	[View Document](#)
Link for vision and mission documents approved by the Statutory Bodies	[View Document](#)
Link for report of achievements which led to Institutional excellence	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.

Response:

Introduction: The effective leadership, organizational structure in place encourages, help and facilitate all the Stakeholders of the University to think freely and contribute independently towards realising the common Goals and Vision of the University.

Institutional Organizational Management Structure: The decentralized and participative management is integral part of the overall management of the Institution, which reflects in all the institutional practices, committees, bodies. The prevailing three-layer organizational management structure – (1) Department, (2) Constituent Unit/College, (3) University, under each layer a number of sub-layers – Committees, ensures for delegation of responsibilities and tasks and seeking inputsfromall stakeholders – to play their active role provides a framework for a decentralised and participative management. The Departmental Committees and their meetings provide opportunities for all staff to contribute to the smooth functioning and implementation of all tasks and suggest for future developmental plans to the HoIs.

Decentralized Planning for Annual Budgetand Purchases: The departmental budget plans are drawn-up by the HoDs in consultation with all staff of the department. Departmental meetings provide opportunities for staff to contribute to the discussion on the plans. Consultations are led by the HOIs to

review the budgetary requests by the departmentsat College Councils, with the aim of aligning the departmental needs and aspirations with the Institution's plans and constraints. Inputs from other bodies like the IQAC are also taken into account. The consolidated proposals are then forwarded to the University. Consultations between the Finance Officer and the HOIs help in prioritizing and refining the budgetary proposals. Individual Department heads/representatives are invited for these discussions if required to understand special requests which may need to be accommodated. The budgetary plan, compiled after balancing the needs of all the Constituent Units is then discussed at the University Finance Committee for approval. Hence the exercise of budgetary planning involves stakeholders at multiple levels.

Decentralized Planning of Curriculum Design & Implementation: The designing and implementation of various academic programs stems from the feedback analysis of the students, curriculum review meetings with departmental faculty, Curriculum Advisory Committees, discussion and deliberations at the internal and external expert members of the BoSand approval from the Academic Council and Board of Management of the University.The Curriculum implementation is monitored and reviewed at four levels– Academic Program Coordinator, Department, Institutional, and University ensures decentralization and participative management and results in development of leadership qualities and decision making.

Decentralized Planning & Management of COVID Pandemic – A Case Study

With the global impact of the COVID-19 Pandemic reigning chaos with unmanageable ramifications in Maharashtra, the **PIMS**adopted a multipronged, decentralized management model to address the concerns of all stakeholders - Patients, Medical Fraternity, Students, Distressed Migrant Families and Community at large during 2020-2021. Decentralized and participative model of Covid 19 management of institution has involvement of representatives from Management, HoIs, HoDs, Teaching& Non-teaching staff, Students, Government Health Workersat various levels with specific Job roles defined and laid down at each functional area.

File Description	Document
Any additional information	[View Document](#)
Link for information / documents in support of the case study	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed.

Response:

Introduction: Developing a Strategic Plan for PIMS-DU, which was evolved as part of an Integrated

Rural Developmental Model acclaimed as PURA Model at National Level, involves a comprehensive and participative process aimed at aligning organizational ethics, objectives with its Mission and Vision.

Methodology Adopted: The Development of Strategic Plan begins with a SWOT Analysis - assessment of internal strengths and weaknesses, external opportunities, and threats by constituting a special Committee engaging key stakeholders, including Chancellor, Vice Chancellor, Deans of Faculties, HoIs, Directors of R&D& International Relations, Faculty & University authorities as members to ensures diverse perspectives. This collaborative approach fosters ownership and commitment to the plan's success. Setting clear and measurable goals, informed by data and analysis, lays the foundation for actionable strategies. These strategies encompass areas such as academic programs, infrastructure development, financial sustainability, and stakeholder engagement.

Mechanism of Deployment: The deployment mechanism for Strategic Planning imposes a robust administrative process overseen by the IQAC Cell in collaboration with the BoM and University Officials, with key stakeholders including Chancellor, Vice Chancellor, and IQAC Coordinator actively engaging in policy formulation through an inclusive feedback system involving students, faculty, and staff.

Implementation plans outline timelines, responsibilities, and resource allocation to ensure accountability and progress tracking. Regular review and evaluation mechanisms facilitate adjustments to evolving circumstances and emerging priorities. Ultimately, a well-developed strategic plan serves as a guiding framework for decision-making, resource allocation, and organizational development, empowering the institution to navigate challenges and seize opportunities effectively.

This strategic planning is deliberated upon in various Statutory forums - Academic Council and BoS, where HoIsparticipate, ensuring comprehensive discussion and alignment with organizational goals. The responsibility for implementation lies with Heads of Constituent Units/Colleges, supported by HoDs(academic and administrative), who play a major role in executing tasks under the supervision of institutional heads and with the assistance of various supportive departments. The active involvement of administrative departments such as finance, accounting, HR, and dedicated committees - Medical Education Unit, Research Cell etc., ensures a standardized approach to both academic and administrative strategy implementation, thereby decentralizing the system and engaging every stakeholder in an integrated manner.

Monitoring and Assessment of Deliverables: The implementation of our strategic plan undergoes rigorous monitoring and evaluation processes. Measurable success indicators are clearly defined within the final implementation document, established through a comprehensive feedback system. Oversight is conducted regularly by key stakeholders - Chancellor, Vice Chancellor, Academic Council, alongside other relevant Committees, through periodic review meetings. HoDsplay a major role in this process, preparing detailed progress reports for presentation during these review sessions. These reports are subsequently compiled into comprehensive academic reports. Additionally, monitoring and evaluation encompass various measures including annual review meetings, triple audits, and financial audits, ensuring alignment with our strategic objectives and facilitating the realization of our collective goals and aspirations.

Conclusion: Our strategic planning and implementation framework, characterized by inclusive feedback mechanisms, diligent monitoring, transparent evaluation processes, serve as a roadmap towards achieving our envisioned goals and aspirations of stakeholders effectively

File Description	Document
Any additional information	[View Document](#)
Link for Strategic Plan document	[View Document](#)
Link for additional information	[View Document](#)
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	[View Document](#)

6.2.2

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

Response:

Introduction: PIMS ensures effective and efficient working of its various administrative, curricular, co-curricular and extracurricular functions by constituting various statutory and non-statutory Bodies/Committees, as per the guidelines of UGCand requirements of the Deemed to be University.

The Mechanism of Efficient Functioning: For smooth and quality outcome, the roles, and responsibilities, objectives, functional features, SOPs of these bodies are well defined. The University conducts regular meetings for monitoring and evaluation of each function of these bodies/committees, and its outcome as prescribed below:

A. PIMS-DU Statutory Bodies and their functioning

Statutory Body	Objectives	Functional Features	Number of Meetings (Annually)
Board of Management	Management and governance of the institution	Setting institutional policies and strategic direction. Approving budgets and financial plans	4
IQAC	Ensuring quality assurance and enhancement in academic and administrative activities	Developing and implementing quality policies and procedures.Conducting internal quality audits. Facilitating feedback mechanisms from stakeholders	4

Academic Council	Ensuring academic standards and quality	Reviewing and approving academic programs and curriculum.Setting & evaluation -academic policies and regulations	2
Board of Studies	Developing and reviewing academic programs and curriculum	Designing new courses and updating existing ones. Review & assessment of course content	2
Finance Committee	Financial planning and management	Reviewing budgets and financial reports.Ensuring financial sustainability and compliance with regulations	4
Planning and Monitoring Board	Planning and monitoring institutional activities to achieve strategic goals and objectives	Developing strategic plans and objectives Monitoring &Reviewing	4

B. PIMS-DU Major Non-Statutory Bodies and their functioning

Non-Statutory Administrative Authorities/Bodies	Objectives	Functional Features	Number of Meetings (Annually)
Research Cell	Promoting and facilitating research activities	Research proposal submission and approval Research funding and grants Organizing research seminars, workshopsetc	4
Medical Education Unit	Enhancing the quality of medical education and training	Developing and implementing medical curriculum faculty development programs	4
Bioethics Unit	Promoting ethical practices in research and healthcare	Developing ethical guidelines Ethics training workshops	2
NSS	Promoting social service and community engagement	Organizing community service projects and activities	4
Examination Cell	Ensuring the smooth conduct of	Scheduling and coordinating	

	examinations and assessment processes	examination sessions	4
Attendance Cell	Monitoring and maintaining student attendance records	Implementing attendance policies and regulations Analyzing attendance data and identifying trends	6
Directorate of International Relations	Facilitating international collaborations and exchange programs	Establishing partnerships with international universities and organizations student and faculty exchange programs	4
Library Committee	Managing library services	library management	6
Women Empowerment Committee	Promoting gender equality and empowering women	initiatives to support women's education and career advancement	2
Women Harassment Cell	Preventing incidents of harassment &discrimination based on gender	Providing support and counselling Conducting awareness, Investigating and resolving complaints	2
Anti-Ragging Committee	Preventing incidents of ragging , Monitoring	Implementing anti-ragging policies and regulations Conducting awareness programs	4
Cultural Coordination committee	Conduct cultural activities	Regular conduct and promotes cultural activities	4
Directorate of Sports	Promotion and regulation of sports	Regular sports activities	4

File Description	Document
Any additional information	[View Document](#)
Link for organogram of the University	[View Document](#)
Link for minutes of meetings of various Bodies and Committees	[View Document](#)
Link for Annual Report of the preceding academic year	[View Document](#)
Link for additional information	[View Document](#)

6.2.3

The University has implemented e-governance in the following areas of operation

1. **Planning and Development**
2. **Administration (including Hospital Administration & Medical Records)**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination**

Response: Any Three of the above

File Description	Document
Screen shots of user interfaces, if any	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	[View Document](#)
E-Governance architecture document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty and Staff Empowerment Strategies

6.3.1

The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.

Response:

Since inception, the University has created and implemented the following welfare measures for the employees, their family members and other beneficiaries like patients and their relatives etc., and creating a comfortable, and quality living and working conditions in the Campus to increase their efficiency and sustain motivation.

A. Provision of Housing, other Amenities in the University Campus

1. Housing for staff in Campus- 24/7 electricity, water, Cable TV/Internet/Wi-Fi
2. Provision of Departmental Stores, Shopping Complex with 50 shops - 24/7 Cafeteria, Men's & Women's Parlour, Optical, Dental Material, Electrical, Electronic shops etc
3. Provision of Food Courts, Canteens, Tea/Coffee Shops for staff, patients, relatives
4. Organic Cow Milk Supply Centre

5. Creche for babies of working women &Breast-Feeding Rooms for working women
6. Durga Temple on the natural hillock within the Campus

B. Banking, Loan, Insurance, Gratuity, PF Facilities

1. Insurance, Gratuity and Provident Fund (PF) Facilities,
2. Provision of Banking with Loan, Safe locker, ATM facilities in the Campus
3. Loan facility on a reasonable interest by Employees Welfare Society.
4. Group Insurance Scheme to all staff in case of untimely death
5. Personal Accident Insurance Policy for all staff
6. Rs. 25000 to next of the kin of a diseased employee from Staff Welfare Fund with equal amount contributed from Management
7. Provident Fund (PF) for all non-teaching staff
8. Gratuity for all staff

C. Free Medical and Healthcare Services

1. Free medical facility to all staff, their blood relations at Pravara Rural Hospital
2. Free medical treatment to all retired employee & their spouses
3. Free treatment, vaccination to all staff during Covid Pandemic.

D. Special Leave & Leave Encashment Facilities

1. On Duty & Study leave for higher education/training/skill upgradation
2. Maternity leave, Special leave on medical grounds, who undergone FP operation
3. Leave encashment facility to non-teaching staff

E. Special Allowances / Financial support

1. Uniform upkeep allowances for Nurses, Security, Sanitary and Vehicle staff
2. Tribal Allowance to the medical, nursing staff of Tribal Campus
3. High Risk Allowance to the hospital staff working in high risk areas
4. Night Duty Allowances for security and sanitary staff
5. Tuition Fee Concession (50% male & 60% female) to the children of non-Teaching staff

F. Special Incentives to faculty for Higher Education, Training & Research

1. Deputation of faculty on Exchange with International Universities.
2. Financial Incentive for Research Publications, Attending conferences/seminars
3. Financial support for Research Projects and IP filing and processing support
4. Best Researcher & Best teacher Awards
5. Reward to all staff completing 25 years of service with the organization
6. Best & Outstanding employee awards on Republic & Independence Day

G. Other Welfare Measures

1. Free Meal to all the Differently abled employees
2. Free Tea twice a day to all employees

3.Gift hampers to all non-teaching staff on the festive occasions

4.Free transportation to the employees staying nearby villages, during Covid pandemic,

Free Uniform to Security, Electrical, Sanitary and Class IV employees

File Description	Document
Any additional information	[View Document](#)
Link for policy document on welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years

Response: 30.36

6.3.2.1 Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
136	6	1	271	25

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
List of teachers provided with membership fee for professional bodies	[View Document](#)
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	[View Document](#)
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

Average number of professional development / administrative training programs organized by the University for teaching and non teaching staff during the last five years

Response: 57.2

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
73	39	67	87	20

File Description	Document
Reports of Academic Staff College or similar centres Verification of schedules of training programs	[View Document](#)
List of professional development / administrative training programmes organized by the University year-wise for the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	[View Document](#)
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 50.65

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
190	182	116	130	120

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	[View Document](#)
List of sponsoring/supporting/supervising agencies	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Any additional information	[View Document](#)
Annual reports of the IQAC and the University for the last five years.	[View Document](#)
Annual reports of the AQAR submitted to NAAC	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

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

Response:

Introduction: Performance appraisal is a process of obtaining, analyzing, recording employee information in his/her work environment and reporting the results to those who are interested in it. PIMS-DU has a meticulous performance appraisal system of its employees which includes the following points:

- Covers assessment of performance as well as potential for development of the employee.

- Care of organizational as well as individual needs / goals.
- Help in creating a clean environment by linking rewards with achievements.
- Generate information for the growth of the employee as well as of the organization, and suggests appropriate person-task matching and career plans.

Purpose

The purpose of the appraisal is used not only to enable to make decisions about individuals, but also to compare candidates on some type of objective basis and achieve the following:

- To align annual individual goals with concerned department and university goals.
- Providing feedback to employees about their performance.
- Facilitating decisions concerning pay increases, promotions, layoffs.
- Encouraging performance improvement.

- Setting and measuring goals.
- Determining individual and organizational training and development needs.
- Provide legal support for personnel decisions
- To provide feedback on progress against the goals.
- For documenting the professional growth and development needs and achievements of employees.
- To encourage and improve open communication between Heads and their staff.
- To promote the improvement of individual performance.
- To encourage and foster continued professional development.
- To collect data to support analysis and decisions in staffing, compensation and training.
- To inform annual merit increments.

If an employee is found to be average and poor, counselling is done through the nominated committee.

Employee who have an average report are given an opportunity to improve their work and will be given the same benefits as that of other employees.The developmental function is forward looking, directed towards increasing the capacity of employees to be more productive, effective, efficient and satisfied in the future. It covers such things as job skills,career planning,employee motivation and effective coaching between Heads and subordinates. It is any endeavour concerned with enhancing attitudes,experiences and skills that improve the effectiveness of employees

Process of Performance Appraisal & Feedback

Annual Appraisals:

- Each department follow a calendar or academic/fiscal year cycle and determine their internal timelines based on HR guidelines. The appropriate timeline is shared with the staff prior to the start of the evaluation process.
- All staff have undergone an annual written Performance Appraisal. HODs determine the timing of the annual performance cycle based on the needs and work cycles of their respective department.
- The HR department has set up links to a variety of appraisal forms /templates that are utilized.The templates are edited to create a customized set of appraisal forms to evaluate performance and communicate in styles and formats that best fit the types of positions held by the individuals in the department.

The performance appraisal initiated by HOD and reviewed by HOI for both teaching and non-teaching staff. After review the forms are maintained by the Personnel Department for non-teaching staff and at the respective institutions for the teaching staff.

File Description	Document
Any additional information	[View Document](#)
Link for performance appraisal policy of the institution	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Introduction:

As a self-financed Institution, strategies are developed for mobilization of funds from varied sources. Saving costs where ever possible and trimming of overheads through centralized administration of funds are adopted for optimal utilization of the resources. The Institute is Debt Free and has not borrowed amounts from any Banks or Financial Institutions.

Resource Mobilizations:A tuition fee from students is the major source of fund.

Tuition Fees: Tuition fee for various courses is decided by the Board of Management on the recommendations of the Fee Fixation Committee, appointed under the Chairmanship of Retired High Court Judge based on the guidelines and directions of Honorable Supreme Court of India.We adhere to the all the guidelines prescribed by the central government for tuition fee fixation

In addition to tuition fee other sources of funds are the following:

1. Consultancy income
2. Research and Consultancy funding from extra-mural agencies
3. Voluntary contribution from Philanthropist
4. Clinical Trial Grants for research& development
5. Interest on Corpus fund and Investments
6. Eligibility Fees
7. Internship Transfer fees
8. Avail Funds/Grant-in-aid from State/Central government for skill training, research, extension and provision of healthcare services, community empowerment and development projects
9. Avail NGO,CSR, Philanthropic funds from Institutes/individuals fortraining, research, extension and provision of healthcare services community development projects.

The Institutional Social Responsibility& Community Health Extension and Developmental activities of PIMS-DU and its Constituent Units are being supported, in addition to its own funds, by the grant-in aid received from the National and International GOs, NGOs, CSR & Philanthropic Organizations and the

Parent sponsoring organization (PMT) in cash and in kind. These Projects Accounts are maintained under separate bank accounts, as per the guidelines of the respective funding agencies.

Utilization of Resources:

The financial resources are meticulously budgeted and utilized for all round development of the University. The Internal &External audits along with the Finance Committee and the Board of Management effectively monitor the utilization of the finances.

Income and expenditure are budgeted for the ensuing financial year by the Finance Officer in consultation with the Heads of the institutions and taking in to consideration of the perspective plan. On recommendation of Finance Committee, Budget is approved by Board of Management.

A unique feature of the budget is, developmental budget is prepared by the *(Planning and Monitoring Board)* Internal Quality Assurance Cell and asses at the end of the year of implementation.The University has a functional SOP and a purchase policy for all the purchase. Rate contracts are signed with selected suppliers through tenders. All the purchases are made with the sanction of Purchase Committee constituted as per by-law.

A Building works Committee is in place as per the by-law, which sanctions all the New Constructions and repairs & maintenance of Buildings.Tenders are floated for all purchases, Constructions and major repairs where the cost involvement is more than Rs. 5 Lakhs.

The University judiciously utilizes its resources to the optimum and makes savings for enhancement of Corpus fund and investments for future developments

File Description	Document
Any additional information	[View Document](#)
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	[View Document](#)
Link for procedures for optimal resource utilization	[View Document](#)
Link for additional information	[View Document](#)

6.4.2

Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

Response: 879

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last

five years

2022-23	2021-22	2020-21	2019-20	2018-19
167	87	360	117	148

File Description	Document
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	[View Document](#)
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	[View Document](#)
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

Institution conducts internal and external financial audits regularly

Response:

Introduction:

The University has an Internal as well as an External Audit mechanism in place since its inception and an audit policy approved by the Board of Management.

The Annual Budget recommended by the Finance Committee is approved by the Board of Management. The recurring expenses and Developmental expenditure are depicted in the annual budget and compliance of which is verified by the Internal and External Auditors

Internal audit:

The internal audit is carried out by in house team of staff headed by an experienced Internal Auditor, appointed by the Board of Management. The Internal Audit is done with the following main objectives and examination of: 1) The financial discipline and its optimum utilization;2) Budgetary provisioning

and controls; 3) Compliance with legal and regulatory provisions; 4) Cost effectiveness and priority elements; 5) Compliance to internal provisions, protocol and by-laws; 6) Deviations and inconsistencies and give opportunities for resolving them; 7) Systemic weaknesses, improvements and to safeguard financial interest of Institution.

The internal audit team thoroughly checks all day-to-day transactions of receipts and expenses conducted by each department such as Central Stores, Purchase Committee, Buildings & Works Committee and Accounts Department. Periodical stock verification is carried out in Central Stores and all the departments. The Internal Audit Team works as the extended arm of the Finance and Accounts Department.

External Audit (Statutory Audit):

PIMS-DU is a Public Trust registered under the Bombay Public Trust Act; 1950. Statutory Auditors are appointed as per Sec. 33 of the BPT Act.

The Statutory Audit is conducted with following objectives of verifying:

1. Whether accounts are maintained regularly and in accordance with the provisions of the Act;
2. Whether receipts and disbursements are properly and correctly shown in accounts;
3. Whether the Cash and balances are in agreement with the accounts;
4. Whether register of movable and immovable properties are properly maintained and the changes are communicated to the Charity Office;
5. Whether the property and funds were applied for any object or purpose other than the object of the Institution;
6. Whether the money of the trust has been invested contrary to the provisions of the Sec. 35 of the Act;
7. Alienations, if any, of the immovable property contrary to the provisions of Sec.36 of the Act;

The external financial audit of the Institution is carried out by Chartered Accountant firm M/s. Chaturvedi SK & Fellows, Mumbai.The Audit is carried out as per the various provisions of the Bombay Public Trust Act, 1950 and Income Tax Act 1965 and in compliance of the Accounting Standards approved and published by the Institute of Chartered Accountants in India.

The report of the internal and external auditors is placed before the Finance committee and on the recommendation; these reports are submitted to the Board of Management for its approval. Corrections and rectifications, if any required, are carried out well in time and before finalization of the Yearly Accounts. Due to proper checks and balances till date no major findings or objections are raised by Internal or External (statutory) Auditors

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for policy on internal and external audit mechanisms	[View Document](#)
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Internal Quality Assurance Mechanism at PIMSDU

1. Introduction to Quality Assurance System (QAS) & Internal Quality Assurance Cell (IQAC)

Quality Assurance System (QAS) is fundamental to ensuring excellence in academic programs and administrative operations within educational institutions. At the Pravara Institute of Medical Sciences Deemed to be University (PIMSDU), the Internal Quality Assurance Cell (IQAC) serves as a vital mechanism for driving and sustaining quality enhancement initiatives.

The IQAC at PIMSDU is established by guidelines set forth by accrediting bodies like NAAC (National Assessment and Accreditation Council). Its primary objective is to monitor and facilitate continuous improvement across all facets of the institution, including teaching-learning processes, research endeavours, administrative efficiency, infrastructure development, and overall student experience.

2. Constitution of Internal Quality Assurance Cell (IQAC): Its Policy, Function, and Meetings

The IQAC at PIMSDU is constituted by a multidisciplinary team comprising senior administrators, experienced faculty members from various disciplines, and external experts representing industry and academic sectors. The cell operates based on a clearly defined policy framework that outlines its functions, responsibilities, and objectives:

- **Policy Framework:** The IQAC policy at PIMSDU emphasizes a proactive approach towards quality enhancement, continuous improvement, and compliance with accreditation standards.
- **Functions of IQAC:** The functions of IQAC include:
  - Developing and implementing quality benchmarks and policies.
  - Facilitating workshops, seminars, and training sessions on quality-related topics.
  - Monitoring the implementation of quality assurance initiatives.
  - Coordinating internal and external academic and administrative audits.

○ Analysing feedback from stakeholders for informed decision-making.

The IQAC conducts regular meetings to review ongoing quality enhancement activities, assess progress against set benchmarks, discuss feedback received from stakeholders, and strategize future initiatives.

3. Quality Assurance Mechanisms

i) Quality Initiatives - Benchmarking & Goal Setting

PIMSDU engages in benchmarking exercises to identify best practices and set achievable quality improvement goals. Benchmarking involves comparing institutional performance against recognized standards and peers within the medical education domain. This helps PIMSDU establish realistic targets for the continuous enhancement of academic programs and administrative processes.

ii) Quality Enrichment / Enhancement

Continuous quality enhancement is a core focus area at PIMSDU. The institution regularly revises its curriculum, adopts innovative teaching methodologies, and invests in faculty development programs to enrich the teaching-learning experience. Quality enhancement initiatives are aimed at ensuring that academic programs remain contemporary, relevant, and aligned with industry requirements.

iii) Quality Sustenance

Sustaining high-quality standards is imperative for institutional success. PIMSDU implements robust monitoring mechanisms and regular audits to ensure sustained excellence across all operational areas. This includes maintaining infrastructure, optimizing administrative processes, and fostering a culture of continuous improvement.

iv) Quality Assurance - Internal & External Academic and Administrative Audit (AAA)

- **NAAC AAA:** PIMSDU conducts periodic internal and external academic audits as per NAAC guidelines. These audits evaluate institutional performance across key quality parameters such as curriculum design, faculty quality, student outcomes, infrastructure, and governance.
- **NIRF Ranking & Media Ranking:** Participation in ranking exercises like NIRF (National Institutional Ranking Framework) and media rankings helps PIMSDU benchmark its performance against peer institutions nationally and internationally. Rankings serve as external indicators of institutional quality and reputation.
- **NABL / NABH:** Adherence to National Accreditation Board for Testing and Calibration Laboratories (NABL) and National Accreditation Board for Hospitals & Healthcare Providers (NABH) standards ensures quality in laboratory testing, healthcare delivery, and patient care.

4. Activities of IQAC

The activities of IQAC at PIMSDU are categorized based on the seven criteria specified by accrediting bodies like NAAC for assessing institutional quality:

Q1 - Quality Initiatives:

- Development and implementation of new academic programs or courses to address emerging industry needs.
- Integration of technology-enhanced learning methods to improve pedagogical practices.
- Introduction of outcome-based education approaches to enhance student learning outcomes.

QE - Quality Enhancement or Enrichment:

- Faculty development programs to upgrade teaching skills and pedagogical techniques.
- Curriculum reviews and updates based on feedback from stakeholders and industry experts.
- Collaborations with industry partners to bridge the gap between academia and industry.

QS - Quality Sustenance:

- Regular audits of academic processes, administrative functions, and infrastructure.
- Maintenance and upgradation of laboratory facilities, libraries, and other learning resources.
- Compliance with regulatory standards and best practices in medical education and research.

QA - Quality Assurance:

- Coordination of internal and external academic audits to assess institutional performance.
- Monitoring of student feedback and satisfaction surveys to identify areas for improvement.
- Review and analysis of faculty performance and professional development activities.

5. Strategies

IQAC at PIMSDU employs various strategies to ensure effective quality assurance and continuous improvement:

- **Need-Based Studies & Feedback Analysis:** Conducting need-based studies and analysing feedback from students, faculty, and other stakeholders to identify areas of improvement and formulate action plans.
- **Guest Lectures / Workshops / Seminars / Interactive Sessions:** Organizing regular guest lectures, workshops, seminars, and interactive sessions to promote knowledge exchange and skill development among students and faculty.
- **Orientation Programs & Collaborations:** Facilitating orientation programs for new faculty and students to acquaint them with institutional goals and quality standards. Encouraging collaborations with industry, research institutions, and other universities to enhance learning and research opportunities.
- **Planning / Action Plan, Implementation:** Developing comprehensive action plans based on identified needs and priorities. Implementing planned activities in a phased manner and monitoring progress through periodic reviews.
- **Committees / Cells / Directorates:** Establishing specialized committees, cells, and directorates under IQAC to oversee specific quality enhancement areas such as research, curriculum development, student welfare, and infrastructure maintenance.
- **Mid-term Review & Annual Review:** Conducting mid-term and annual reviews to evaluate the effectiveness of quality enhancement initiatives and assess progress against set goals. Adjusting

strategies based on review outcomes to ensure continuous improvement.

In conclusion, the Internal Quality Assurance Mechanism at PIMSDU, spearheaded by the IQAC, plays a pivotal role in fostering a culture of quality and excellence in medical education and research. Through strategic planning, regular audits, continuous feedback analysis, and collaborative initiatives, PIMSDU strives to uphold high-quality standards and meet the evolving needs of stakeholders in the healthcare sector. The institution's commitment to quality assurance is reflected in its participation in accreditation exercises and ranking frameworks, which serve as external benchmarks of institutional performance and reputation.

File Description	Document
Any additional information	[View Document](#)
Link for the minutes of the IQAC meetings	[View Document](#)
Link for additional information	[View Document](#)
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	[View Document](#)

6.5.2

Quality assurance initiatives of the Institution include:

1. **Academic and Administrative Audit (AAA) and initiation**

   of follow-up action

2. **Conferences, Seminars, Workshops on quality**

3. **Collaborative quality initiatives with other Institution(s)**

4. **Orientation programmes on quality issues for teachers**

   and students

5. **Participation in NIRF process**

6. **Any other quality audit by recognized State, National or**

   International agencies (ISO, NABH, NABL Certification,

NBA, any other)

Response: A. All of the above

File Description	Document
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	[View Document](#)
Institutional data in prescribed format	[View Document](#)
e-copies of the accreditations and certifications	[View Document](#)
Any additional information	[View Document](#)
Annual reports of the University	[View Document](#)
Link for AQARs prepared by IQAC.	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

Impact analysis of the various initiatives carried out and used for quality improvement

Response:

A comprehensive impact analysis was done to evaluate the effectiveness of its quality improvement initiatives across various academic and institutional domains. This assessment aimed to gauge the outcomes and impacts of diverse activities on student performance, teaching practices, assessment processes, research endeavours, stakeholder feedback mechanisms, administrative reforms, and financial management strategies.

The impact analysis examined specific activities and initiatives implemented by Pravara Institute of Medical Sciences Deemed to be University:

1. **Curriculum**: The analysis highlighted that the revised curriculum positively influenced student engagement and comprehension. Outcome-based education led to clearer learning objectives and better alignment with industry expectations.
2. **Co-Curriculum**: Extracurricular activities played a pivotal role in holistic development, fostering leadership qualities and teamwork skills among students.
3. **Teaching-Learning and Evaluation**: Faculty development initiatives enhanced teaching effectiveness, as evidenced by improved student feedback and academic performance indicators. Competency-based assessments improved evaluation accuracy and relevance.
4. **Research & Development**: Increased research output and collaborations demonstrated the tangible impact of research-focused initiatives on knowledge creation and dissemination.
5. **Infrastructure**: Upgraded infrastructure enhanced the academic and research environment, attracting talent and supporting cutting-edge research.
6. **Learning Resources**: Accessible and updated learning resources empower students to explore

diverse subjects and engage in self-directed learning.

7. **Student Support Programs (SSP) and Guidance & Counselling**: Improved support services positively impacted student retention rates and overall satisfaction.

8. **Good Laboratory Practices (GLL)**: Adherence to GLL standards ensured safety and quality in research activities, enhancing the credibility of research outcomes.

9. **Incentives**: Recognition and incentive programs motivated stakeholders and fostered a culture of excellence.

10. **Best Practices**: Adoption of best practices optimized operational processes and institutional efficiency.

11. **Quality Assurance & Distinctiveness**: Continuous quality improvement efforts enhanced PIMSDU's reputation for academic excellence and innovation.

These outcomes and impacts have not only facilitated the attainment of key milestones but also underscored PIMSDU's commitment to academic excellence and institutional distinction. Specific achievements resulting from these initiatives include:

- **Accreditation**: Attainment of accreditation by NAAC signifies compliance with rigorous quality standards in higher education.
- **Regulatory Approvals**: Receipt of approvals from esteemed bodies such as NMC, DCI, and INC affirms adherence to professional norms in medical and nursing education.
- **Rankings & Reviews**: Recognition through rankings in NIRF and favourable reviews by UGC and MHRD highlight institutional excellence and governance norms adherence.
- **Stakeholder Engagement**: Systematic collection and analysis of stakeholder feedback guide continuous improvement efforts.
- **Innovation & Research**: The establishment of an Innovation Council fosters a culture of innovation and research-driven initiatives.
- **Publications**: Publication of the Pravara Medical Review in SCOPUS showcases scholarly contributions.
- **Specialized Designations**: Designation as a Centre of Excellence in Tribal Healthcare and Research and a Vocational Training Centre by government bodies recognize exemplary contributions to healthcare, research, and skill development.

PIMSDU's impact analysis guides continuous improvement and strategic planning to uphold its academic excellence. The outcomes reflect its dedication to advancing medical education, research, and institutional effectiveness, showcasing unwavering commitment to excellence.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for relevant documents/information on the process and results of impact analysis on the above aspects	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

Introduction:-

Gender equality is the state of equal ease of access to resources and opportunities regardless of gender,including economic participation and decision –making; and state of Valuing different behaviors,aspirations and needs equally,regardless gender.

It is not a matter of job or race or height.Every individual deserves to be treated well and treated right.

To promote gender equity PIMS (DU) has constituted two cells namely.

1. Women Empowerment Cell (WEC):PIMS (DU) has a proactive and

Vibrant women empowerment cell. Its silent features are as follows**.**

- To empower and safeguard the rights of female members.
- To promote gender sensitivity in the university and conduct diverse program to educate,sensitize both male and female members and produce harmonious atmosphere on the campus.
- To conduct regular programs for women upliftment.
- Look at both men& women as caregivers and breadwinners.
- To promote Inclusive work environment for both gender.
- Unbiased hiring & promotion of employees.
- Transparent and equal pay structure for both gender as per cadre.
- Gender champions & Nodal Teachers are appointed for all constituent colleges .
- Gender data is positive for female students & female employees.
- Females outnumber male in students category 53.35% are Females Student.

2.Internal Complaint Committee(ICC):

- The PIMS-DU has constituted ICC to Prevent Sexual Harassment of Women at the Workplace
- As per Vishaka Guidelines of UGC/Government of India.
- The office of the Cell is an educational resource as well as a complaint center for the members of the faculty, staff and students of University.
- The Cell seeks to inform the campus community of their right to a respectful work and learning environment.
- The above committee members look after the matters related with Gender Sensitization & sexual Harassment.
- No gender-wise discrimination is shown in selecting students to any of the program while admission.

Curriculum related activities:

- Gender & women empowerment are included in the syllabus of all the programs under the PIMS University.
- For MBBS, C.M 10.9 competency is on Gender issues and women empowerment.
- Every year International Women's Day is celebrated on 8th March as per the theme for each year.
- Different programs are organized during the fortnight for women under PIMS (DU).
- Gender related issues are covered by organizing seminars, symposiums, Essay writing, poem recitation, guest lectures, slogan framing, World café etc.
- Post graduate students, Undergraduate students & PhD students are encouraged to undertake projects on women & adolescent girl's specific initiatives.
- Students have worked on Female Sex Workers & even Transgender.
- International Conference was organized on Women's Health on 8th -10th Nov 2019

Co-curricular related activities:-

- Gender sensitization is also done through various programs like dance competitions with theme during AnnualSocialGathering,Rangoli Competitions,Video making, Rally's,Essay writing, slogan writing, poster making soap carving etc.
- Institute encourage boys as well as girls to participate in sports, cultural and academic activities.

PIMS (DU) has made adequate budget provision to conduct all the activities and provide all the required facilities and support for the empowerment of women.

File Description	Document
Any additional information	View Document
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Link for annual gender sensitization action plan	View Document
Link for additional information	View Document

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any additional information	[View Document](#)
Link to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.1.3

Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Introduction:

PIMS-DU, has adopted efficient environment friendly steps to reduce waste production, recycle it and reuse it . Waste are segregated as Solid/Liquid/Biomedical and E-waste further categories as hazardous and non –hazardous waste and are processed as per standard protocols.

Solid waste management:

- General degradable waste is disposed of by Vermi composting at site away from water source and dwelling units & used as manure.
- Non-degradable waste is handed over to authorized recycler.

Liquid Waste management:

- The campus of PIMS –DU has well laid out drainage system, open drainage for storm waste and underground drainage system for toilet waste for disposal of sewage.
- The collected sewage waste is subjected to proper sewage treatment methods.
- The treated water is used for irrigation/gardening and ground water recharge.
- The PMT PIMS campus houses a very efficient Effluent Treatment Plant.
- This plant is installed to treat chemical waste water generated from labs and laundry.
- Waste Water Treatment Plant & Sewage treatment plant are fully functional

The treated water is effectively used for the plants in the campus, ensuring that every single drop of water is recycled.

Biomedical Waste Management:

- The Pravara's Hospital constituted a cell consisting of ten workers who are looking after biomedical waste management.
- This cell is looking after planning, budgeting and implementation of biomedical waste management.
- Colour Coded Waste Basket are used to collect waste and disposed of through authorized agency.
- Training, sensitization, ready reckoned charts, check list, weighing etc. are done regularly.
- From hospital daily the waste is shifted to interim BMW site in a secured special van from where an authorized common biomedical waste treatment facility operator (Bioclean system, Ahmednagar) picks up daily for final treatment & disposal.
- The Hospital has Hospital Waste Management Committee which meets periodically and takes accounts of biomedical waste Management & recommends measures to ensure safe & pollution free environment.
- The personnel working in BMWM cell are vaccinated periodically and ensure all personal protective measures followed during the work schedule.

The E-waste:

- Being a professional health education institution ,generation of e-waste is minimal   Even this minimal e-waste management has been undertaken by IT section by giving old computers and its usable parts to sister institutions of primary level and extension units & the material which can be reused is donated to the needy schools.
- E waste are handled in accordance to the E-waste Management Rules 2022.
- The waste are stored at a designated location until it is handed over to the authorized recyclers.

Radioactive chemicals & Incinerator ash:

- PIMS (DU) has adopted latest imaging technology that has completely eliminated the use of dark rooms and the subsequent generation of radioactive waste in the imaging department.
- The biomedical waste is handed over to authorized agencies, eliminating the need of incinerator ash management.

All the waste generated in campus are managed as per Standard Guidelines

File Description	Document
Any additional information	[View Document](#)
Link to relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Link for Geo-tagged photographs of the facilities	[View Document](#)
Link for additional informaton	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for additional informational	[View Document](#)
Geo-tagged photographs / videos of the facilities	[View Document](#)

7.1.5

Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Battery-powered vehicles**
3. **Pedestrian-friendly pathways**
4. **Ban on use of Plastics**
5. **Landscaping with trees and plants**

Response: Any Three of the above

File Description	Document	
Institutional data in prescribed format	[View Document](#)	
Any additional informatiom	[View Document](#)	
Geo-tagged photos / videos of the facilities	[View Document](#)	
Link to additional information	[View Document](#)	

7.1.6

Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

Response: Any Four of the above

File Description	Document	
Institutional data in prescribed format	[View Document](#)	
Any additional information	[View Document](#)	
Link for additional information	[View Document](#)	
Audit reports of the institution related to the metric	[View Document](#)	

7.1.7

The Institution has disabled-friendly, barrier free environment

- **Built environment with ramps/lifts for easy access to classrooms.**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: All of the above

File Description	Document
Relevant documents / reports	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Additional information	[View Document](#)
Link for relevant geo-tagged photographs / videos	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)

Response:

University has multicultural, multilingual students and faculty, coming from different parts of country with different cultural, socioeconomic backgrounds. All university functions start with University anthem which is best example of creating inclusive environment. The university takes efforts in creating inclusive environment by focusing on cultural and regional linguistic and communal harmony

Cultural & Regional tolerance & harmony

- Annual cultural & Sports Meet: 'Padmanjali' is organized by university. It includes Sports, Art gallery, funfairs and various stage events that aim to inculcate values of team spirit, leadership, interactive skills and Unity in diversity.
- Students publish newspaper "Campus news", "Ubiquiscope" & college magazines showcasing their analytical and artistic abilities
- Constituent colleges of PIMS (DU) organize Induction programs for UG, PG courses & Interns for adjusting with new environment.
- HaldiKumkum program of Sankranti is organized by institute for all women employee which reflects solidarity and gives spiritual experience.
- Statues of Saibaba & Ganesha are installed in the hospital premises to provide for individual spiritual needs.
- **International cell:**
- International students and faculty are catered by International Cell.
- This cell addresses many issues and adheres to motto of 'Atithi Devo Bhava' and "VasudhaivaKutumbakam"

Community / Communal and religious harmony

- Members of PIMS (DU) practice their religious customs beliefs without any hindrance by celebrating different religious festivals, promoting sense of unity, friendliness & happiness at workplace.

- University grants public holidays for festivals of different faiths to enable people to celebrate with gusto.
- Amidst Ganesh Chaturti festival, Dhol-Tasha &Lazim is big attraction among students & staff from different parts of country.
- Cultural festivals like Eid, Navratri Utsav, Diwali, Christmas, Holi are celebrated with joy.
- National Foundation for Communal Harmony observes 'Communal Harmony Campaign Week' every year from 19th to 25th November.
- Flag Day of foundation, is celebrated to spread message of communal harmony & National integrity to raise funds for carrying various schemes and projects.
- **Socio Economic harmony**
- To address socioeconomic diversities, College of Nursing has schemes for students

1.Share and care unit 2.Earn& learn.

- PIMS (DU) is unbiased for students and faculty on the socio-economic status which is ensured by equality during admission of students, employment or promotion of faculty. Work distribution is done without any personal bias.

Linguistic Harmony

- Modern state of art language laboratory to aid in language skills is available. Students who require assistance in English can have sufficient training in lab
- For enhancing communication of out of Maharashtra students with patients in rural area, an English to Marathi (local language) translation booklet is available.
- During Cultural event students' showcase their talent through dance, drama, Folk dances, monoacts etc. in language of choice.

Regional & National Integration harmony

- PIMS DU respects and honor the concept and practice of unity in Diversity.

 Befitting to its commitment, PIMS (DU) conduct series of activities based on above mentioned themes to ensure tolerance, universal brotherhood and harmony-religious linguistics & social cultural and other diversities

File Description	Document
Any additional information	[View Document](#)
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

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

Response:

Introduction

PIMS-DU believes in preparing better human being with professional competence by building values , civic responsibilities and sense of national integrity, respect for constitution of India, patriotism respect for gender and human rights ,protection of culture and heritage . It is achieved through following activities:

Value Education

- Value education cell is an integral part of PIMS (DU) to enhance human values for harmonious working & to inculcate moral values in students & employees.
- Value education is given to students during their First year and booklet on value education is distributed to students.
- Every year College of Nursing conduct Human Values & personality development workshops for all first year students.
- The strategies to inculcate values among faculty include motivational/inspirational lectures ,participation in camp ,workshops ,etc
- Three days Workshop was organized by MEU on "Values in Healthcare –A Scientific & Spiritual Approach" for faculty members by Brahmakumaris.
- Lecture by Hon'ble Shri,Gauranga Das Prabhu Director ISKCONs Govardhan Eco village . Spiritual lecture to create value –based society for faculty ,support staff & students.
- Youth Empowerment & skills workshop was organized for students.
- Guest lecture by Hon'ble H.G.Shikshashtakam Prabhuji on "Unleash the power of your true self" was organized for student & faculty.

Bioethics

- Bioethics unit of UNESCO Chair in Bioethics Haifa has been established in university.
- Bioethics teaching is included in UG & PG curriculum of the University.
- With all this, students learn to handle patients ethically. By following four basic principles of bioethics- Autonomy ,Justice ,Beneficence & Non-Maleficence.

Ethics in Research:

- University is having university level ethical committee for faculty & PhD research.
- All the institutes under PIMS (DU) have ethical committee for undergraduate & post graduate research
- All the research projects are presented in front of ethical committee for approval.

Rights, duties and responsibilities of citizens

- Inculcation of value of patriotism ,universal brotherhood National flag is hoisted on Independence day and unfurled on Republic day.

- Rights of employees are explained by Personnel Officer to the newly joined employees.
- All the faculty & students were sensitized regarding right to vote.
- Swearing of Oath (Charak Shapath) is organized for first MBBS,Physiotherapy & lamp lighting for Nursing Students.
- Radio talk ,workshops ,lectures and various competitions are organized to know basic rights.
- The Community Extension Programs are organized by all colleges these activities helps in building leadership skills ,public speaking ,self-confidence and helps develop an increased sense of social responsibility ..
- Students and faculty of the institution have been actively engaged in many health,environment,philanthropic activities through Community Oriented Medical Education,National Service Schemes & Health Camps .
- Free Medical camps & blood donation camps are organized every month where students & faculty gets chance to serve the community.
- Visits are also organized to orphanages ,old age homes special schools etc.

The above programs certainly have broadened their social outlook leading to attitudinal changes ,inculcation of values ,national development an integration

File Description	Document
Any additional information	[View Document](#)
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	[View Document](#)
Link additional information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of conduct is displayed on the website**
2. **There is a committee to monitor adherence to the code of conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on code of conduct are organized**

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Institutional code of conduct and code of ethics	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Any additional information	[View Document](#)

Web link of the code of conduct	[View Document](#)	
Link for additional	[View Document](#)	

7.1.11

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

Response:

Introduction:

To commemorate is to remember and honor a significant event, person, or action from the past through a special action ,ceremony ,or symbol.

Our university enthusiastically celebrates various Commemorative days ,events and festivals. National festivals acquaint the students and faculty to the rich legacy of the country. These help to maintain harmony ,healthy work atmosphere and raises a sense of pride for our rich culture.

Commemorative Days are celebrated with theme based activities as:

1. Commemorative National and Patriotic days celebration:

Independence Day & Republic day are celebrated with pride and grandeur . For inculcating the value of brotherhood ,National flag is hoisted on both these day and support staff from various departments of the institute is awarded for their outstanding work.

2. Birth Anniversaries:

We celebrate birth anniversary of Chhatrapati Shivaji Maharaj, a brave Maratha warrior who fought the invaders and protected the motherland.

Gandhi Jayanti is celebrated to mark the selfless contribution of father of the nation for freedom struggle. The lesson of non-violence and being truthful is inculcated in the students.

Youth day celebrated in honor of Swami Vivekananda. His teachings ignite young minds to work hard and find solution to the problems faced by the society.

World Students day is celebrated to honor former President Dr.APJ Abdul Kalam's contribution to the field of education & research. Our College of Physiotherapy is named in the fond memory of Dr. Kalam.

Every year we celebrate birth anniversary of our founder Fathers,Padmashri Dr.Vithalrao Vikhe Patil,Padmabhushan Dr.Balasaheb Vikhe Patil & Smt Sindutai Eknathrao Vikhe Patil .Constituent colleges under PIMS are named after these visionaries. Their statues are erected in campus to inspire us and to remind us of the values that bind us together as a society.

Teacher's Day is celebrated every year various programs are organized by students for teachers.

3.International Days: Every year we celebrate :

- International- Women's, Nurse's, Midwife & Yoga Day.
- World-   Health,Physiotherapy,Tuberculosis, AIDs,Population,Alzeiimer's ,Heart, Cancer, Sight,Rose, Anaesthesia, Bioethics, Cerebral palsy,No tobacco,Mental health Day.

4. Days with special reference to Women ,Children & Elderly population

- National girl Child & Mother's Day
- Breastfeeding & Nutrition Week
- Menstrual Hygiene Day

5.Communal Harmony week

6. Environment Day :

- World Environment Day 5th June by NSS Students

The other days celebrated by the institute to create awareness among both rural & urban public ,faculty & students regarding preventive ,curative rehabilitative & referral services. Are as follows:

- National science day ,Conservative Dentistry and Endodontic ,Dentist ,Cancer Survivors ,National Public Health Dentistry ,Diastasis Recti Awareness Drive,Organ Donation,Eye donation fortnight,Blood Donation,Global Hand Washing Day
- Vaachan Prerna Diwas

All above days were celebrated by PIMS (DU) during last five years.

Observance of various days helps to educate, inspire and foster a sense of community and shared purpose. They also provide an opportunity to reflect on specific topics and advocate for positive change in the society. Overall celebrating National & International days can contribute to a more informed and empathetic society

File Description	Document
Any additional information	[View Document](#)
Link for Geo-tagged photographs of some of the events	[View Document](#)
Link for annual report of the celebrations and commemorative events for the last five years	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.

Response:

Best Practice: No.1

1.Title of best practice: "Holistic Cancer Care,Education & Research"

2.Objectives of the best practice:

- To sensitize and generate awareness on cancer among all stake holders.
- To screen cancers leading to early diagnosis and help addicts to quit habits as part of secondary prevention.
- To initiate early treatment for diagnosed cancer cases.
- To start rehabilitation and palliative care as part of tertiary prevention.
- To impart excellence in education,training and research in cancer for all students.
- To provide subsidized /free cancer treatment to poor and needy patients.
- To provide Registry for cancer cases in rural area.

3.The context:

a)Emergence of cancer as community health concern

- Chronic non-communicable diseases are at present the leading cause of death.The lifestyle and behavioral pattern of people are changing rapidly,being favorable to onset of chronic diseases.
- The impact of chronic diseases on the lives of people is serious when measured in terms of loss of life,disablement,family hardship,poverty as well as economic loss to country.

b) Need for sensitization & awareness

- High levels of smokeless tobacco use was identified as major risk factor in this area.

- Commonest cancer reported in this region is head and neck cancer and risk factor is tobacco abuse.
- Most of the cases reported are in advanced stages.
- Awareness among females about warning signs for Ca cervix and Ca breast will help in early diagnosis and treatment .

c) **Need for enhancement of curricular & co-curricular teaching learning activities**

- There is need of trained human resource in medical as well as paramedical staff for early detection & prompt treatment .

4.Practice

a) **Awareness programs**

- Awareness programs were organized on cancer and substance abuse for students from nearby schools & for all female employees of PIMS DU.
- Awareness program for breast and cervical cancer among women is started in memory of late.Smt.Sindhutai VikhePatil
- Cancer awareness programs for patients and relatives in day care ward.
- Health talks on Radio on Myths and facts about cancer and cancer education is being given on KVK Pravara Community Radio .
- SSEP college of Nursing conducted cancer awareness rally in the village.They have also developed educational material in local language
- Pamphlets about oral cancer and self oral examination were released onWorld Cancer Day .
- Under Tabacco Research & Cessation Centre short films by CHRE to create awareness were showcased to a wide audience to promote health and prevent tobacco use.NSS volunteers were used to spread awareness.
- Awareness campaigns among doctors,nurses and hospital ancillary staff were conducted to spread awareness about cessation of tobacco and services available at institute.

- Developing IEC material for OPDs were taken up by the students
- Seminar on " Prevention and control of cancer among women -Role of ASHAs" was organized.
- "World breast cancer awareness month" was observed through its Rural and Tribal Health Centers

b) **Screening Programs**

- Institute is actively involved in various cancer detection camps .
- Camps were organized for early detection of oral cancer and premalignant lesions for nonteaching staff
- Screening camps for early detection of oral cancer at school for parents
- World rose day celebration dedicated to cancer patients
- Separate OPD started Under Tobacco Research & Cessation Centre.

c) **Diagnosis,Palliative care & Rehabilitation.**

- Guest lectures on cancer for faculty & student.

- Guest lecture on cancer screening:Indian scenario for students & faculty.
- Pravara pain clinic was started in March 2023 for palliative care.
- Dietary advice to cancer patients by dietician,regular dental and physiotherapy referral.
- All the constituent units of Pravara Institute are involved in giving comprehensive care with emphasis on prevention,promotion,diagnosis,treatment & rehabilitation

5.Evidence of success:

a) Awareness programs

- Under Awareness program a total of 5150 students from various schools were benefited.
- Under Tabacco Rasearch& Cessation Centre 5000 beneficiaries have been sensitized
- Women Empowerment cell sensitized 650 female employees regarding cancer.
- Cancer education is being given on KVK Pravara Community Radio in local language catering villages from five talukas in the area
- Short films by CHRE to create awareness were showcased to a wide audience.NSS volunteers were used to spread awareness.

b) Screening & treatment

- In cancer awareness and screening camp 125 high risk women were screened for breast cancer.
- In last five years 24087 samples were received for histopathology of which 2336 were malignant.Most common malignancies on histopathology were carcinoma breast and carcinoma cervix .
- In last five years 3792 patients of cancer received treatment at Pravara Rural Hospital.
- Since,the establishment of the department of Radiation oncology in 1996 thousands of cancer patients have been treated with radiotherapy,brachytherapy and chemotherapy as well as palliative care to terminally ill patients .
- Average 25-45 patients are treated daily on Linear Accelerator unit and 1-2 patients on Brachytherapy unit.
- About 4-12 patients are provided day care facility for chemotherapy & supportive care.
- Around 25-40 patients are admitted in male & female wards for indoor care.
- Department of oral & maxillofacial surgery operated total 222 oral cancers and 67 premalignant lesions.
- Under Pravara Pain Clinic Non –Interventional approach Around 150 patients received patch treatment as palliative care While in.Interventional approach 40 patients received palliative care for their pain relief.

c)Teaching & learning activities

- We have enough clinical material to train five MD Radiation Oncology students,PhD in Radiation Oncology,Five students of BSC RTT,Two Medical Physicist interns & four Medical Physics externship students.
- Department of Radiation oncology conducts value added program for Nursing student.“Chemotherapy Drug Administration and Various precautions” for 50 students for three months per year.Trained students are getting selected in renowned centres likeTata Memorial Hospital.

d)Research

- Under Tabacco Research & Cessation Centre twelve students successfully completed research fellowships.
- Clinical trial of effectiveness of Nicotine Inclusive Tobacco Cessation therapy among tuberculosis patients was successfully completed.
- Agreement of Co-operation is signed between The Hebrew University of Jerusalem&PIMS(DU).
- Research project is ongoing between PIMS and Hadassah Medical Centre,The Hebrew University of Jerusalem,Israel.
- An operational research project has also been sanctioned by state NTEP.

e)Cancer Registry

- PRH has successfully uploaded details of 4053 patients on "Hospital Based Cancer Registries Data Management Software".

Problems encountered and resources required:

- We encounter patients who are economically backward,illiterate and unaware of the disease,complications,prognosis,extent and modality for diagnosis & treatment.
- In spite of regular awareness programs 60 to 65 % of cases are reporting in advanced stages of cancer.
- Around 10-15 % of patients are treatment defaulters
- Negligence and hesitation of female patients for screening and availing treatment facilities.

Uniqueness :Comprehensive cancer care,education & research.Cancer Registry in Rural area.

Best Practice No: 2

Title: Integrated Comprehensive Rural Health Care And Professional Health Education

The context that led to initiation of practice:

*This Healthcare and Health Education Model is part of a **"Pravara Model of Integrated Rural Development"** conceived and launched by founder visionaries in a drought-prone rural part of Ahmednagar, Maharashtra to uplift rural communities in 1949.*

Objectives:

- To offer preventive, curative, and rehabilitative services, quality medical care to rural poor, vulnerable groups, at reasonable price
- To provide primary healthcare services to rural areas through Rural Health and Training Centre (RHTC), Urban Health Centres (UHC), Rural Health Centres (RHC), Mobile Medical and Dental Clinics (MMDCs), Motorbike Ambulance-cum-clinics (MAC), Gram Arogya Banks (GAB), School Health Hygiene and Environmental Program (SHAPE) & Arogya Mitras.
- To enhance healthcare services at MD Camps by deploying well-trained, qualified doctors &

referral services through Teaching Hospital
- To build connections with GOs, NGOs, HEIs, and International collaborators to support rural healthcare initiatives.
- To conduct need based research on rural communities, prevention, treatment, care models
- To actively involve public, local communities in development of healthcare and outreach.

Context:

1. The farmer-led cooperative movement, sparked by visionary founders, aimed to tackle multifaceted rural issues leading to "Sweet Revolution".

2. Established in 1972, Pravara Medical Trust aims for an integrated healthcare, education, and research, focusing on community service.

3. Various institutions established over years for quality health education, develop holistic healthcare model. In 2003, merged into Pravara Institute of Medical Sciences (PIMS - DU) approved by UGC, MHRD, GOI under regulations for deemed universities.

4. Development primarily focused on healthcare for women, children, elderly, and other vulnerable sections of community

5. PIMS-DU collaborates with stakeholders for health disparities, infrastructure, and policies.

6. Organization creates innovative projects in health, environment, community development.

Practice:

A) Provision of Tertiary level Medical and Healthcare Services (Pravara Rural Hospital)

1. A **1275 bedded charitable, multi-disciplinary Hospital with state–of–art gadgets serving population of 25 lakhs covering 7 talukas of Ahmednagar district**
2. Medical Hospital with OPD/IPD/ICU/OT/Latest CCL/Diagnostics / Latest Therapeutics /Interventions/Surgical & Medical Instrumentations/Blood Bank /CSSD/RADIOLOGY/Anaesthesiology/CCU/CTC
3. **Record number of deliveries ~ 10,000/year.**
4. A **650 LPM PSA** type medical **oxygen generationplant**
5. Multi–speciality Dental Hospital with 9 departments and 318 Chairs - specialized diagnostic, Maxillofacial, Orthognathic Surgery, aesthetic dentistry and Maxillofacial prosthesis.
6. Rural Cancer Treatment Centre treated 3792 cases 2018 – 2023.
7. Ancillary Services such as Physiotherapy, Rehabilitation and Ayurveda, Pharmacy and Spinal Cord Injury Centre provides healthcare.
8. **Free/subsidized treatment facility** with free food for patients and relatives a**mounting to 123 crores on charity.**

B) Doorstep Comprehensive Health Care Services:

Institute has adopted 350+ rural villages and urban slums for providing UHC to ~ 6.5 Lakhs poor people in drought prone Ahmednagar district.

1. **One UHTC,one RHTC**, **six RHCs** provide free/subsidized PHC services to **406587** clients served (**847/centre/month**).
2. MMDC provided paediatric, maternal and general OPD services to **63044** patients.
3. Six Motorbike Clinics reach 79 remotest villages to serve **33581** clients and **583** needing ambulance services to higher centre.
4. 24 GABs for PHC through *"Arogya Mitra"* served **10833** clients. 493 Trained CHWs equipped with First Aid Boxes serve 300+ villages
5. Community multi-diagnostic & MCH, Ophthalmology, Orthopaedics, Skin, Dental camps etc
6. **183** Community Radio Programs delivered for health education to 5 tehsils
7. **SHAPE** reaching to 5829 Students and 249 Teachers in 30 school with healthcare, education, environment issues
8. PIMS-DU serves ~ 60 Urban-slum areas of Ahmednagar, Nashik for 1683 Female Sex Workers and 25000 Migrant workers.
9. Establishment of COVID – 19 Hospital providing services and vaccinations.

C) Professional Health Science Education in rural area while serving the community:

1. The **seven** constituent units delivers **85 Program** under **35 departments** as per the regulations laid down by the respective statutory bodies
2. A total of **2781 students graduated** from PIMS-DU in 2018-2023
3. Students (**14889**) and teachers (**4374**) were involved in **921 programs** as community health education, camps, rallies, etc. with NSS/NCC
4. Good academic program option, CBCS, STC, STTP **and Visible extension activities with COME, COHE, CAP** etc.
5. Only medical college in Maharashtra permitted to carry out medico legal autopsies.
6. **"Family Adoption Programme"** allotment of 5 families to one MBBS student in an adopted village
7. **Skill Development** for unemployed youth, school dropouts in collaboration with MSSDS and Bajaj CSR.

University has 4 units of NSS participating in Sanitation, Tree Plantation, Nutrition Exhibition, general-oral health & tobacco awareness, blood donation camp

D) Linkages and liaisons with GOs, NGOs, HEIs and International Collaborators

1. Institute has **65** active collaborations at local to global level with GOs, NGOs, HEI and International Institutes for academic, research and healthcare development
2. Successful exchange of **115 faculties, 71 students from foreign institutions to PIMS – DU** and **13 Faculties, 8 students from PIMS – DU** in 2018-2023.
3. Joint Seminar/Conference/Symposia 2018- 2023: **International Conference – 4, Workshop – 31, Training of Staff, Nurses, PG students for Patient care: 145, Tele Rehab - 3 Meeting and 5 Patient Consultation Session, Symposia – 1, CME – 4, Guest Lecture – 128, Joint Publication: 06**

E) Research Activities

1. Received 118.4 Lakhs Rupees from NGOs and 442.94 Lakhs Rupees from Government bodies for research totalling to 561.34 Lakhs (2018 – 2023).

2. **Received 183 patents**, Published Articles **1655** including **~767 in any one of databases like Scopus, WOS, PUBMED and Google Scholar (2016-2022)**

F) Community Engagement:

1. Appropriate representation of community members on different committees
2. Active involvement of Gram panchayat for all extension activities, RHCs, VHCs, SHAPE, GAB etc.

Evidence of Success:`

1. Certificate of Appreciation for Services Rendered:

- National Institute of Naturopathy (NIN) – Facilitation of AYUSH Drug during COVID
- "Devdoot" Award from Indian Red Cross Society for COVID services.
- DAPCU & DTC Ahmednagar
- Indian Association of Physiotherapists
- National Integrated Tribal Development Project (ITDP)
- NCC Aurangabad.
- BAIF
- Centre of Excellence in Tribal Health & Research by MOTA, GoI
- Vocational Training Provider by MSSDS, GoM

2. University Hospital serves >10.00 Lakh Patients/year for tertiary care

3. PHC Services at doorstep services to ~ 6.5 Lakh people

4. **Rs. 123 crores** spent on charity of patients during 2018-2023

5. Collaboration with local to international level institution for research and health care service.

6. 1655 research publication.

7. 550 qualified graduates every year contributing to nation's workforce.

8. Consistent, Substantial increase in funding from Government and NGOs for research

9. Contributing to SDGs of 3. Good Health & Wellbeing & 4. Quality Education

Problems encountered and resources required:

1. To get funds from national agency to a private university.
2. Migratory labour population affecting the patient inflow and follow up.
3. Attracting specialty and super specialty consultants to a rural area.
4. Dual responsibility of clinicians between teaching, research and patient care

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link of the best practices in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Title: Centre for Research in Tribal Health and Services (CRTHS)

Introduction:

Tribal communities in India experience healthcare disparities due to exclusion and discrimination, resulting in high poverty rates, limited education, and inadequate access to public healthcare. Despite efforts, poor healthcare access persists, with urgent research needed on genetics, behavior, and health for these communities

Background to Tribal Healthcare Delivery and Research:

As part of Institutional Social Responsibility, the PIMS-DU with the support of Sida & PMT, has adopted 100 remotest villages/hamlets in the lonely tribal block of Ahmednagar district, for "Developing a Muli-sectoral Approach Model for Sustainable Health and Development" in collaboration with two Swedish Universities, since 2006. Under this project PMT/PIMS has designed & implemented a "Comprehensive Tribal Healthcare Model" by establishing two 24/7 Tribal Health Centers (THCs): Bhandardara (26.12.2005) and Rajur (15.05.2008); and two Mobile Clinics, 4 Wheeler Ambulance, 6 Gram Arogya Banks and 4 Motorbike Ambulances-cum-Health Clinics and 100 Arogya Mitra's to provide quality healthcare and health education to 1.5 lakhs of tribal people - women, children, adolescents, and elderly and medical training to students of Constituent Units of PIMS-DU

Centre for Research in Tribal Health and Services:

To add the much-needed component of research into the field of Tribal Health & Development, the University has established a ***"Tribal Campus with a Centre for Research in Tribal Health and Services"*** in 2018 with four functional divisions 1) Health Service Division; 2) Research Division; 3) Skill Development and Social Behavioral Change Communication Division (SBCC); 4) Monitoring and Evaluation Division (M & E) where faculty and students from all PIMS-DU units actively participate, with a scope of State and National Studies.

Healthcare services and research objectives are listed below:

1. To partner with indigenous communities for equitable health, development, and research.
2. To identify tribal health needs, especially Particularly Vulnerable Tribal Groups (PVTGs).
3. To promote research on health issues and policies for tribal populations in India.
4. To develop and enact innovative healthcare models for health
5. To Empower tribal communities for health and development participation.
6. To influence tribal health policies globally based on new solutions.

Activities/Services and Outcomes/Outputs/Impact:

1) Partnership with Indigenous communities regionally and nationally for health equity, development and research: (Research Division)

1. **National Conference on Tribal Health Research– 19-21September, 2019 at PIMS – DU and Bhandardara Tribal Campus.**

The conference was sponsored by the MoTA, GoI, TRTI, GoM, and WHO, India. 333 delegates from 20 Indian states attended. The event featured keynotes, plenary sessions, scientific paper presentations from 11 states, alongside a Tribal Exhibition and Cultural Program and came out with "*Loni – Bhandardara Declaration*"

2. Research on Documentation of *Socio-Economic and Demographic Profiling with Geo-Tagging, Documentation of Traditional Healing and Ethno-medicinal Practices, and Training of Tribal Traditional Healers of Maharashtra"* **Ministry of Tribal Affairs (MoTA) GoI, New Delhi:**

The Ministry of Tribal Affairs, GOI recognized Pravara Institute of Medical Sciences as a *"Centre of Excellence"* and sanctioned the Research Project, wherein 1176 Traditional Tribal Healers in 17 Maharashtra districts and 24 tribes were interviewed until November 2023; 273 healers from 8 districts attended basic training in 10 programs.

3. Research Project on Documentation of Healing Practices of Tribal Communities sponsored by Tribal Research and Training Institute (TRTI), Pune, GoM:

a) Focus on Traditional Healers / Bhagats of (1) *Mahadev Koli*, (2) *Thakar / Takur*, (3) *Katkari*, (4) *Kokana* and (5) *Warli* Tribal Communities living in Pune, Nashik, Palghar and Raigarh Districts of Maharashtra".**10 Video documentaries** have been prepared under this project with **289 traditional tribal healersin – depth interviews**. (2021 – 2023)

b) Focus on Traditional Healers/Bhagats of (1) *Pardhi* and (2) *Dhanka* Tribal Communities living in Dhule, Nandurbar, Buldhana and Amravati districts of Maharashtra". (Ongoing) (2023 – 2024)

2) To identify unmet health needs of tribal population particularly of PVTGs: (Research Division)

The University was invited by MOTA, GOI to participate in the Special Conference organized on the PM PVTG Mission and presented a paper on the Health Issues of three PVTGs - Katkari, Maria Gond, and Kolam.

3) Promote & undertake research on problems and policies of health: (Research Division)

PIMS – DU units have conducted 31 research studies in tribal areas, so far. Nine studies were published in peer-reviewed journals, and eight were presented at national conferences across India, with one winning a best prize award.

4) Achieving health equity by designing and implementing community based innovative health care delivery models (Health Service Division)

- Two (2) Tribal Health Centre established in Akola Tribal Block are fully staffed and functional –

1. **Tribal Health Centre: Bhandardara functioning since 2005** completely renovated:
2. **Tribal Health Centre: Rajur functioning since 2008**.

These two centres have served 1,73,118 clients in the last five years.

- **One (1) Mobile Clinic** for General and MCH services from 2018 through 2023 serving *26,206 clients*.
- **Two (2) Motorbike Health Clinic cum Ambulances:** for curative and preventative treatments: Served *52,139* in five years. As **ambulance** it transported *594 patients to the higher centres for further treatment.*
- School children receive health check-ups at Ashram School camps.
- **Eight Gram Arogya Bank** with trained Arogya Mitra offer first-aid, prevention, and referrals.
- **~ 100 adopted villages** in Akola Tribal Block receive health care from Female Health Volunteers/ASAH Workers

5) Capacity Building and Social Behavioural Change Communication: (**Skill Development and SBCC Division**):

- **Establishment of Tribal Health Museum at Bhandardara**.
- **Ward Boy:** Eighteen unemployed tribal youth were trained in Ward Boy Course with 400 hours in 2019-20, sponsored by Tribal Development Department, GoM.
- In Maharashtra, 273 tribal healers were trained under MoTA with a scientific curriculum.

6) Influence national and global health policies of tribal population based on the new knowledge:

- The MOTA, GoI has recognised the Comprehensive Tribal Healthcare Model developed by PIMS-DU, and given opportunity to present the Model in various MOTA sponsored conferences and meetings.
- Advocated for a National Tribal Health Policy through our TRIBECON Loni Declaration

Future Plans:

In the process of further strengthening our Tribal Campus activities by establishing a "Tribal Health, Education, Research & Development Institutes"

File Description	Document
Any additional information	[View Document](#)
Link of appropriate Web link in the Institutional website	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

1. **Establishment of Constituent Colleges/Institutes and Academic Programmes Offered:**

N	Name of College/ Institutes	Est. Year	Faculty	SRA	BOS	Programmes Offered (85)					
						UG	PG	PG. Dip	Dip	Fellow	Ph.D
1	Dr B. alasaheb Vikhe Patil Rural Medical College	1984	Medical & AHS	NMC	08	03	23	01	01	22	01

2	Rural Medical College	1989	Dental	DCI	04	01	08	--	--	--	01
3	Dr. A PJ Abdul Kalam College of Physiotherapy	1997	AHS	OTPT	02	01	05	--	--	02	01
4	Smt S. indhuta Ei knathrao Vikhe	1999	Nursing	INC	02	02	05	--	--	02	01

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	Pa til Co lle ge Of Nu rsi ng										
5	Co lle ge of Bi os cie nc es an d Te ch no lo gy	20 04	A H S	U G C	01	01	01	--	--	--	01
6	Sc ho ol Of Pu bli c He alt h An d So cia l M edi cin e	20 01	A H S	U G C	01	--	02	--	01	--	01

7	College Of Pharmaceutical Sciences	2022	Pharmacy	PCI	01	01	--	--	--	--	01
	Total				**19**	**09**	**44**	**01**	**02**	**22**	**07**

2. School of Public Health and Social Medicine which runs three Centres of Excellence in Community Health and Development, Research in Tribal Health and Services, Vocational/Skill Development Training, to reach the unreached through grassroots Community Health & Development to all rural masses through 10 PHC's (1 UHTC, 1 RHTC,6 RHCs and 2 THCs), 2 Mobile Clinics, 6 Motorbike Ambulances-cum-Health Clinics,24 Gram Arogya Banks,Multi-Diagnostic Camps,Rallies,Family & School adoptions.

3. PIMS-DU has 35 International MoU's with Top Ranking Global Institutes. Also has Significant Faculty & Student Exchange (115 Faculty &71 Students from abroad to PIMS DU & 13 Faculty & 8 Students of PIMS DU to Foreign Universities).11 Foreign University faculty act as Adjunct/ Visiting Faculty – offer VAC,GL and CME.

4. PIMS-DU has DCGI approved Ethics Committee and CPCSEA approved Animal Ethics Committee.

5. PIMS-DU included under section 12B of UGC

6. PIMS-DU participated every year in NIRF ranking since 2018. PIMS-DU Placed in the rank band of 151-200 for India Ranking 2023.

7. Regular data uploading for various portals like AISHE, UTSAH, Shodh Ganga, Shodh Sindhu and Vidwan.

8. Publication of Scopus index journal since 2023-14 – "Pravara Medical Review".

9. Super Specialty health care in rural area.

Concluding Remarks :

PIMS-DU along with its constituent units which are serving the nation for the last 42 years have attained the status of *"The Centre of Excellence"* in Medical, Dental, Nursing and Allied Health Sciences education and research and its committed to improve health standards of this rural region and contribute to the realization of sustainable development goals (SDGs) of the nation. PIMS deemed to be University is making every possible effort to provide globally competent multidisciplinary higher education with five priorities at its core which are - service to the poor and needy rural society, advance socially meaningful learning, promote need-based research, amplify the community engagement and accelerate internationalization, with a focus on Sustainable growth and development of the nation. PIMS-DUs model of rural development, health care and PURA has been appreciated at national and global level.

PIMS-DU has grown over the years since its establishment in 2003 and recorded developmental milestones. It strives for global excellence. We believe in expansion, consolidation as well to grow and develop ahead to achieve global excellence, as per global and national expectations, trends and challenges. We believe in quality movement in all our endeavors. Hence, we subject ourselves for continuous regulation and monitoring by statutory bodies– MCI, DCI, INC, PCI and UGC. We subjected to ourselves for assessment by NAAC in 2017 and got accredited at 'A' grade with CGPA of 3.17 in 4 point scale. We also subjected to ourselves for UGCs review of deemed to be University in 2008 and 2017 with good commendations for our significant growth and development. We have also participated in NIRF ranking process since 2018. For NIRF Ranking-2023 we placed in the University Rank Band of 151-200.

The NEP 2020 has the provisions that would revolutionize the education system of India, which we will be implemented in PIMS-DU in phased manner. Thus the PIMS-DU has developed its vision document -2030 and Perspective Plans 2022-2027 to ensure the smooth transformation and reconstruction of Higher Education as per the provisions of NEP2020. PIMS believe in QAS. Hence we are submitting ourselves for NAAC A&A for 3rd cycle.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.3	Percentage of interdisciplinary courses under the programmes offered by the University during the last five years 1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 1308 Answer after DVV Verification: 1308 1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 1922 Answer after DVV Verification: 1766 Remark : DVV has made changes as per interdisciplinary courses under the programmes offered by the University
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses are added within the last five years Answer before DVV Verification : 41 Answer after DVV Verification: 33 Remark : DVV has made changes as per value-added courses offered
2.2.1	The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers The Institution: 1. Adopts measurable criteria to identify low performers. 2. Adopts measurable criteria to identify advanced learners 3. Organizes special programmes for low performers and advanced learners 4. Follows protocols to measure students' achievement Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.
2.3.4	Student :Mentor Ratio (preceding academic year) 2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 323 Answer after DVV Verification: 288 Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
99	103	90	90	86

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	89	77	82	70

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
86	45	23	11	08

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
69	35	18	07	08

Remark : DVV has made changes as per the report shared by HEI.

3.1.3	Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years

3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas

Institutions year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
146	46	23	281	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
111	33	17	217	31

Remark : DVV has made changes as per teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions.

| 3.1.4 | Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

3.1.4.1. The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
51	25	33	12	42

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
29	18	22	08	32

Remark : DVV has made changes as per the research fellows .

| 3.2.1 | Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years

3.2.1.1. Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2915000	2539000	4644000	904000	838000

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

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| 30 | 25 | 46 | 9 | 8 |

Remark : DVV has made necessary changes. However the value cannot be for in decimal ones due to technical issue

3.2.2	Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years

3.2.2.1. Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7541000	31804000	988000	2817000	118000

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
44	211	8	15	1

Remark : DVV has made changes as per the report shared by HEI.

3.3.3	Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years

3.3.3.1. Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
112	27	23	8	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
91	20	15	6	6

Remark : DVV has made changes as per the report shared by HEI.

3.6.1	Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

3.6.1.1. Number of extension and outreach activities conducted in collaboration with industry,

community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
238	93	83	226	245

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
186	67	66	178	201

Remark : DVV has made changes as per the Extension and outreach activities.

3.7.2	Presence of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the last five years. 3.7.2.1. Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years. Answer before DVV Verification : 65 Answer after DVV Verification: 51 Remark : DVV has made changes as per the report shared by HEI.
4.3.3	Does the institution have an e-Library with membership/subscription for the following: 1. e – journals / e-books consortia 2. e-ShodhSindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases Answer before DVV Verification : All of the above Answer After DVV Verification: Any four of the above Remark : DVV has made changes as per the report shared by HEI.
4.3.4	Average annual expenditure for purchase of books and journals (including e-resources) during the last five years 4.3.4.1. Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs) Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1626200	1362600	1049400	1441300	1306600

| 0 | 0 | 0 | 0 | 0 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
89	77	67	81	89

Remark : DVV has made changes as per Average annual expenditure for purchase of books and journals

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

4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities
    Answer before DVV Verification : 92
    Answer after DVV Verification: 77
4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution
    Answer before DVV Verification : 97
    Answer after DVV Verification: 81

Remark : DVV has made changes as per the report shared by HEI. |
|---|---|

| 4.5.1 | Average percentage of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
693.87	623.01	674.41	582.80	513.41

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
481	423.08	388.09	366.33	288.91

Remark : DVV has made changes as per the report shared by HEI. |
|---|---|

| 5.1.2 | *Institution implements a variety of capability enhancement and other skill development schemes*

    1. Soft skills development
    2. Language and communication skill development
    3. Yoga and wellness
    4. Analytical skill development
    5. Human value development |
|---|---|

6. Personality and professional development
7. Employability skill development

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any 5 of the above
Remark : DVV has made changes as per the report shared by HEI.

6.2.3	The University has implemented e-governance in the following areas of operation

1. Planning and Development
2. Administration (including Hospital Administration & Medical Records)
3. Finance and Accounts
4. Student Admission and Support
5. Examination

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any Three of the above
Remark : DVV has made changes as per the report shared by HEI.

6.4.2	Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)

6.4.2.1. Total funds / Grants received from government /non- government bodies year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16776000	8738000	36052000	11774000	14888000

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
167	87	360	117	148

Remark : DVV has made changes as per the report shared by HEI.

7.1.5	Green campus initiatives include:

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any Three of the above

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations