



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>	
	Pravara Institute of Medical Sciences (Deemed to be University), Loni Bk-413736 Tal: Rahata Dist: Ahmednagar, Maharashtra
• Name of the Head of the institution	Dr. V.N. Magare
• Designation	Vice Chancellor
• Does the institution function from own campus	Yes
• Phone no. of the Vice-chancellor	02422-271233, 02422-271343, 02422-271503
• Alternate phone No.	02422-271461
• Mobile no (Vice-chancellor)	9869905060
• Registered Email ID (Vice-chancellor)	vcpims@pmtpims.org
• Address	At/Po: Loni BK, Tal: Rahata Dist: Ahmednagar (MS)
• City/Town	Loni Bk, Tal: Rahata Dist: Ahmednagar
• State/UT	Maharashtra (MS)
• Pin Code	413736
<b>2.Institutional status</b>	
• University	Deemed

• Type of Institution	Co-education				
• Location	Rural				
• Financial Status	Private				
• Name of the IQAC Co-ordinator/Director	Dr. Sandeep Pakhale				
• Phone No.	02422-271503				
• Alternate phone no.	7798847711				
• Mobile No:	9423865957				
• IQAC e-mail ID	iqac.pims@pmtpims.org				
• Alternate e-mail	sandeepkhale@gmail.com				
<b>3.Website address</b>	<a href="https://www.pravara.com/pimsagar.html">https://www.pravara.com/pimsagar.html</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• If yes, was it uploaded in the Institutional Website?	<a href="https://www.pravara.com/university-calender.html">https://www.pravara.com/university-calender.html</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.57	2011	16/09/2011	15/09/2016
Cycle 2	A	3.17	2017	28/03/2017	27/03/2022
<b>6.Date of Establishment of IQAC</b>			14/08/2007		
<b>7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.</b>					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

<b>8.Is the composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>	<a href="#">View File</a>	
<b>9.No. of IQAC meetings held during the year</b>	<b>04</b>	
<ul style="list-style-type: none"> <li>• Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website</li> </ul>	<b>Yes</b>	
<ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>	<a href="#">View File</a>	
<b>10.Did IQAC receive funding from any funding agency to support its activities during the year?</b>	<b>No</b>	
<ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>		
<b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>		
<p>Significant contributions made by IQAC during the current year (maximum five bullets) Timely preparation &amp; submission of AQAR 2020-21. Contributed in preparation &amp; replying Assembly starred question Compilation &amp; submission of data on Performance &amp; Academic Outcome 2020-21 for UGC</p>		
<p>PG Orientation Program was organized on 23rd &amp; 24th Dec 2021 15 Community health camps as extension activities were organized at different places by Public Health Dentistry in collaboration with the Grampanchayat and other NGOs. Language and communication skill development programme by Public Release of the Patient self-evaluation flyer was organized on 4th Feb 2022.</p>		
<p>Skilled Development program on suturing techniques was organized on 13th Feb 2022 Analytical skill development on the Applications of CBCT was organized on 13th May 2022. Analytical skill development on the White Lesions of Oral Mucosa was organized on 13th May 2022. Analytical skill development on the Basic Principles of Radiographic Interpretation was organized on 14th May 2022. Artificial Intelligence in Orthodontics- Value added course was conducted on</p>		

21st & 22th May 2022 for the postgraduate students and faculty members. Analytical skill development on the IP and Youth: innovating for a better future was organized on 17th May 2022. Hands-on skill Development Programme on sports Dentistry was organized on 15th & 16th May 2022 FDP on, 'Dental Health Professional Education Technology' was organized under on 6th -8th June 2022

- Conducted regular meetings of IQAC coordinators
- Organized Value Added Courses, workshops during the 2021-22
- Encouraging faculty members to participate in online content development.
- Conducted PG & UG Orientation program for fresh Students for the academic year 2021-22
- Conducted a session on the Revised NAAC format to all Teaching & Non-Teaching staff of PIMS-DU

- Preparation and submission of AQAR of the academic year 2021-2022 as per NACC new guidelines.
- National Yoga Day was celebrated on 21st June 2022.
- Clinical Dental Photography-Value added course was conducted on 11th & 12th June 2022 for the postgraduate students and faculty members.
- UG Orientation Programme on 22nd June 2022 was organized.
- Skilled Development program on recent advances in restorative materials was organized on 12th & 13th July 2022.
- Hands-on skill Development Programme on Dental Implantology in collaboration with Implantium India Pvt Ltd, was conducted on 10th -12th Nov 2021
- Guest Lecture on the topic \*Hepatitis awareness and Post exposure prophylaxis\* By, Dr. Sujata Muneshwar was organized on 28th July 2022
- FDP on curriculum designing & evaluation was organized on 5th -7th August 2022
- IQAC is always planning and executing the guest lectures for students and the faculty.
- IQAC conducted a guest lecture on Quality assurance tool in Public Health.
- IQAC has promoted the students to take active participation in the

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year**

Plan of Action	Achievements/Outcomes
<ul style="list-style-type: none"> <li>• To Conduct the regular meetings of IQAC</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted regular meetings of IQAC</li> </ul>
<ul style="list-style-type: none"> <li>• To conduct UG Orientation program for fresh MBBS/BDS all UGs admissions</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted UG Orientation program for fresh MBBS/BDS/ all UGs Programmes admissions</li> </ul>
<ul style="list-style-type: none"> <li>• Organized Value-Added Courses, workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Organized Value-Added Courses, workshops</li> </ul>
<ul style="list-style-type: none"> <li>• To conduct skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted skill development</li> </ul>

programme	programme
<ul style="list-style-type: none"> <li>• To conduct the extension activities</li> <li>• To celebrate the commemorative days.</li> </ul>	<ul style="list-style-type: none"> <li>• Conducted the extension activities</li> <li>• Celebrated the commemorative days.</li> </ul>
<p>Following Value Added Certificate Programs were Initiated in the academic year:</p> <ol style="list-style-type: none"> <li>1. Global Health</li> <li>2. Tribal Health</li> <li>3. Project Planning and Management</li> </ol>	<p>Designed and got the approval of Academic Council, Board of Studies, and Board of Management</p>
<p>To Introduce CBCS in MPH and MSW Program</p>	<p>CBCS is successfully implemented from AY 2018-2019 and during the year 2020 - 2021 it was also introduced for the MSW Program.</p>
<p>To plan for increase the number of skill development courses.</p>	<ul style="list-style-type: none"> <li>• Maharashtra State Skill Development Society (MSSDS) under Vocational Training Provider (VTP) sanctioned 10 Courses from which 5 were successfully implemented.</li> <li>• MoU was established with Bajaj Holdings and Investment Ltd, Pune who approved 37 Courses of which 10 Courses were successfully implemented.</li> </ul>
<p>Community Programs</p>	<p>Hello Doctor Providing Primary Healthcare to the Rural and Tribal people (120074 Patients Served) through Rural Health Centers &amp; Tribal health Centers                      Motorbike Health Clinic Services (13843 Patients Served)                      Motorbike Ambulance Service (108 Patients Served)                      Organizing Medical Camps: Total 160 Camps were conducted for 5412 Migrant workers of Ahmednagar District and 233 Camps for 6570 Migrant workers and Female Sex Workers of Nashik District                      1. Celebrated National Ayurved day with 240 participants.                      2. Diabetes Day was celebrated at health centers</p>

for 200 staff and community members 3. Observation of World AIDS week with 1800 community members and migrant workers 4. Observation of Breast cancer awareness month( October 2022) 230 women attend the program and 125 women were screening . 5. Breast feeding week celebrated 110 Breast feeding Mothers attend the program 6. Global hand washing day (15th October 2022) 30 schools and 8462 students were attended the program. 7. Observation of World Heart Day -BP and BMI screening camps for 40+ aged men and women at 8 Health centres and 2 mobile medical unit 1332 patents were participated. 8. Celebrated World Tribal Day at 2 tribal health centres with 60 participants. 9. National Girls Child Day 24th January, 2022 as many as 103 Girls/Women were participated. 10. World Cancer Day (24th February, 2022) 127 participants were attended the program. 11. National Nutrition Months: 200 students were attended the program. 12. World Indigenous Peoples Day: Celebrated at 2 Tribal Health Centre (Rajur & Bhandardara) 64 Adhivasi Tribal Women were attend the program

<p>Motivating students to undertake online courses</p>	<p>Some of the students registered in online learning platforms like SWAYAM and NPTEL etc.,</p>
<p>Submitting application for ISO accreditation</p>	<p>CBT got flowing ISO accreditations 1. ISO 9001:2015 2. ISO 14001:2015 3. ISO 22000:2018 4. ISO 45001:2018</p>

**13. Whether the AQAR was placed before** Yes

<b>statutory body?</b>	
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name	Date of meeting(s)
Board of Management (BOM), PIMS- (DU)	28/04/2023
<b>14.Does the Institution have Management Information System?</b>	<b>Yes</b>
<ul style="list-style-type: none"> <li>If yes, give a brief description and a list of modules currently operational</li> </ul>	
<p><b>Management Information System</b></p> <p><b>Operational Modules</b></p> <p>During the period from 1st August 2021 to 31st July 2022 following Modules are operational.</p> <ol style="list-style-type: none"> <li>Hospital Information Management System (Developed by Suvarna Technosoft, Hyderabad):</li> </ol> <p style="text-align: center;">This HIMS software includes following modules.</p> <p>Hospital: This module includes following sub modules:</p> <ol style="list-style-type: none"> <li>Patient registration</li> <li>OT,</li> <li>ICU,</li> <li>FMT,</li> <li>CCU,</li> <li>MRD,</li> <li>Casualty,</li> <li>Radiology,</li> <li>Blood Bank,</li> <li>CCL Microbiology,</li> <li>CCL Pathology,</li> <li>CCL Biochemistry,</li> <li>Pathology,</li> <li>Microbiology</li> <li>Pharmacy</li> </ol>	

## 16. Extension Centre etc.

The patients are registered at the Patient Registration Counter and as he/she goes to the various departments for testing his/her name and other details are reflected in the concern department / module. The billings of various tests are done at various counters. Various reports of MRD and patient related reports are generated from these modules.

### B) Campus Automation Software :

1. HRMS: Information of all teaching and non-teaching staff and their leave records, monthly attendance are maintained . Also pay sheet processing is done through this module.
2. Accounts: All accounts transactions data entry and its posting to the concern ledgers are done. The Individual Ledger, Trial Balance, Balance Sheet etc. reports of all units are automatically generated through this module.
3. Stores & Purchase: All data entry of stores , purchase and quarters allocations are done and the reports of the same are generated through this module .
4. Dispatch: Inward and Outward Registers, Stamps, Postage etc. data entries are maintained and the reports of the same are generated through this module.

### C) Edukares Software :

This software includes following modules:

1. Academic Solution: Student's personal details and academic details entries are maintained and student related reports are generated through this module.
2. Fees Module: Student fees record is maintained and reports of the same are generated through this module.
3. Hostel Management: Entries of student's allocation into the concern hostel are done and their room change, check out from hostel, daily attendance of girls hostel etc. records are maintained and room allocation reports are generated through this module.
4. Feedback Module: Students are giving feedback of the teaching faculties. Their feedback records are maintained and reports are generated through this module.



### **15.Multidisciplinary / interdisciplinary**

The way proposed in the NEP 2020 to end fragmentation of higher education PIMSDU will transform into multidisciplinary university. It will be Multidisciplinary teaching-intensive university (TUs) with 3,000 or more students. The PIMSDU will be an integrated higher education system, including professional and vocational education. Objective of Multidisciplinary HEI (PIMSDU) is to Strengthen institutional infrastructure necessary for multidisciplinary education and research.

PIMSDU will initiate Academic collaboration between institutions, through HEI clusters, leading to multidisciplinary education and research in different modes. It will also initiate the Merger of single-stream institutions with our multidisciplinary institutions under the same management.

PIMSDU will start institutions in the discipline of AYUSH, Pharmacy, Psychology, Home Science & Nutrition, Biological, Life, Pure and Applied Sciences, Agriculture, STEM, Arts, Humanities and Management OR, It will merge the stand alone Institutions of the Trust/Society (namely Medical, Ayurveda, AYUSH, Nursing, Dental Science, Physiotherapy, Biotechnology, Biomedical Engineering, Computer science and IT, ICT and also of Science, Commerce,

Management and Humanities) in to the existing DU Thus the DU would become a multi-faculty and multi-disciplinary University offering diverse academic programme and courses.

Rural dental college follows the directive of the Dental Council of India and UGC. According to the standards and newer reforms of NEP 2020, Dental Council of India (DCI) has set up a target on improving the dental education system towards a competency-based education. Rural dental college in accordance with the DCI regulation shall implement the same. The curriculum has been compiled to include appropriate teaching-learning strategies, teaching tools, techniques, and assessment methods, culminating in the current competency-based undergraduate curriculum. Various multidisciplinary courses are conducted at the undergraduate and post graduate level in the institute. Majority of the dental courses are interdisciplinary with the medical courses. The institute plans to provide integration of dental sciences with STEM and make provision for courses like computers in dentistry and biotechnology applications in dentistry. The institution will follow the choice-based credit system in accordance with the national education policy 2022. Each subject will be called as courses and classified into core subjects that are mandatory for graduation and Elective courses where option will be given to students to complete a few courses in a given list and non CGPA courses where students do not require an exam to complete it. Few elective courses that have been considered are ayurveda in dentistry, yoga and dental medicines biostatistics, research methodology etc. Credits will be given for electives. AETCOM modules will also be included as foundation elective course. A student unable to complete his BDS program in full can still pursue subjects under his period of elective training by choosing to attend courses catering to his/her region of interest. A student completing the elective can be awarded alternate degrees in B.Sc. Oral Biology, B.Sc. Dental Technology etc. and other non-clinical arts degrees recognized by the UGC.

- The following courses are multidisciplinary/Interdisciplinary in nature i.e., these are taught to students from various constituent units of PIMS - DU which are as follows:

1. Introduction to Public Health
2. Biostatistics
3. Epidemiology
4. Human Biology
5. Communicable Diseases
6. Non - Communicable Diseases
7. Population Sciences

8. Research Methodology
9. Health System Management and Information
10. Health Policy, Economics and Financing
11. Environmental Health and Sustainable Development
12. Public Health Nutrition
13. Occupational Health
14. Global Health

#### **16. Academic bank of credits (ABC):**

Multidisciplinary education will help students to shape their career options. To offer multidisciplinary programmes successfully, HEIs are expected to conduct student-induction programmes to create awareness among students about various learning pathways and career opportunities; to register in the Academic Bank of Credit (ABC); and adopt online courses, in addition to other collaboration with other HEIs, to offer the programmes with a strong interdisciplinary flavor.

Orientation about new opportunities: The University Grants Commission (UGC) has initiated Student Induction Programme (SIP) with the purpose to help students acclimatize with the new surroundings, develop bonds with fellow students and teachers, sensitivity towards various issues of social relevance and imbibe values so as to become responsible citizens. With the NEP 2020 bringing in a series of reforms such as multidisciplinary education, multiple entry and exit, Academic Bank of Credits (ABC) etc., students entering the portals of higher education need to be oriented about the available opportunities. Ensuring a well-designed induction programme with adequate exposure to all these reforms will help students to set the pace of their academic journey.

Credit mobility between institutions: For credit mobility between partnering institutions, the National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY) has developed the ABC platform under a Digilocker Framework. The ABC provides the facility and functionality for a student to open an academic account and to get eligible HEIs on board. The ABC digitally store the academic credits of the students earned from HEIs registered with the Bank and supply appropriate data for the HEIs to award degrees, diplomas/PG diplomas and certificates as merited by the students, over a period of time. The ABC also ensures opening, closing and validation of Academic Bank Accounts and Credit

verification, credit accumulation and credit transfer or redemption for students. HEIs need to register in the ABC to enable credit mobility.

To sensitize and enrich the teaching faculty, Dental Education Unit of RDC has planned Faculty Development programmes on Academic Bank of Credit and its adaptation in Curriculum and Evaluation based on the recommendations of NEP 2020. The step will benefit the graduates and Post graduates of RDC to meet the global criteria for assessing the fulfillment of education obtained.

Students are encouraged by implementing multiple entry and exits at the end of first, second and third Year BDS. Students eligible as per criterias of MCC and DCI in qualification examinations from other health Sciences like Medicine, Ayurveda, Homeopathy, Physiotherapy, Pharmacy and Nursing are welcomed to take admissions in Dentistry at PIMS(DU). Students from RDC are also encouraged to choose any of the above courses if they wish to study.

Under Leneus Palme scholarship, Institute has signed MOU with Carolinska University Sweden for student and faculty exchange programme. MOU for research exchange and collaboration with Hebrew University Jerusalem, Israel. At national level also MOUs are signed at various levels with other prestigious Universities.

Faculty members have opportunities throughout the year to enrich their current knowledge on various teaching methods through various FDPs and are encouraged starting at departmental level to adopt and introduce innovative teaching methods.

To cope with NEP 2020 faculty members are sensitized and encouraged through various curriculum enrichment/training programmes conducted from DEU.

### **17.Skill development:**

Being a Health Sciences University all programmes offered by PIMS DU are skill oriented. University has established well equipped Skills and Simulation Laboratory which imparts the basic clinical skills amongst UGs and Advanced Clinical Skills amongst the PGs. University also has well equipped Hospital and UHTC RHTC in which exposure is given to all students. PIMS DU has also adopted the villages for the

community service especially in all health care systems.

New programmes will be added which will be skill oriented and also need based.

PIMSDU has upgraded the "Bioinstrumentation" at Central Research Laboratory, Diagnostic Centers, Central Clinical Laboratory and Operation Theaters with all relevant scopes. And also established around 10 PHCs in neighborhood to provide primary health care and act as a liaison between community medical college and tertiary hospital.

It has adopted around 5 villages, schools and old age homes for extension and outreach activities with emphasis on health, hygiene, environment and holistic socio economic development of community and villages.

All these initiatives will add the skill development in the students.

The institute provides programmes to promote vocational education and its integration into mainstream education such as Implant course, Dental technician course sponsored by Bajaj Allianz, others. The institute conducts programmes on basic life support and advanced life support.

To inculcate the above values, there are a lot activities conducted by the institute. Various field visits are conducted to schools, primary health centers, water purification plant. Also the institute conducts various camps like health education camps, tobacco cessation camps. The institute has NSS unit, through which the institute conducts various social activities, tree plantation program, yoga, village adoption programme. The institute celebrates various days like Gandhi Jayanti day, Communal harmony week, World Environment Day. The institute conducts classes on ethics, jurisprudence, waste management, infection control, others.

The institute has various courses, but are not credit based. The institute is planning credit structure for these courses in line with the Dental Council of India. The institute conducts guest lectures, workshops on various topics to update the students with latest knowledge and skills.

#### 1. MSSDS

MahaAragoya Mukhyamantri Koushlya Vikas Prashikshan Prakallapa under

**Maharashtra Skill Development Society**

Pravara Rural Hospital empaneled as vocational training provider (VTP) under MahaAragoya Mukhyamantri Koushlya Vikas Prashikshan Prakallapa of Maharashtra State Skill Development Society (MSSDS) for offering skill development Courses in Medical & Nursing, Allied Health Care and Counseling Skill Sector for academic year 2021-2022

Sr.N	Name of Course	Sector	Course code	Collaborating Department /Institute	Max Intake	Durat of Train
1	Medical Record Assistant	Medical & Allied Health	HSS_Q5501"	Medical Record Department of PMT/PIMS	20	600 Hours
2	Dresser (Medical)	Medical & Allied Health	HSS_Q3004	S.S.E. V. P College of Nursing, Loni and Pravara Rural Hospital	20	500Ho
3	Emergency Medical Technician-Basic	Medical & Allied Health	HSS_Q2301	S.S.E. V. P College of Nursing, Loni and Pravara Rural Hospital	20	240Ho
4	Phlebotomist	Medical & Allied Health	HSS_Q0501	Department of Pathology, Pravara Rural Hospital, Loni	20	3Hour

**1. Bajaj Holdings and Investment Ltd.**

The Centre for Vocational/Skill Development Training of School of Public Health and Social Medicine is been engaged in informal short term capacity building and training program for various target groups in the community like youths, women, SHG's and Community Health Workers. The centre also coordinates 37 Skill Development training courses of PIMS-DU under Maharashtra State Skill Development Society (MSSDS) in Medical and Nursing Allied Health

Care UNDER Health Sector Skill Council. In the year 2021-22 MSSDS offered 10 courses under Chief Minister's Skill Development Scheme of Government of Maharashtra .MSSDS Sanctioned 5 courses. Under this program total 80 students were trained (Dresser-20, Phelbotomist-20, Medical Record Assistant- 20, and Emergency Medical Technician-20).

S.N.	Name of Course	No of Students Trained								
		2020-21 (MSSDS)			2021-22 (BAJAJ)			Total		
		M	F	Total	M	F	Total	M	F	Total
1	Nursing Aid			0			0	5		8
2	Geriatric Assistant			0	6	7	13	14		22
3	Optometrist			0	13	7	20	30		10
4	Dental Hygiene Assistant			0			0	16		0
5	Dental Mechanics			0	11	9	20	25		17
6	Basics of Anatomy & Physiology			0			0	19		5
7	General Duty Assistant			0			0	19		0
8	Assistant Counsellor			0	6	14	20	6		14
9	Pharmacy Assistant			0	9	11	20	9		11
10	Medical Records Assistant	8	12	20			0	8		12
11	Dresser (Medical)	8	12	20			0	8		12
12	Phlebotomist/HSS_Q0501	9	11	20			0	9		11
13	EMERGENCY MEDICAL TECHNICIAN - BASIC	4	16	20			0	4		16
	<b>Total</b>	<b>29</b>	<b>51</b>	<b>80</b>	<b>45</b>	<b>48</b>	<b>93</b>	<b>172</b>		<b>138</b>

As a part of Institutional Social Responsibility (ISR), The Pravara Medical Trust and Pravara Institute of Medical Sciences Deemed to be University is implementing the project "Employable Skill Development Training in Para-medical and Allied Healthcare Professions" under the CSR sponsorship of Baja Holdings and Investment Ltd. For training 600 rural and tribal unemployed youth/women in 10 paramedical Skill Development Certificate courses during December 2021 - 2025 (Optometrist, Dental Mechanics, Geriatric Assistant, Pharmacy Assistant, Assistant Counselor)

The training courses are been implemented at the constituent units/departments of PIMS-DU.

1. Dr. BVP- Rural Medical College.

2. Rural Dental College.
3. SSEVP- College of Nursing.
4. School of Public Health and Social Medicine.

During this period total 93 students were trained (Optometrist- 20, Dental Mechanics- 20, Geriatric Assistant-13, Pharmacy Assistant-20, and Assistant Counselor-20) among which 67 candidates were placed in different hospitals, clinics, labs etc. After completion of Phase - I, we had organized a program of "Concluding & Certificate Distribution Ceremony of Batch 2021-22 and Launching of Batch 2022-23" on Saturday 27/08/2022 at 10:30am at Godawari Hall. Details as follows

S.N.	Name of Course	No of Candidates Trained			Placement		
		Male	Female	Total	Male	Female	Total
1	Optometrist	13	7	20	7	6	13
2	Dental Mechanic	11	9	20	8	9	17
3	Geriatric Assistant	4	9	13	3	9	12
4	Assistant Counselor	6	14	20	3	6	9
5	Pharmacy Assistant	9	11	20	7	9	16
	<b>Total</b>	<b>43</b>	<b>50</b>	<b>93</b>	<b>28</b>	<b>39</b>	<b>67</b>

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

PIMSDU is in the process of adding Ayurveda and Pharmacy Programme which are appropriate the integration of Indian knowledge system. To be part of National Health/ Medical Missions and undertake clinical trials and collaborative research in emerging areas of health care service and integrated medical system (Allopathy, AYUSH and Ayurveda)

Preservation and promotion of languages is one of the targets of the college. Linguistic skills and Communication skills hold the foundation of personal growth. Good command on communication skills is vital for health care professionals. As students in health care come from different social as well as regional background, language becomes the barrier in communication even with the peers during initial phase of education. Rural Dental college, Loni has Marathi (majority) and Hindi as its regional language. Students across India pursue health education in this esteemed institution. Training these students in local language is utmost important for better communication with patients.



To link the Indian art and culture with education, college portrays different cultural backgrounds through various cultural events such as dramas, folk dances, songs, traditional day celebration etc in local languages with active participation from students and faculty.

For better patient education and awareness about the oral diseases, our institute religiously does programs in local languages. Yoga and wellness Schemes for students play a crucial role in handling stress during exam preparation as they develop lot of anxiety and hence there are common complains of loss of energy, forgetfulness, worry, tension, headache. Teaching and making them practice Yoga is one of the right methods to deal with exam stress. Yoga tips, meditation techniques, pranayama techniques and Asanas for the students help them to improve concentration and memory to perform better in examination.

#### Use of alternative medicines in dentistry-

The usage of ayurvedic medicines for the management and treatment of various oral mucosal lesions such as oral mucositis, oral precancerous lesions and conditions has been done regularly along with allopathic for better patient care. Inclusion of other elective medicines in dentistry is our future prospective that enables for improved quality of life of patients.

#### Future perspectives

Inclusion of more other elective medicines in dentistry is our future prospective that enables for improved quality of life of patients. Inclusion of classes of Marathi language for the students and the faculty coming from other regions of India for better understanding and communication. Organization of food fests denoting different cultural backgrounds.

- The Centre for Biotechnology, PIMS-DU located in rural area, the teaching-learning process will takes place in bilingual (instructional as well as vernacular) mode.
- The Centre for Biotechnology is offering medical biotechnology course which is a life science stream, the cultural knowledge and culturally practiced preparations and therapies will be explained in a scientific manner.
- Organizing value added programme on herbal medicine.
- To understand the "Way of Life" PIMS-DU organizing the spiritual programmes.
- PIMS-DU frequently organizing the yoga programmes.
- PIMS-DU adopted Good practices pertaining to the appropriate

integration of Indian Knowledge System in view of NEP 2020.

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

PIMSDU has published focus on OBE by establishing the policies (SOPs) on systems and processes - HR, Student Admission, Curriculum, Co-Curriculum, Extra-Curriculum (time table, Academic Schedule), PO/CO/LO/SLO, Feedback, Research (UG, PG, Faculty), IIC, Incubation, Research, FDP/PDP, Incentives, Welfare, Consultancy, Collaboration, Clinical trials, Extension & Outreach, IPR, CR, Student Diversity, Catering Diverse Needs, Staff & Student Welfare, Code of Conduct, Infrastructure augmentation, Maintenance, IT, Learning Resources, Teaching Learning Evaluation, ICT, Organogram, Flow of Information, Delegation of Powers, Student Forums, Student Councils, Gender Cell, Anti Ragging Cell, ICC, Grievance Redressal, Green Initiatives, Environment & Energy Audit, IQAC, AAA, Certification, Accreditation, Examination Reforms and Manuals (CIA & SEE), Byelaws, Performance Appraisal, Institutional Committees, Best Practices and so on.

ALL THE COURSES & PROGRAMS are developed and implemented as per the regulation laid down by NMC, UGC & higher educational authorities.

With these the Medical Graduate are able to: (a) recognize "health for all" as a national goal and health right of all citizens and by undergoing training for medical profession fulfill his/her social obligations towards realization of this goal.

(b) learn every aspect of National policies on health and devote herself/himself to its practical implementation.

(c) achieve competence in practice of holistic medicine, encompassing promotive, preventive, curative and rehabilitative aspects of common diseases.

(d) develop scientific temper, acquire educational experience for proficiency in profession and promote healthy living.

(e) become exemplary citizen by observance of medical ethics and fulfilling social and professional obligations, so as to respond to national aspirations.

Punctuality , Cleanliness, Humbleness, Ethics & Attitude at work, Healthy habits, Dynamic thinking, Empathy, Research oriented study are developed and notified at Institute level.

The National education policy 2020 (NEP) was launched on July 29,

2020 redefining India's vision on the educational system. It was designed to meet the needs of citizens, as the demand for knowledge in society and the economy necessitated the acquisition of new skills on a regular basis. NEP 2020 aimed to provide quality education and create lifelong learning opportunities for all, leading to full and productive employment and decent labor, as outlined in the UN sustainable development goals 2030, to raise the Gross Enrolment Ratio (GER) from 26% to 50% at the level of higher education space. Nonetheless, the main aim was to enhance the overall personality of the students by reforming the education system that will prepare the next generation to prosper and compete in the digital age. According to the standards and newer reforms of NEP 2020, Rural Dental College, Pravara Institute of medical sciences (PIMS), Loni has set up a target on improving the dental education system towards a Outcome-based education. We had decided to upgrade existing curriculum by suggesting following points in order to achieve sustainable long-term goal. The revised curriculum is approved by Board of studies and academic council. We will implement it after approval of Apex controlling authority of Dental Council of India, GOI.

Competency-based dental education is a successful outcome-based technique in which several theoretical foundations are combined to provide efficient results. The frameworks of competencies are made up of a combined influence of learning methods and assessments. PIMS has made it a priority to achieve this goal and has redesigned the undergraduate dental curriculum. The current curriculum has been compiled into a document which includes appropriate teaching-learning strategies, teaching tools, techniques, and assessment methods, culminating in the current competency-based undergraduate curriculum.

The BDS Program shall follow the outcome-based pattern in accordance to National Education Policy (NEP), 2022. Accordingly each subject shall be called as courses and classified into Core Subjects that are mandatory for graduations. Elective Courses will be given options to complete a few courses in a given list or group and Non CGPA courses where students do not require an examination to complete it.

A substantial effort has been made towards a result-oriented curriculum to give the undergraduate students a strong orientation and skill needed for lifetime in order to deliver good patient care. The curriculum was developed considering few major parameters to

provide horizontal and vertical integrity. An early clinical exposure, electives, and longitudinal care are all part of the programme to improve the skills of the students. The curriculum will be customised to provide adequate space for additions, allow scaling of redundant content, but broad enough to compensate the conservative and progressive academicians. With the advancements made in science on a regular basis, the curriculum will be designed to provide access for adaptability towards the changing outlooks of teachers and professionals. The long-term goal is to improve the international accreditation of Indian institutions providing an equivalent certification.

Semester system: Following many studies and surveys (e.g., Bologna guidelines) on the yearly vs semester system, the curriculum will be changed to a semester system that provides students and university board of studies with more flexibility and freedom in choosing subjects and completing the course. As skill acquisition is an essential part in the field of dentistry, an attempt has been made to allow the students to focus more on the required certifications and elective courses to strengthen their abilities. To develop a professional attitude among the graduates a synergetic and interdisciplinary teamwork environment have all been emphasised in the curriculum.

To achieve the main objectives, the evaluation protocol is structured into formative and summative assessments which streamline the students' performance on all aspects. The evaluation rubrics will be created in compliance with the University Grants Commission (UGC) guidelines.

The important measures taken to enhance academic standards and quality in higher education include innovation and improvements in curriculum, teaching-learning process, examination and evaluation systems, besides governance and other matters.

The UGC has formulated various regulations and guidelines from time to time to improve the higher education system and maintain minimum standards and quality across the Higher Educational Institutions (HEIs) in India. The academic reforms recommended by the UGC in the recent past have led to overall improvement in the higher education system. However, due to a lot of diversity in the system of higher education, there are multiple approaches followed by universities towards examination, evaluation and grading systems.

The grading system is considered to be better than the conventional marks system and hence it has been followed in the top institutions in India and abroad. So it is desirable to introduce a uniform grading system. This will facilitate student mobility across institutions within and across countries and also enable potential employers to assess the performance of students. To bring in the desired uniformity, in the grading system and method for computing the cumulative grade point average (CGPA) based on the performance of students in the examinations, the UGC has formulated these guidelines.

Rural Dental College, Pravara Institute of medical sciences (PIMS), Loni will follow following steps to implement Outcome based education. Establishing the mission statement of any institute should be the first and foremost step when implementing OBE. The statement of PIMS & Rural Dental College will be futuristic and the mission will help achieve the Program Educational Objectives (PEO). To arrive at this indulge in surveys of all kinds like Employer survey, Student survey, Alumni survey, Parent / Guardian survey will be carried out. Pool in employers, students, alumni and parent/guardian survey will leave us with a cue for building our personalized Outcome-Based Education (OBE).

In Centre for Biotechnology, Outcome Based Education (OBE) is an important demonstration tool for student centered instruction that focuses on measuring student performance through outcomes. The Centre offers 3 programmes in Medical Biotechnology in undergraduate and post graduate level. All these programmes are offered as Outcome Based Education (OBE) which are designed keeping in mind the regional and global requirements. The centre implements UG and PG level programmes clearly stated Programme Outcomes, Programme Specific Outcomes and Course Outcomes. Course Outcomes are the statements indicating knowledge and skills the student is expected to acquire at the end of a course.

Program outcomes represent the knowledge, skills and attitudes, the students should have at the end of program. Program outcomes can be directly measured through course outcomes. The outcome-based education model is based on defining various parameters called as Graduates Attributes (POs). Course objectives, learning outcomes in terms of Programme outcomes, programme specific outcomes, course outcomes are clearly mentioned in the syllabus and committed to be adhered in true spirit. The attainments of course outcomes are calculated once they are mapped to programme outcomes (PO) and

programme specific outcomes (PSO). At the beginning of each semester and at the time of admission, teachers explain COs, POs, and PSOs to the students.

The broad objective of Master of Public Health program at Pravara Institute of Medical Sciences Deemed University is to train human resources in the science of public health, with a firm understanding of the determinants of health and the public health system in the country, the community context, the determinative influences of globalization, urbanization, global and national policies and a strong foundation in research methodology.

The specific objectives of the program include

1. To equip students to have an overall perspective on public health
2. To create good program managers in public health
3. To inculcate interdisciplinary approach to problem solving skills in public health
4. To encourage interdisciplinary research in public health
5. To improve leadership skills in public health
6. Students will have:
  - Hands-on experience of handling public health projects and programs
  - Experience of independently designing, executing, and observing urban, rural and tribal health care delivery systems and innovative public health interventions

Program Outcome: Master of Social Work (MSW)

*i) Knowledge Objectives*

- Understanding the social work philosophy and practice systems and their interactions and applications in medical/healthcare settings and public and community health programs and projects
- Gain the knowledge of the social system theories and their implications on the problem solving process in healthcare and public health sector.
- Gain and use the knowledge of the integrated social work practice approach and use various methods of intervention at both micro and macro levels of medical and health sector

- Understanding the place and importance of research in theory building and testing, and its relevance to field of healthcare and public health sector
- Gaining knowledge of management and administrations of Welfare and Development services and voluntary organizations functioning in medical and public health sector
- Understanding the role and importance of social work training in preparation of a new professional cadre in medical/healthcare and public health sector

*ii) Skill Objectives*

- Learning & developing problem solving skills.
- Improving communications skills.
- Learning & developing organizational skills.
- Learning & developing techniques and skills of management and administrative practices.
- Learning and developing research skills of problem formulation, data collection, data analysis, drawing inferences and implication for practice.
- Developing training and supervision skills.
- Developing skills related to social advocacy, policy and planning.

*iii) Attitude Objectives*

- Attitude objectives are addressed to professional qualities which are developed during the training period.
- Appreciation of professional as well as voluntary social work practice.
- Appreciation of social values like human dignity, equity, democratic pluralism, people's participation,
- self-reliance, honesty, integrity in public and personal life, etc.
- Sensitivity to the sufferings of the marginalized and vulnerable groups such as women, children, tribals, handicapped and the aged.
- Critical self-awareness and conscious efforts to change one's own biases and prejudices.
- Developing confidence in interpreting and executing professional roles.
- Appreciating and respecting other professional

## 20.Distance education/online education:

Online and ODL mode of education: NEP 2020 has set the ambitious target of achieving 50 per cent GER by 2035. To achieve this target, higher education needs to be imparted in multiple ways. Online learning is one of the ways. Online education is gaining acceptance and popularity. Hundreds of online courses recognized by UGC including those available in the SWAYAM portal can provide an ideal platform to enable multidisciplinary education. PIMSDU will ensure e-governance at all levels - admission, administration, finance, examination and hospitals.

To ensure blended teaching at all levels of learning by adopting latest ICT tools, platforms, LMS and other e-media. Further to create a state of art AV recording room for e-content production and ICT for dissemination. To train all the teachers on blended/ ICT pedagogy and innovative examination methods.

To start a Community Radio Station and dedicated YouTube Channel to disseminate health care and health education awareness information and other e-consulting services.

To offer library services and facilities (physical and virtual) 24x7. IT will subscribe all international level relevant e-databases and e-journals and linking it to webpage and LMS. Further to orient staff and students to the features of 21st Century's Library Resources and utility. PIMSDU will start 'Tele-Medicine' as a concept and practice and integrating with OPD of Hospital.

We are in process of integrating in future the Artificial Intelligence, Virtual Reality, Augmented Reality and other innovation of digital technology in to the existing blended technologies and services - education, health care facilities and services.

The curricula for professional courses in dentistry at PIMS-DU involve a substantial period of learning in the teaching hospital. Hospital based learning involves observing experts at workplace, shadowing, interaction with patients, participating in patient care and internships - all of which provide opportunities for *patient-centric, evidence-based learning in real-life work-placesettings*. The use of logbooks in most such programs encourages reflection on these experiences and thus provides a powerful basis for *experiential learning*. Internship in the attached teaching hospital



provides crucial work-place based learning opportunities for the students of the various health sciences technology programs. PIMS-DU has a network of 3 rural satellite dental health centres which provide additional opportunities for training at various settings. Field visits are an important part of training in many of the programs. The University has established a well-equipped clinical skills training centre with advanced patient simulators, models and manikins for the *safe practice of critical clinical skills*. The patient simulators provide an immersive, realistic experience for trainees to participate in simulated scenarios to practice not only procedural skills but also to develop inter-personal skills and team-work capabilities. Task trainer models and manikins provide hands on, repetitive practice opportunities for the safe development of skills for medical and nursing students. Such model-based training is also used in the pre-clinical training of Dentistry students.

*Participatory learning* - A way of organizing the classroom that motivates learners to participate in the act of teaching. Participatory learning is involved and this encouraged the students participation and becomes student centered. Eg- case study discussions, brainstorming, memory games, practical demonstrations.

*Self-directed learning* is encouraged and facilitated by providing assignments and self-assessment opportunities with quizzes. A learning management system which uses Google classrooms, MY e-CLASS and Quizzes is used by different departments across the six constituent colleges provides for sharing of learning resources and for offering online tests/quizzes which support self-directed learning.

Institute also uses the recent technological tools such as google meet, zoom , Microsoft teams for teaching learning activities.

Due to Covid -19 pandemic, educational institutions in the country have compulsorily involved in using the digital platforms for engaging classes, conducting conferences, meetings and online academic activities. Covid-19 pandemic has opened up an arena of online education to provide remote access to all that inspired the institution to strengthen ICT facilities in the university. Students and Faculties are encouraged to attend MOOC courses which promote the blended teaching-learning. During COVID pandemic the university provided education to the students through online mode. There are also online course contents developed by faculty and provided online to the students. Every teacher now uses ICT for online learning and has embraced cutting-edge teaching-learning methodologies. Students and faculty members use video lectures, Google Classroom, and other

ICT tools. Faculty members attend workshops on ICT enabled teaching learning. The institution encourages faculty and students to take advantage of the online learning opportunities provided by NPTEL and SWAYAM platform. The following ICT facilities are developed by the centre as prerequisites of distance / online education.

Video Lecture Recording Centre

Wi-Fi facility through the campus

Created academic videos, power point presentations and study materials in soft forms.

### Extended Profile

#### 1.Programme

1.1	78
Number of all Programmes offered by the Institution during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 2.Student

2.1	2501
Number of students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

2.2	686
Number of graduated students during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### 3.Academic

3.1	297
Number of full-time teachers during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

3.2	295
Number of sanctioned posts during the year	

File Description	Documents
Data Template	<a href="#">View File</a>

#### **4.Institution**

4.1	5187.95
Total expenditure excluding salary during the year (INR in lakhs)	

File Description	Documents
Data Template	<a href="#">View File</a>

### **Part B**

#### **CURRICULAR ASPECTS**

##### **1.1 - Curriculum Design and Development**

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

Pravara Institute of Medical Sciences (Deemed to be University) (PIMSDU) follow norms of the statutory/regulatory bodies for their respective programmes and have well formulated program and course outcomes relevant to the local, regional, national, and global developmental needs.

All programs conducted by PIMSDU have seen good response from students as their relevance to present and future health professional education.

PIMSDU has system of Board of studies, Academic Council with inputs from external members from other university, leading up to Board of Management for curriculum design and development. Due to this system curriculum design, development and implementation of various curricula has shown relevance in changing health care scenario.

PIMSDU has competency based Medical and outcome-based other health

professional programs. All programmes are skill-based and University has a well-developed skills and simulation laboratory for teaching and training the students. The faculty members of University are competent enough to design and develop the curriculum in the form of PO's, PSO's and CO's in all the programmes offered by the University which has relevance to the local, national, regional and global needs as PIMSDU provides opportunities through Faculty development programmes on curriculum design and development

File Description	Documents
Curricula implemented by the University	<a href="https://www.pravara.com/pdf/1.1.1_Curricula_implemented_by_the_University_2021_22.pdf">https://www.pravara.com/pdf/1.1.1_Curricula_implemented_by_the_University_2021_22.pdf</a>
Outcome analysis of POs, COs	<a href="https://www.pravara.com/pdf/1.1.1_Final_Outcome_analysis_of_POs_&amp;_COs_2021_22.pdf">https://www.pravara.com/pdf/1.1.1_Final_Outcome_analysis_of_POs_&amp;_COs_2021_22.pdf</a>
Any other relevant information	Nil

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

09

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	<a href="#">View File</a>
Details of the revised Curricula/Syllabi of the programmes during the year	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Syllabus prior and post revision of the courses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

PIMSDU offers almost all programmes total 78 which focuses on competent employable skilled health care professionals with entrepreneurship skills as per the present and future need of the society.

PIMSDU offers blended Teaching and Learning environment which gives traditional learning for improving knowledge base of the students and an opportunity to learn through skills and simulation laboratory, community-based teaching to hone their skills.

Clinical training is achieved through exposure to Hospital based teaching training, community, Rural and Urban Health centers. Industry interaction is via internship, field projects, Collaborations and MOUs. Almost all programmes have at least one course which focuses on Research and extension. PIMSDU focuses on holistic development of students through different curricular, cocurricular and extracurricular activities which enhances the Professionalism, Leadership, Effective Communication Skills, Scholarly Attitude, Element of Critical Thinking, Enthusiasm for Research, Social Commitment and Global Competencies amongst the students.

Outcome of these measures results into almost 100 percent skilled manpower which is either employable or entrepreneurs.

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

## 1.2 - Academic Flexibility

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

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

07

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

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

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

**09**

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

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

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

**419**

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

### 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

PIMSDU integrates cross cutting issues relevant to professional ethics, Human Values, Environment and Sustainability through its curricular, cocurricular and extracurricular activities resulting into the holistic development of students.

1. Professional ethics & human values:PIMSDU has established Bioethics Unit of UNESCO Chair,Haifa which conducts activities focusing on Human values,professional ethics amongst students through faculties.It has also published a book on Value Based Education. AETCOM is a module in UG MBBS curriculum which integrates the attitude,ethics,communication skills amongst the UG Medical students.A family adoption programme of PIMSDU helps in inculcating the communication skills,human values.

HippocraticOath,White Coat ceremony &Cadaveric Oath are also part of the curriculum which integrates ethics and human values component

2. Gender-Gender component is included in various curricula of all UG and PG. In addition, there is gender champion and Gender Sensitization committee which conducts many programmes,celebrates women's day by organizing guest lectures,competitions,Debates and rallies as extracurricular activity.

3. Environment - As per UGC guidelines PIMSDU is implementing environmental studies module. Students participate in various activities like Swachh Bharat Abhiyaan,Tree planation drive,Poster making competition and various day celebrations through NSS.

4. Sustainability-There are three main pillars through which PIMSDU is improving the sustainability that are engaging all UG and PG students with Social Learning, Engaging them with local Community through family adoption programme and attracting both faculty and students with high caliber by providing them good Infrastructure and Learning Environment.

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	<a href="https://www.pravara.com/pdf/2021_22_1.3.1_List_of_Courses_integrate_Cross_Cutting_issues_2021_22.pdf">https://www.pravara.com/pdf/2021_22_1.3.1 List of Courses integrate Cross Cutting issues_2021_22.pdf</a>
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	<a href="https://www.pravara.com/pdf/2021_22_1.3.1_Description_of_Courses_2021_22.pdf">https://www.pravara.com/pdf/2021_22_1.3.1 Description of Courses 2021_22.pdf</a>
Any other relevant information	No File Uploaded

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

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

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

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

2285



File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

PIMSDU offers programmes which has field projects, community postings and internship as their integral part of curricula.

All PG and UG students had been part of community camps conducted for Covid patients, Pap smear, Cancer screening, Blood donation, ANC, School Health and multi-diagnostic camps.

Family adoption programme which has undertaken by PIMSDU for UGs of Medical Dental, Physiotherapy and Nursing Students continued this year as well.

Even though there were many challenges this year due to Covid Pandemic situation many field visits have been successfully undertaken by PIMSDU. Dedicated COVID hospital for Rural and Tribal people of the society was run by PIMSDU which gave exposure of learning to students during pandemics. During internship students maintain a log book to record these activities undertaken by them.

Research methodology is an integral part of curricula in all UG and PG programmes. Our UG and PG students under able guidance of faculty take up research projects as a part of their academic growth. As a part of of curricula all PGs has undertaken the research projects. UG students are also motivated to undertake the ICMR STS and Pravara STS projects.

Few students also work on collaborative projects with external universities, laboratories under guidance of renowned research scholars.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	<a href="https://www.pravara.com/excel/2021_22_1.3.4_List_of_Programmes_&amp;_No_of_Students_field_visit.xlsx">https://www.pravara.com/excel/2021_22_1.3.4_List_of_Programmes_&amp;_No_of_Students_field_visit.xlsx</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/2021_22_1.3.4_Any_other_relevant_information.pdf">https://www.pravara.com/pdf/2021_22_1.3.4_Any_other_relevant_information.pdf</a>

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals**

A. All 4 of the above

File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	<a href="#">View File</a>
URL for feedback report	<a href="https://www.pravara.com/pdf/pims_cfb_21_22.pdf">https://www.pravara.com/pdf/pims_cfb_21_22.pdf</a>
Sample filled-in Structured Feedback forms by the institution for each category	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

File Description	Documents
URL for stakeholder feedback report	<a href="https://www.pravara.com/pdf/pims_cfb_21_22.pdf">https://www.pravara.com/pdf/pims_cfb_21_22.pdf</a>
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## TEACHING-LEARNING AND EVALUATION

### 2.1 - Student Enrollment and Profile

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

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

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

File Description	Documents
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Document relating to Sanction of intake	<a href="#">View File</a>
Extract of No. of application received in each program	<a href="#">View File</a>
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	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

**83**

File Description	Documents
List of students enrolled from other states and countries during the year	<a href="#">View File</a>
E-copies of admission letters to the students enrolled from other States / Countries	<a href="#">View File</a>
Copy of the domicile certificate/passport from respective states / countries	<a href="#">View File</a>
Previous degree/ Matriculation / HSC certificate from other state or country	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**2.2 - Catering to Student Diversity**

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

**A. All of the Above**

File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	<a href="#">View File</a>
Details of outcome measures	<a href="#">View File</a>
Proforma created to identify slow performers/advanced learners	<a href="#">View File</a>
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**2.2.2.1 - Total number of students enrolled in the specified year**

**2347**

File Description	Documents
List of students enrolled in the preceding academic year	<a href="#">View File</a>
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.3 - Teaching- Learning Process**

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

**Experiential learning:** is provided through skills and simulation lab prior to clinical settings, early clinical exposure, clinical teaching, procedure demonstrations, Clinical meetings, case discussions to link theory to practice. All UG and PG are exposed to community through community postings and camps

**Integrated Learning:** PIMSDU has adopted the integrated teaching and learning through alignment, horizontal & vertical integrated teaching sessions and interdisciplinary research projects

**Participatory Learning:** This is achieved through SGT, micro teaching, Students Led Objective Tutorials (SLOT), Team Based Learning, Think Pair and Share method, peer assisted Learning, community outreach activities, health camp Problem solving methodologies: PBL, case presentations & discussions enhance the critical and analytical thinking

**Self-directed Learning:** It is through well designed SDL sessions for which time slots are allotted in the time table and outcome is measured via different assessment methods.

**Patient Centric and Evidence Based Learning:**

Clinical postings in hospital wards, OPDs, OT, Casualty Department, Multi-diagnostic camps in community areas for patient Care. PG curriculum has Journal clubs which promotes evidence-based learning.

**The Humanities:** UG and PG curriculum includes topics on professionalism, communication skills, Bio ethics, Medico-legal aspects, gender equity etc. Sociology and Psychology are also part of nursing and physiotherapy programmes.

**Project based Learning:** Few UGs & all PGs undertake research projects. Both UG and PG students also apply for ICMR -STS funded projects. PIMSDU also offers Pravara STS scholarship projects for students.

**Role Play:** AETCOM, Humanity, professionalism, communication skills are taught through role plays.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	<a href="https://www.pravara.com/pdf/cs_2021_22_2.3.1_List_of_student_centric_methods_used_for_enhancing_learning.pdf">https://www.pravara.com/pdf/cs_2021_22_2.3.1_List_of_student_centric_methods_used_for_enhancing_learning.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the Above**

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	<a href="#">View File</a>
List of training programmes conducted in the facilities during the year	<a href="#">View File</a>
List of clinical skills training models	<a href="#">View File</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View File</a>
Proof of patient simulators for simulation-based training	<a href="#">View File</a>
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

In PIMSDU all the Classrooms are ICT enabled with e-facility. Whole campus is Wifi enabled. The faculty are trained in using Smart boards. Large amount of e-content is developed in the form of videos for demonstration, Dissections & Surface Marking, audio recorded PPT's are uploaded on youtube by Institute. Due to COVID pandemic online platforms like Microsoft teams, Cisco WebEx, Google classroom and Zoom Platforms are used by teachers and for self-directed learning and formative assessment. Online Guest Lectures, seminars, conferences and Faculty development programmes are conducted during this academic year. Hard drives DVDs' and CD are available in respective departments. Many Students and Faculty members attended MOOC courses in SWAYAM, Coursera, Udemy, etc. They use SPSS statistical package for analysing research databases and utilized the Media Lab for Lecture and Demonstration Video capturing.

Computer Assisted Learning (CAL) is facilitated in E-Library. This facility is especially used by department of physiology and Pharmacology to teach the animal experiments. E resources like e-Shodh Sindhu, National Digital Library (NDL, India) Shodh ganga (Digital Repository of Indian electronic Thesis and Dissertations, Bio Med central, Cochrane Library Data base, Directory of open access Journals (DOAJ), UGC INFLIBNET, Free Medical Journals, Medline-Plus, NLM gate way, OMICS international, Pub MED Central (PMC), Scientific Research, Springer Open, WHO Library Database, (WHOLIS), DELNET are freely provided by Central library of PIMSDU.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	<a href="https://www.pravara.com/pdf/cs_2021_22_2.3.3_Details_of ICT enabled tools used by teachers.pdf">https://www.pravara.com/pdf/cs_2021_22_2.3.3_Details_of ICT enabled tools used by teachers.pdf</a>
List of teachers using ICT-tools	<a href="https://www.pravara.com/pdf/cs_2021_22_2.3.3_List of Teachers using ICT Tools.pdf">https://www.pravara.com/pdf/cs_2021_22_2.3.3_List of Teachers using ICT Tools.pdf</a>
Any other relevant information	Nil

2.3.4 - Student: Mentor Ratio (preceding academic year)



Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
<b>481</b>	<b>2347</b>

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

## 2.4 - Teacher Profile and Quality

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

**297**

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	<a href="#">View File</a>
Position sanction letters by competent authority	<a href="#">View File</a>
Appointment letters of faculty during the year	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

100

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the number of fulltime teachers for the year	<a href="#">View File</a>
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

3389

File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	<a href="#">View File</a>
Experience certificate of fulltime teacher	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**273**

File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	<a href="#">View File</a>
Reports of the e-training programmes	<a href="#">View File</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View File</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="https://www.pravara.com/excel/cs_2021_22_2.4_4_Web_link_to_contents_delivered_by_faculty_List_of_e_content.xlsx">https://www.pravara.com/excel/cs_2021_22_2.4_4_Web link to contents delivered by faculty_List of e content.xlsx</a>
List of e-contents / e courses / video lectures / demonstrations developed	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

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

44

File Description	Documents
Institutional data in the prescribed format/ Data Template	<a href="#">View File</a>
Certified e-copies of award letters (scanned or soft copy)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.5 - Evaluation Process and Reforms**

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

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

5

File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	<a href="#">View File</a>
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

00

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

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

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

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	<a href="https://www.pravara.com/pdf/cs_2021_22_2.5.3_Links_to_Examination_procedure_&amp;_re-evaluation_procedure.pdf">https://www.pravara.com/pdf/cs_2021_22_2.5.3_Links_to_Examination_procedure_&amp;_re-evaluation_procedure.pdf</a>
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

- **University is following the guidelines laid down in Evaluation process by MCI, DCI, INC and BOM of PIMS.**
- **Internal Assessment and University Examinations were in the form of Theory and Practicals & Vivo-Voce**

- Faculties are trained in Question paper designing during Faculty Development Programmes Procedure of Double Assessment System of Theory Answer Books is adopted by the University which means the first and second assessment of answer books done by first, second examiners respectively at a central assessment programme preferably both are external examiners / assessors.
- Third assessment : means assessment of theory answer books done by third examiner, if difference of the marks between first and second examiner is more than 15%
- Objective Structured Clinical Examination (OSCE) & OSPE problem based learning
- Photocopy facility, retotalling of answer sheets is also adopted by the University.
- Question banks are being prepared and uploaded on University website University has adopted CBCS for some courses The examination system in PIMSDU is double blind Multiple Evaluation system. It follows reforms suggested by the governing/statutory bodies from time to time OSPE, DOPS methods conducted to evaluate the competencies during practical examination in formative assessments. The internal assessment marks are submitted online by the constituent Institute along with attendance to University Examination Section. CCTV cameras are installed in the examination halls to maintain transparency in the examination process. Students are allowed in the examination hall 30 minutes before the commencement of the examination. Mobile jammers are installed

File Description	Documents
Details of examination reforms implemented during the year	<a href="https://www.pravara.com/pdf/cs_2021_22_2.5.4_Details_of_examination_reforms.pdf">https://www.pravara.com/pdf/cs_2021_22_2.5.4_Details_of_examination_reforms.pdf</a>
Any other relevant information	<a href="#">View File</a>

<b>2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):</b>	B. Student registration, hall ticket issue & result processing
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File Description	Documents
Snapshot of EMS used by the Institution	<a href="#">View File</a>
Copies of the purchase order of the software/AMC of the software	<a href="#">View File</a>
The present status of automation., Invoice of the software, & screenshots of software	<a href="#">View File</a>
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Student Performance and Learning Outcomes

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

PIMSDU has well defined Graduate Attributes for all Programmes. The Programme outcomes (PO) and course outcomes (CO) are also stated for all programmes offered by PIMSDU which reflect all three domains of learning. i.e Cognitive, affective and Psychomotor. POs and COs are part of curriculum which are uploaded on Institutional Website. All Pos and Cos are mapped. Curriculum and Handbooks are also prepared and shared with the students through soft copies usually during induction and orientation programme. The POs' reflect the Vision and Mission of the University and the Objectives of the programme specified by the respective statutory/governing councils.

Teaching, learning and evaluation methods are aligned for attainment of each course outcome. Faculty Development Programmes are conducted at institution and meetings are conducted at department levels for enhancing the modes of teaching-learning and evaluation to meet the course outcomes at all levels.

The graduate attributes of PIMSDU include Professionalism,

Leadership, Communication skills, Ethics and Attitude, Critical Analysis, Logical thinking, Quest for research, social commitment, and Global competencies. To attain graduate attributes PIMSDU conducts regular curricular, cocurricular and extra-curricular activities.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	<a href="https://www.pravara.com/pdf/cs_2021_22_2.6.1_Relevant_documents_pertaining_to_learning_outcomes.pdf">https://www.pravara.com/pdf/cs_2021_22_2.6.1_Relevant_documents_pertaining_to_learning_outcomes.pdf</a>
Methods of the assessment of learning outcomes and graduate attributes	<a href="https://www.pravara.com/pdf/1.1.1_Final_Outcome_analysis_of_POs_&amp;_COs_2021_22.pdf">https://www.pravara.com/pdf/1.1.1_Final_Outcome_analysis_of_POs_&amp;_COs_2021_22.pdf</a>
Any other relevant information	<a href="#">View File</a>

## 2.6.2 - Pass percentage of final year students in the year

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

686

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	<a href="https://www.pravara.com/pdf/cs_2021_22_2.6.2_Link_for_Annual_Report_of_Exam_result_21_22_with_Minutes.pdf">https://www.pravara.com/pdf/cs_2021_22_2.6.2_Link_for_Annual_Report_of_Exam_result_21_22_with_Minutes.pdf</a>
Any other relevant information	<a href="#">View File</a>

## 2.7 - Student Satisfaction Survey

### 2.7.1 - Online student satisfaction survey regarding teaching learning process



File Description	Documents
Any other relevant information	No File Uploaded
Database of all currently enrolled students (Data Template)	<a href="#">View File</a>

## 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

PIMSDU has a well-defined Research promotion policy for encouraging faculty and students to inculcate interest toward research. It is frequently updated. Interdisciplinary and interdepartmental collaborative research from different disciplines and National institutes is existing and encouraged. Research Incentive Scheme (RIS) of PIMSDU offers Cash award and additional increments to faculty members on their quality publications in UGC CARE List. Chancellor's Research Trophy for best research paper by the faculty. Young Budding research award for undergraduate students. Promotion of participation of UG and PG students in various State and National level research competitions like STS conference, Mediacce, Illuminati. Pravara STS was Launched from 2016

University Research Funding: For Chemicals, Equipments, infrastructure, logistic support is provided by institution. 50% of registration fee is given for paper presentation along with TA, DA for PG students and faculty.

Pravara Medical Review Journal: official Publication of PIMS: Quarterly Peer reviewed Journal: Multispecialty healthcare, peer reviewed biomedical Journal, Quarterly published March, June, September, December. Indexing status: Scopus, Google scholar, Index Copernicus, Journal seek, Open J Gate, DOAJ, CABI Ulrich International Periodical Directory, Index journal.net

Newly setup state of art facilities for central clinical laboratory, Pneumatic shoot facility, Advanced Central research Facility as Central Research lab, Departmental Research laboratories are set up, Mobile health clinics camps for the community based research, Pharmacovigilance Centre: Drug information center, University provides residential facilities for research scholars, research associates and visiting scientists. Research Methodology workshops. Institutional Ethics Committee is constituted with the aim to inculcate the spirit of inquiry & scientific temper

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

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

**8.53**

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

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

**22**

File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	<a href="#">View File</a>
List of teachers and their national/international fellowship details (Data Templates)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

**3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year**

37

File Description	Documents
List of research fellows and their fellowship details	<a href="#">View File</a>
E copies of fellowship award letters	<a href="#">View File</a>
Registration and guide / mentor allocation by the Institution	<a href="#">View File</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**A. Any 5 of the Above**

File Description	Documents
Videos and geo-tagged photographs	<a href="https://www.pravara.com/pdf/ct_2021_22_3.1.5_Link_to_Videos_and_Geotagged_Photos.pdf">https://www.pravara.com/pdf/ct_2021_22_3.1.5_Link_to_Videos_and_Geotagged_Photos.pdf</a>
List of facilities provided by the University and their year of establishment (Data Template)	<a href="#">View File</a>
List of the facilities added in the current academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

36

File Description	Documents
E-copies of departmental recognition award letters	<a href="#">View File</a>
List of departments and award details (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.2 - Resource Mobilization for Research

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

124.16

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	<a href="#">View File</a>
List of project and grant details (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

400.48

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View File</a>
List of projects and grant details (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

24

File Description	Documents
List of research projects and funding details (Data Template)	<a href="#">View File</a>
Supporting document/s from Funding Agencies	<a href="#">View File</a>
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.3 - Innovation Ecosystem**

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

MHRD Govt.of India has established MHRD's Innovation Council to systematically foster the culture of Innovation amongst all Higher Education Institutions(HEIs)The primary mandate of MIC is to encourage,inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes.MIC has envisioned encouraging creation of 'Institution's Innovation Council (IIC's)' across selected HEIs.PIMSDU Innovation council is registered under MHRD innovation cell on Aug14,2019.

Major focus of IIC

- To create a vibrant local innovation ecosystem. •Start-up supporting Mechanism in HEIs.

- Establish Function Ecosystem for Scouting Ideas and Pre-incubation of Ideas. •Develop better Cognitive Ability for Technology Students.

A Certificate was issued with one half Star golden star for establishing the MIC- Institution Innovation Council (IIC) of Rural Dental College in year 2019-2020.

The main objective is to promote:

To help the students and faculties to smoothen the process of the innovation, copy right and patent filling. The innovation council along with research cell helps in implementing new innovative ideas.

Student and faculty members are encouraged to develop new ideas for innovation, to participate various innovation and entrepreneurship related activities. The PIMSDU IIC in collaboration with Med prime Technology Mumbai gives biomedical support if anyone requires it.

Various innovative activities like splitting of ventilator, Provide sheath, wireless stethoscope was provisionally filed along with Virtual Moot Court for the patent during COVID pandemic.

File Description	Documents
Geotagged photographs of the facilities and innovations made	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Intellectual property rights. -**

IPR is the right of the people over their intellectual creation. IPR is covering patents, copyrights, trademark, industrial design, geographical indications and protection of new plant variety. So this seminar spread awareness regarding IPR and their related issues in the field of Biotechnology and Health Sciences. All undergraduate and post graduate students and other faculties have participated in this seminar.

**2. Good Laboratory Practices -**

GLP are the quality control systems which involve certain conditions under which laboratory works considering the environmental safety are planned and conducted. It is formed in 1978 by USFDA (US Food and drug administration). The objective of the Guidelines is the containment of potentially harmful biological agents.

**3. Research Grant writing -**

Research proposal is a document proposing a research project. Academic research papers are generally written as part of initial requirements of writing of thesis, research paper or dissertation.

So ideally it will demonstrate quality and importance of project as well as ability to conduct the proposed research.

File Description	Documents
Reports of the events	<a href="https://www.pravara.com/pdf/ct_2021_22_3.3.2_Reports_of_events_&amp;_Workshops.pdf">https://www.pravara.com/pdf/ct_2021_22_3.3.2_Reports_of_events_&amp;_Workshops.pdf</a>
List of workshops/seminars on the above conducted during the year	<a href="https://www.pravara.com/pdf/ct_2021_22_3.3.2_List_of_workshop_conducted.pdf">https://www.pravara.com/pdf/ct_2021_22_3.3.2_List_of_workshop_conducted.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

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

51

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	<a href="#">View File</a>
Link to appropriate details on the Institutional website	<a href="https://www.pravara.com/pdf/ct_2021_22_3.3.3_Link_to_appropriate_details_on_Institutional_web_site.pdf">https://www.pravara.com/pdf/ct_2021_22_3.3.3_Link_to_appropriate_details_on_Institutional_web_site.pdf</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

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

01

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

### 3.4 - Research Publications and Awards

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

**A. All of the Above**

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

**3.4.2 - The Institution provides incentives for teachers who receive state,national or**

**B. Any 3 of the Above**



**international recognitions/awards. Options:  
Career Advancement Salary increment  
Recognition by Institutional website  
notification Commendation certificate with  
cash award**

File Description	Documents
Policy on Career advancement for the awardees	No File Uploaded
Policy on salary increment for the awardees	<a href="#">View File</a>
Snapshots of recognition of notification in the HEI's website	<a href="#">View File</a>
Copy of commendation certificate and receipt of cash award	<a href="#">View File</a>
List of the awardees and list of awarding agencies and year with contact details for the year	<a href="#">View File</a>
Incentive details (link to the appropriate details on the Institutional website)	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>

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

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

53

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	<a href="#">View File</a>
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	<a href="#">View File</a>
Technology transfer document	No File Uploaded
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

**127**

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	<a href="#">View File</a>
Web page for research in the Institutional website.	<a href="https://www.pravara.com/research.html">https://www.pravara.com/research.html</a>
Institutional data in prescribed format (Data Template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

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

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

285

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	<a href="https://www.pravara.com/excel/ct_2021_22_3.4_6_Fianl_List_of_research_papers_UGC_CARE.xls">https://www.pravara.com/excel/ct_2021_22_3.4_6_Fianl_List_of_research_papers_UGC_CARE.xls</a>
Names of the indexing databases	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

431

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	<a href="#">View File</a>
List of names of publishers: National/ International	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

135

File Description	Documents
List of the publications during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

1 & 6

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.5 - Consultancy

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

The Policy on consultancy supports the faculty members for new and innovative consultancy ideas for the benefit of community. Consultancy Policy encourages faculty members to undertake consultancy work that complements their teaching/research and associated responsibilities. PIMSDU has put in place the required consultancy policy and processes for its smooth operation and execution. The Consultant / Principal Investigator of the parent Institute with support from consultancy partner will directly deal for satisfactory completion of the terms and conditions. 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 was instrumental in achieving two and half stars from the MIC.

#### OBJECTIVES OF PIMS INNOVATION AND STARTUP POLICY:

- Collaborate with course offering 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 of PIMS

**ACTION PLANS:**PIMS Innovation and Entrepreneurship Policy (PIMS -ISP) shall focus on driving entrepreneurship and innovation in the institute: Create a conducive 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	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	<a href="https://www.pravara.com/pdf/3.5.1_Minutes_of_Governing_council_BOM.pdf">https://www.pravara.com/pdf/3.5.1_Minutes_of_Governing_council_BOM.pdf</a>
Link to the soft copy of the IPR and Consultancy Policy	<a href="https://www.pravara.com/pdf/3.5.1_Link_to_IPR_C&amp;Consultancy_Policy.pdf">https://www.pravara.com/pdf/3.5.1_Link_to_IPR_C&amp;Consultancy_Policy.pdf</a>
List of the training / capacity building programmes conducted during the year	<a href="https://www.pravara.com/pdf/ct_2021_22_3.5.1_Final_List_of_Training_programmes_conducted_21_22.pdf">https://www.pravara.com/pdf/ct_2021_22_3.5.1_Final_List_of_Training_programmes_conducted_21_22.pdf</a>
Any other relevant information	Nil

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

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

1.10

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	<a href="#">View File</a>
CA certified copy/Finance Officer Certified copy attested by head of the Institution	<a href="#">View File</a>
List of consultants and revenue generated by them (Data Template)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 3.6 - Extension Activities

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

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

**65**

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

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

**3027**

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

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

The concept of National Service Scheme is started in the year 1969 to build sense of social responsibility through teacher and students involvement in constructive service with the motto of "Not Me But You". NSS volunteers work in rural areas, adopted villages and school to the serving the cause of society through survey, education and health awareness programme. This study involves in identifying the importance, aims and objectives of NSS in higher education which in turn create social responsibility among the students.

We started our enrollment procedure for the current academic year in the month of August 2021 and 200 hundred students joined as a NSS volunteers for the Academic year 2021-22 (50 Volunteers from each constituent college). The regular activities conducted by the NSS units of constituent colleges under PIMS are as follows:

1. International Yoga Day Report
2. Shiv Swarajya Din On 6 June 2021 National Service Scheme of Pravara Institute of Medical Sciences, Deemed to be University celebrated SHIV SWARAJYA DIN on 6 June 2021.
3. Rally on Environment Day
4. Department of Community Health Nursing and NSS Unit of Smt. Sindhutai Eknathrao Vikhe Patil College of Nursing organized the rally on Environmental Day.

Tree plantation was organized on 07/06/2022. The students of second year B.Sc. Nursing participated in Rally. Various posters on environmental changes, pollution etc. were displayed during the rally. There are total 50 student

participated in Rally. The rally started at 10:30 am from Grampanchayat of Kolhar Bk.

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	<a href="#">View File</a>
List of Government/other recognized bodies that have given the awards	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The institution works together with Community Medicine department, Community Dentistry and public health Department. Our aim is to work to achieve Sustainable Development Goals (SDG) of United nations and Rehabilitation 2030 of WHO through different community extension activities. Last year extension activities were affected due to Covid -19 pandemic. The community participation for students and faculties were restricted. Mass gathering and camps were not permitted. To sensitize the students regarding Covid-19 precautions institution conducted poster and quiz competitions. International and National Health day were celebrated with active participation from the students.

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Department of Community Health Nursing and NSS unit of College of Nursing conducted the following activities Blood donation camp,



Communal Harmony function, covid 19 awareness programme, Covid 19 vaccination drive, Gandhi Jayanti celebration, International Yoga Day, No tobacco day and World Mental Health Day 2020 observation at various villages.

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	<a href="https://www.pravara.com/pdf/ct_2021_22_3.6.4_Geotagged_photographs_of_Institutional_Social_Responsibility_activities.pdf">https://www.pravara.com/pdf/ct_2021_22_3.6.4_Geotagged_photographs_of_Institutional_Social_Responsibility_activities.pdf</a>
Link for additional information	<a href="https://www.pravara.com/pdf/ct_2021_22_3.6.4_Link_for_additional_information_Final_Photos_graphs_&amp;_relevant_supporting_documents.pdf">https://www.pravara.com/pdf/ct_2021_22_3.6.4_Link_for_additional_information_Final_Photos_graphs_&amp;_relevant_supporting_documents.pdf</a>
Link for additional information	<a href="https://www.pravara.com/pdf/ct_2021_22_3.6.4_Link_for_additional_information.pdf">https://www.pravara.com/pdf/ct_2021_22_3.6.4_Link_for_additional_information.pdf</a>

### 3.7 - Collaboration

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

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

32

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	<a href="#">View File</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View File</a>
Link with collaborating Institution's website	<a href="https://www.pravara.com/collaboration-collaborator.html">https://www.pravara.com/collaboration-collaborator.html</a>
Any other relevant information	<a href="#">View File</a>

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

**3.7.2.1 - Number of functional MoUs for faculty exchange, student exchange, academics, clinical**

**training, internship, on-the-job training, project work, collaborative research programmes etc., during the year**

72

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The PIMS-DU has adequate physical facilities for teaching learning & skills acquisition. The 1275 bedded hospital, 310 automated Dental Chairs in Dental Hospital, and 6 clinical departments in the Physiotherapy college provide an opportunity for innovative clinical training. A tertiary-level hospital with special clinics and a good number of clinical materials is a positive component for the clinical learning of research scholars and students at PIMS-DU. General Laboratory, Molecular Biology Lab, and Tissue Culture Laboratory cater the research confidence of research scholars, faculty, and students. Mobile clinics and motorbike ambulances help students to meet the underprivileged strata of society and deliver them appropriate health facilities. The ayurvedic center of the institution provides a holistic treatment approach to the patients. The yoga center raises the awareness and training of the students under the supervision and guidance of expert faculties. The Central Clinical Laboratory uses state of art modern instrumentation for robust, accurate, and reliable results. The institute also houses a Central Animal House which helps with clinical trials and experimental training. The institution has its standard vehicle department with sufficient buses, mobile vans, and ambulances with all the latest facilities for the local conveyance of the students and patients

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	<a href="https://www.pravara.com/pdf/cf_2021_22_4.1.1_Teaching_&amp;Skill_Acquisition_Fcailities.pdf">https://www.pravara.com/pdf/cf_2021_22_4.1.1_Teaching_&amp;Skill_Acquisition_Fcailities.pdf</a>
Geotagged photographs of the facilities	<a href="https://www.pravara.com/pdf/cf_2021_22_4.1.1_Geotagged_photographs_of_the_facilities.pdf">https://www.pravara.com/pdf/cf_2021_22_4.1.1_Geotagged_photographs_of_the_facilities.pdf</a>
Any other relevant information	Nil

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

The PIMS-DU has adequate facilities to support the physical and recreational requirements of students and staff. The PIMS-DU has established a Board of Sports to oversee athletic programs. The task of the Sports Council is to promote, organize and conduct sports on the PIMS campus in accordance with the annual sports calendar. It also participates in intercollegiate tournaments of sports and cultural activities from time to time. Each constituent institute has a Sports and Cultural committee that oversees the conduct of regular cultural and extra-curricular activities. A 400 meters long athletics standard running track, a cricket ground, a grassy football field and a walking path of 800 meters are the major highlights. Sindhu Hall an auditorium with a seating capacity of 550 and Ganga Hall are used for indoor games and practice of cultural events. Facilities for Cultural Activities at PIMS-DU offer a wide range of opportunities for students at PIMS-DU. The Institute has also developed a Yoga center where students are trained by yoga expert faculties. Padamanjali a cultural event is organized annually for two weeks to promote cultural and sports events with competitions like personality contests, fashion shows, dance, drama, singing, etc.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	<a href="https://www.pravara.com/pdf/Sports &amp; Cultural Facilities with Geotagged Photographs.pdf">https://www.pravara.com/pdf/Sports &amp; Cultural Facilities with Geotagged Photographs.pdf</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/cf 2021 22 4.1.2 Any other relevant information 21 22.pdf">https://www.pravara.com/pdf/cf 2021 22 4.1.2 Any other relevant information 21 22.pdf</a>

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

A vibrant ambience and good facilities are available at the Pravara Institute of Medical Sciences. Indoor and recreational game facilities and gymnasiums are available at Girls and Boys Hostels. A canteen facility is available in campus and at the respective hostel, open from 7 am. Spacious, well-furnished Staff Quarters with 24x7 water and electricity supply are available in the campus. Two Guest Houses with air-conditioned and excellent amenities for lodging and boarding are available in the campus with a canteen facility. An athletics standard running track of 400 meters long, a cricket ground, a grassy football field, and a walking path of 800 meters is available in the campus. Pravara Sahakari Bank, Central bank of India, and ATM of Central Bank of India, State Bank of India & HDFC Bank are available in the campus. The campus is barrier-free for Divyangjan with ramps, railings, and lifts. A generator facility for backup is available for the entire campus. STP facility with 8lac liter capacity is functioning in the campus, Consumer store and food court facilities help the students, faculties, and residents of campus to meet the grocery & food requirements.

File Description	Documents
Geotagged Photographs of Campus facilities	<a href="https://www.pravara.com/pdf/cf 2021 22 4.1.3 Geotagged Photographs of Campus facilities.pdf">https://www.pravara.com/pdf/cf 2021 22 4.1.3 Geotagged Photographs of Campus facilities.pdf</a>
Any other relevant information	Nil

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

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

5187.95

File Description	Documents
Audited report / utilization statements (highlight relevant items)	<a href="#">View File</a>
Details of budget allocation, excluding salary during the year (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 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

PIMS-DU has the facilities for clinical teaching learning as per the stipulations of NMC, DCI, MSOTPT Council, Indian Nursing Council. PIMS-DU is the only private institution in Maharashtra permitted to conduct medicolegal autopsies. Molecular laboratory of Microbiology is the first to get accredited by NABL for use of Truenat closed System RTPCR for Covid-19 testing from all private medical colleges in India. It is also one of the few private medical laboratories to establish a CBNAAT for rapid diagnosis of tuberculosis under the National Health Programme of tuberculosis. The interfacing of the various instruments with the Laboratory Information System in the central clinical laboratory makes it possible to view the results of the analyzed samples in the wards immediately on the computers for quick decisions in offering patient care. Fully automated hematology analyzer (two Sysmex XN 3100 analyzers and one Beckman DxH800 analyzer), coagulation analyzers, Sysmex XN 3100 analyzer with attached SP-50 instrument with integrated blood smear maker and Stainer are available in the CCL. Dental Hospital is equipped with 310 automated Dental Chairs and latest facilities. Mannequins of adult males, females, CPR dummy, an injection arm, and various instruments are available in the nursing laboratory for demonstrating nursing procedures.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	<a href="https://www.pravara.com/pdf/cf_2021_22_4.2.1_Facilities_stipulations_Regulatory_Bodies_with_Geotagged_Photos.pdf">https://www.pravara.com/pdf/cf_2021_22_4.2.1_Facilities_stipulations_Regulatory_Bodies_with_Geotagged_Photos.pdf</a>
List of facilities available for patient care, teaching- learning and research with geotagged evidences	<a href="https://www.pravara.com/pdf/cf_2021_22_4.2.1_List_of_facilities_available_for_patient_care_TLE_Research_Photos.pdf">https://www.pravara.com/pdf/cf_2021_22_4.2.1_List_of_facilities_available_for_patient_care_TLE_Research_Photos.pdf</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/List_of_facilities_for_Patient_care_teaching_learning_&amp;_Research_Geotagged_Photos.pdf">https://www.pravara.com/pdf/List_of_facilities_for_Patient_care_teaching_learning_&amp;_Research_Geotagged_Photos.pdf</a>

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

Pravara Rural Hospital of PIMS-DU supports a UG intake of 200 students and 105 PG students. National Medical Council of India has regulatory guidelines for the number of patients into IPD and OPD daily so as to provide adequate hands-on clinical experience to the students pursuing MBBS, BDS, BPTd and Post-graduation in medicine, dentistry, physiotherapy, Nursing. The hospital meets NMC requirements of Daily 160 to 190 IPD patients & Daily 2050 to 2150 OPD patients. An increase of 66% in the OPD cases and 10.49% in IPD cases is observed during 2020-21. Facilities that are available with Pravara Rural Hospital help to fetch referrals from nearby clinics, nursing homes, independent consultants, and other hospitals in the vicinity. The hospital is also empaneled under various state and central government schemes like Mahatma Jyotiba Phule Jan Arogya Yojana along with 10% beds reserved for indigent patients and 10% for weaker section. Multi-specialty health camps and awareness campaigns has resulted in increased awareness amongst the general population. The average patient in Rural Dental College is more than 450 patients per day which fulfills the requirements proposed by Dental council of India for 100 Undergraduate and 22 postgraduate intakes.

File Description	Documents
Outpatient and inpatient statistics for the year	<a href="https://www.pravara.com/excel/cf_2021_22_4.2.2_OPD_&amp;_IPD_patient_statistics_for_2021_22.xls">https://www.pravara.com/excel/cf_2021_22_4.2.2_OPD_&amp;_IPD_patient_statistics_for_2021_22.xls</a>
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	<a href="https://www.pravara.com/excel/cf_2021_22_4.2.2_OPD_&amp;_IPD_patient_statistics_for_2021_22.xls">https://www.pravara.com/excel/cf_2021_22_4.2.2_OPD_&amp;_IPD_patient_statistics_for_2021_22.xls</a>
Link to hospital records / Hospital Management Information System	<a href="http://192.168.2.6/his/">http://192.168.2.6/his/</a>

<b>4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health</b>	<b>A. All of the Above</b>
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File Description	Documents
Geotagged photographs of Health Centers	<a href="#">View File</a>
Government Order on allotment/assignment of PHC to the Institution	<a href="#">View File</a>
Documents of resident facility	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

<b>4.2.4 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.</b>	<b>C. Any 3 of the Above</b>
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File Description	Documents
Copies of the Certificate/s of Accreditations	<a href="#">View File</a>
Any other relevant documents	No File Uploaded
Data Template in prescribed format	<a href="#">View File</a>

### 4.3 - Library as a Learning Resource

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

The central library of PIMS-DU serves as a nerve centre of academics for all its constituent units. Besides the comfortable seating and reading environment, the library is well equipped with modern facilities. There is a separate audio-visual room, computer lab, undergraduate study area, and postgraduate study area in the library. The library's key characteristics are: User-friendliness, Users and readers-focused, CCTV monitoring, OPAC on the web, Online diaries, Continual upkeep, updating, and verification, Scanning, Download, Bibliography, Feedback evaluation. According to requirements, the LMS is improved. It is now updated to Tech. Focuz LMIS 2.7. The library module, Administration, Circulation, Cataloguing, and OPAC- Online Public Access Catalogue made available to users/staff. The Central Library of PIMS is entirely digitalized. Digitalization has been used for all the tasks in the library. It provides the utility report of the books, and journals by faculty, students, and research scholars. It gives details about a list of books, and journals at glance. It gives the report of daily issues/returns/renewals. It provides the report of books issued to the department library, students, faculty members, new book arrival, etc. It gives details of the books like accession register college-wise, Books, Non-Books, Dissertations, Thesis, and Bound journals college-wise.

File Description	Documents
Geotagged photographs	<a href="https://www.pravara.com/pdf/Library_Geotagged_Photos.pdf">https://www.pravara.com/pdf/Library_Geotagged_Photos.pdf</a>
Any other relevant information	Nil

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



reference to traditional systems of medicines

PIMS-DU Library has a total collection of 35467 books with 8300 textbooks and 27167 reference books with printed rare books and digital manuscripts. Vast electronic resources are available in the national digital library, a repository for PIMS users to access information relating to traditional medicines and specialty-related electronic resources. PIMS-DU library has a huge collection of Reference books, Annual Reviews, Recent advances, MCQs, Dictionaries, Gazetteer, WHO Collections, Encyclopaedias, 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 related to the subject-Anatomy, Physiology, Pathology, Microbiology, Cytology, Histology, Ophthalmology, Surgery, Radiology, Dermatology, Obstetrics and Gynaecology, Dentistry, Physiotherapy, etc. are available for reference for the PIMS-DU library users. The library has a subscription to DELNET Database for PIMS-DU users. A collection of on Literature on Traditional Healing Practices and Technomedicine practices followed by the Tribal Indian Population is available in the library. Availability Materia Medica, Indian Pharmacopeia, and British Pharmacopeia handbook of herbal remedies and Encyclopaedias of herbal medicine are available in the collection of PIMS-DU

File Description	Documents
Library acquisition data for the year	<a href="https://www.pravara.com/pdf/cf_2021_22_4.3.2_Library_acquisition_data_for_year_2021_22.pdf">https://www.pravara.com/pdf/cf_2021_22_4.3.2_Library_acquisition_data_for_year_2021_22.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

**B. Any 3 of the Above**

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	<a href="#">View File</a>
E-copy of subscription letter/membership letter or related document with the mention of year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

**136.26**

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	<a href="#">View File</a>
Audited Statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View File</a>
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	<a href="#">View File</a>
Details of annual expenditure for purchase of books and journals for the year (Data Template)	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

**A. All of theAbove**

File Description	Documents
Give links or upload document of e-content developed	<a href="#">View File</a>
Supporting documents from the hosting agency for the e-content developed by the teachers	<a href="#">View File</a>
Give links e-content repository used by the teachers / Students	<a href="https://www.pravara.com/pdf/Links_of_e_content_repostitory_used_by_the_Teachers_students.pdf">https://www.pravara.com/pdf/Links_of_e_content_repostitory_used_by_the_Teachers_students.pdf</a>
Data Template	<a href="#">View File</a>

#### 4.4 - IT Infrastructure

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

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

83

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

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

PIMS-DU frequently updates its computer availability and IT facilities including Wi-Fi. The PIMS-DU provides information technology resources to a large and varied group, including faculty, staff, students, and guests. Inter building connectivity within the campus is over high speed fibreoptic cable. All the computer nodes across the campus are interconnected using high speed Ethernet

cables with Layer 3 manageable network switches to provide 99.9% network uptime in the university. New Next generation FortiGate firewall is used to secure and controlled internal campus networks from outside networks such as the Internet which monitors incoming and outgoing network traffic and decides whether to allow or block specific traffic based on a defined set of security rules. The LAN is also extended to 10 Villages E health center and 7 Rural Health Centres through wireless network within the radius of 15 kms. Since this is hospital-based campus, to avoid unnecessary traffic to network from patients and relative only registered users are being provided Wi-Fi connectivity. Campus Wi-Fi facility is being provided by university across the campus through total 631 Access Point. Campus Broadband Facility for Staff Quarters is implemented for all Quarters and Bungalow. University use two proprietary video teleconferencing platforms.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	<a href="https://www.pravara.com/pdf/cf_2021_22_4.4.2_Documents_related_toupdation_of_IT_%20WiFi.pdf">https://www.pravara.com/pdf/cf_2021_22_4.4.2_Documents_related_toupdation_of_IT_%20WiFi.pdf</a>
Any other relevant information	Nil

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

A. ?1 GBPS

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

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

Pravara Institute of Medical Sciences has made concerted efforts to integrate the best of the ICT enabled facilities to the teaching learning process. The ICT features are used at diverse levels such

as classroom teaching, information sharing and dissemination, and digitizing the learning process. The campus is Wi-Fi enabled. Classrooms, seminar rooms and demonstration halls are enabled with ICT facilities such as LCD and WiFi with audio-video recording facility. Media Centre, in order to assist the teachers in preparing computer-aided teaching-learning materials, a separate section under the medical education unit formerly known as Education Communication and Media Centre is established. This section is well-equipped with sophisticated facilities for video recording, voice recording, editing, and the creation of visual materials. The trained technical staff of the section helps the user in the preparation of audio-video educational material. An audio-visual centre with appropriate acoustics and equipments along with a lecture capturing system is present. PIMS-DU offers specialized services to the faculty members for Photography, Video Coverage, and Audio Systems during preparation of lectures.

File Description	Documents
The e-content development facilities	<a href="https://www.pravara.com/pdf/cf_2021_22_4.4.4_e-content_development_facilites.pdf">https://www.pravara.com/pdf/cf_2021_22_4.4.4_e-content_development_facilites.pdf</a>
Geotagged photographs	<a href="https://www.pravara.com/pdf/cf_2021_22_4.4.4_Geotagged_photographs.pdf">https://www.pravara.com/pdf/cf_2021_22_4.4.4_Geotagged_photographs.pdf</a>
Any other relevant information	Nil

#### 4.5 - Maintenance of Campus Infrastructure

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

623.01

File Description	Documents
Audited statements of accounts on maintenance	<a href="#">View File</a>
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	<a href="#">View File</a>
Link to ERP	<a href="http://www.pimsdu.com/">http://www.pimsdu.com/</a>
Any other relevant information	<a href="#">View File</a>

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

The infrastructure is well maintained by the Maintenance Department with expert staff for biomedical, civil, electrical, electronics, carpentry, and plumbing section. Regular scheduling of work with log books ensures optimum usage of facilities. The Maintenance Committee headed by the executive director of Institution oversees the maintenance. The primary responsibility is in planning, purchasing, condemning, and controlling the use of physical resources with periodic checks. Maintenance of infrastructure is done by civil department team for furniture repairs, masonry and plaster works, painting, carpentry, plumbing, rest rooms, and internal roads. Cleanliness of campus, Classrooms, Staffrooms, Seminar halls, Hospital and Laboratories, Wash rooms and rest rooms etc. are cleaned and maintained daily by sanitary department staff. Dustbins are placed at strategic locations. Optimum working condition of all properties/ equipments in the campus is ensured through annual maintenance budget. Periodic reporting on requirements of repairs and maintenance are submitted by HODs to the Head of Institution which are taken care by Biomedical dept & engineers through maintenance committee. The IT Department handles technical issues with upgradation of IT facilities. Safety is ensured through surveillance Cameras and dedicated security staff. The budget allocated is optimally utilized by all the maintenance department.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	<a href="https://www.pravara.com/pdf/cf_2021_22_4.5.2_Minutes_of_the_Maintenance_Co_ordination_Committee_Meeting.pdf">https://www.pravara.com/pdf/cf_2021_22_4.5.2_Minutes_of_the_Maintenance_Co_ordination_Committee_Meeting.pdf</a>
Log book or other records regarding maintenance works	<a href="https://www.pravara.com/excel/cf_2021_22_4.5.2_Logbook_or_other_records_maintenance_works_ELECTRICAL_Dept.xlsx">https://www.pravara.com/excel/cf_2021_22_4.5.2_Logbook_or_other_records_maintenance_works_ELECTRICAL_Dept.xlsx</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/cf_2021_22_4.5.2_Any_other_relevant_information_SOP.pdf">https://www.pravara.com/pdf/cf_2021_22_4.5.2_Any_other_relevant_information_SOP.pdf</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

02

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

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

**A. All of the Above**

**Personality and professional development  
Employability skill development**

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	<a href="#">View File</a>
List of capability enhancement and skill development schemes (Data Template)	<a href="#">View File</a>
Link to Institutional website	<a href="https://www.pravara.com/pdf/cfi_2021_22_5.1.2_Final_Detailed_Report_of_Capacity_enhancement_Programs_21_22.pdf">https://www.pravara.com/pdf/cfi_2021_22_5.1.2_Final_Detailed_Report_of_Capacity_enhancement_Programs_21_22.pdf</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

266

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

**5.1.4 - The Institution has an active international student cell**

**Pravara Institute of Medical Sciences - Deemed to be University has**



always strived to bring in internationalization of the higher education at its campus. Over the years PIMS-DU has developed strong relations with its collaborators and has signed 35 MoU's, Exchange Programme: Covid Pandemic staff students exchange not undertaken. PIMS DU and Dental Faculty Karolinska, PIMS DU & Medical Faculty of Karolinska Institute continued to receive LP funding under the Linnaeus Palme Scholarship Programme, exchange shall be initiated post pandemic. Joint Collaborative Research: 02 (Faculty of Dental Sciences, The Hebrew University Israel & Nursing faculty from Lund University, and Nursing Faculty, College of Nursing, PIMS DU .Research Publications: 02: Workshops/Symposium: 03, Guest Lectures ONLINE: 20, Interactive Session: 01

AWARDS: 02 DRAKE UNIVERSITY STUDENTS WON FIRST PRIZES IN POSTER PRESENTATIONS in USA for their research they conducted at PIMS.

RURAL MEDICAL COLLEGE, PIMS-DU has been awarded prestigious National Institute of Health (NIH) USA, Research Grant, for the Project entitled "A Cluster Randomized Clinical Trial of Umbilical Cord Milking to Improve Short and Long term outcomes in Neonates Who are Non-Vigorous at Birth". As a part of this project Clinical Trial shall be conducted at 7 centers in India.

File Description	Documents
International students' cell	<a href="https://www.pravara.com/pdf/5.1.4_web_link_for_International_Students_cell.pdf">https://www.pravara.com/pdf/5.1.4_web_link_for_International_Students_cell.pdf</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/cfi_2021_22_5.1.4_Any_other_information_International_Cell_Annual_Report_2021_2022.pdf">https://www.pravara.com/pdf/cfi_2021_22_5.1.4_Any_other_information_International_Cell_Annual_Report_2021_2022.pdf</a>

**5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken**

A. All of the Above

File Description	Documents
The Institution has a transparent m	<a href="#">View File</a>
Circular/web-link/ committee report justifying the objectives of the metric	<a href="https://www.pravara.com/pdf/5.1.5_Circular_&amp;_weblink_of_committee_report.pdf">https://www.pravara.com/pdf/5.1.5_Circular_&amp;_weblink_of_committee_report.pdf</a>
Details of student grievances and action taken (Data Template)	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 5.2 - Student Progression

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

56

File Description	Documents
Number of students qualifying in state/ nation	<a href="#">View File</a>
Pass Certificates in the examination	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

160

File Description	Documents
Self-attested list of students placed / self-employed	<a href="#">View File</a>
Details of student placement / self-employment during the preceding academic year (Data Template)	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**5.2.3.1 - Number of outgoing students progressing to higher education**

76

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

**5.3 - Student Participation and Activities**

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

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

22

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

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

PIMS-DU has an elected student representative that forms Student Council and the members are involved in various activities such as Academic, Social, Cultural, Sports, NSS, Youth Red Cross, Grievance redressal, Psychosocial Counselling, Literary, Anti-Ragging,

**Research and Institution Innovation.**

To interact with peers, build new connections and converge the congregations, the MBBS-16 batch of PIMS-DU hosted Padmanjali annual fest from 22 January to 25 Feb 2020. In brief, apart from fun and frolic, they were provided with a platform to showcase their unmatched talents. They put their best managerial skills to execute under the college framework. Headrush remained the most awaited event. The Band Mayabazar and the Stand-up comedian took everyone's euphoria to higher levels. The event was concluded with a prize distribution ceremony.

Covid-19 took a toll on the lives of everyone, but Pravara didn't let the tradition of organizing the Ganpati festival (Vakratundaaya). To bring some semblance of normalcy by endeavoring to create an atmosphere of festivity, organizers evolved the desperate times and brought the celebration to people's homes within the confines of their safe haven. The online events met with a thunderous response with words of appreciation. All of them had fun and educative seminars with interactive activities, notably by a professor from Kings College, London

File Description	Documents
Student Council activities during the year	<a href="https://www.pravara.com/pdf/cfi_2021_22_5.3.2_Student_Council_activities_2021_22.pdf">https://www.pravara.com/pdf/cfi_2021_22_5.3.2_Student_Council_activities_2021_22.pdf</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/cfi_2021_22_5.3.2_student_council.pdf">https://www.pravara.com/pdf/cfi_2021_22_5.3.2_student_council.pdf</a>

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

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

09

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

#### **5.4 - Alumni Engagement**

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

The PIMS-DU has a registered active alumni association, in which the students will be registered after degree completion. Alumni are brand ambassadors and strong supporters of the institution. When alumni speak positively about the university, it boosts the college's reputation in society at large. The mission of the association is to build strong bonds between alumni, students, and the institute. PIMSDU keeps alumni informed and creates a network, enabling them to remain engaged with their alma mater and help shape its future through the association's programmes and services.

The PIMS-DU Alumni members are spread all over the world in top-ranking universities and in different capacities in the health care sector. Alumni share experiences, and their opinions help in curriculum enrichment and one-to-one interaction during alumni meets. The alumni association has made financial and non-financial contributions to the institution. Alumni participate in various induction programmes, career guidance meetings, CMEs, conferences, and guest lectures in their expert fields, and students get updated. Alumni associations often provide a wealth of career services to benefit students and improve their chances of landing a job offer. The University Alumni Association and its parent registered associations have chapters in each constituent college.

File Description	Documents
Details of Alumni Association activities for the year	<a href="#">View File</a>
Frequency of meetings of Alumni Association with minutes	<a href="#">View File</a>
Quantum of financial contribution for the year	<a href="#">View File</a>
Audited statement of accounts of the Alumni Association for the year	<a href="#">View File</a>

<b>5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments</b>	<b>A. All of the Above</b>
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File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	<a href="#">View File</a>
List of Alumni contributions made during the year	<a href="#">View File</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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

The PIMS-DU and its six Constituent Units have well defined Vision and Mission Statements as a reflection of its Founder Visionaries.

The PIMS-DU has well-articulated governance policies and systems in place rightly aligned with its Vision and Mission statements and

pursuant documents approved by the Board of Management depicting the Goals to be achieved to secure World University Ranking within Top 500 by 2030.

**Governance:** The University has formulated a framework of policies, structure, systems and processes for management of efficient governance - academic, administrative and participatory. The governance structure of the University ensures in sustaining the university values, traditions inculcated by its visionary founders and maintain viability.

**Academic governance:** It is related to teaching, learning, training, research standards and academic quality issues. Academic governance controls the process of admission, curriculum design, development and delivery, exam conduct, appointment process and structure, use of resources, decision making and implementation.

**Administrative governance:** The institution has developed a right kind of administrative governance system creating statutory bodies and non-statutory bodies. The statutory bodies like Board of Management, Finance Committee, Academic Council, & Planning & Monitoring Board strongly promote holistic education with best practices reflecting our vision & mission, thus enriching students' aspirations and experiences.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	<a href="https://www.pravara.com/pdf/csi_2021_22_6.1.1_Vision_&amp;_Mission_Document_Resolution.pdf">https://www.pravara.com/pdf/csi_2021_22_6.1.1_Vision_&amp;_Mission_Document_Resolution.pdf</a>
Report of achievements which led to Institutional excellence	<a href="https://www.pravara.com/pdf/csi_2021_22_6.1.1_Report_of_achievement_led_to_institutional_excellence.pdf">https://www.pravara.com/pdf/csi_2021_22_6.1.1_Report_of_achievement_led_to_institutional_excellence.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

#### **A Case Study of Participative & Decentralized Management of Rural Health Centers run by SPHSM**

The School of Public Health and Social Medicine (SPHSM) formerly CSM- Constituent Unit of PIMS-DU has been running six Rural Health

Centers for the last 15 years, as part of its Centre for Community Health and Development for the purposes of 1) providing primary healthcare at the doorsteps to the needy neighborhood rural & tribal population 2) for imparting community-oriented healthcare professional & public health training to the students of all the Constituent Units of PIMS-DU

To achieve institutional Vision and inculcate Leadership University believes in decentralization and participative management. It is applied to all areas like Academic, Administrative Activities. The organizational structure allows for delegation of responsibilities, tasks. The existence of feedback system at multiple levels departments, Institutions and University for seeking inputs from stakeholders provides a framework for participative management. Planning of the annual budget and the purchase process provide examples of delegation and participative management hence the exercise of budgetary planning involves stakeholders at multiple levels.

To implement and govern all these activities University has formed University level various Coordination Committees. All the constituent Institutions have their college council, College level subcommittees who addresses the institution Level academic and administrative activities. All stakeholders of University Community i.e. students, teachers, non-teaching staff, parents, professionals, community representatives have a defined role in planning and decision making specially for perspective planning, preparation of rules and regulations, implementation of policies, deciding strategies for quality enhancement and research

File Description	Documents
Information / documents in support of the case study	<a href="https://www.pravara.com/pdf/csi_2021_22_6.1.2_Information_&amp;_docuements_in_support_of_case_study.pdf">https://www.pravara.com/pdf/csi_2021_22_6.1.2_Information_&amp;_docuements_in_support_of_case_study.pdf</a>
Any other relevant information	Nil

## 6.2 - Strategy Development and Deployment

### 6.2.1 - The institutional Strategic plan is effectively deployed

Strategic planning is very essential component to accomplish the Vision and Mission, which we dream of to become excellency in student centered learning, dedicated patient care, adaptation of



technology and quality-based research. Strategic planning is a continuous process with a specific focus on accomplishing institutional goals in this competitive world. Strategic Planning and Deployment (SPD) is based on analysis of current obstacles and future opportunities and envisages the direction towards which our organization move to achieve its set goals and objectives. Our Institution strategic planning - both academic and administrative has been developed by the IQAC in collaboration with Board of Management, University officials. Chancellor, Vice Chancellor, and IQAC Coordinator are pillars of initiating policies after proper active feedback system including students, faculties, teaching - nonteaching staff. Strategical planning initiated by them is further discussed with Heads of Institutions of PIMS in various forums like Academic Council, Board of Studies, Regular Institutional level Committee meetings and finally in Board of Management meetings. Heads of Institutions are responsible for the implementation of these plans. Heads of departments play a very important role in implementation of these tasks under strict supervision of Heads of Institutions with cordial help of administrative, finance and accounting, personal departments. The implementation of strategic plan is regularly monitored time to time by the authorities.

File Description	Documents
Strategic Plan document	<a href="#">View File</a>
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The functioning of the institutional bodies is effective and efficient which are seen in the policies, procedures, administrative set up, appointment and service rules of PIMS DU.

E-governance- Our Institution has been dedicatedly adopted e-governance including in every area of exposure which includes HIMS,

ERP, LMS, EMS etc.

Teaching learning process in PIMSDU is done by academic planning and preparation of Academic Calendar. Use of ICT enabled TL methods, Development of e- learning resources, Promote research, Provide mentoring and personal support are important features of the PIMSDU. It also follow a transparent and fair feedback system, Conduct training based on need analysis, Evaluation parameters and benchmarking, Continuous assessment to measure outcomes, Implementation of best practices in PIMSDU

University Administrative set up: University conduct administrative, academic as well as extracurricular developmental activities through various committee/ boards/ forum / cell for smooth and quality outcome work and responsibilities. Board of Management, planning monitoring Board, Finance committee, IQAC cell, Admission office, Examination section , Board of studies, Academic Council, Board of sports , Women empowerment Cell, Anti ragging Cell, Bioethics unit , Grievances redressal cell , National Service Scheme (NSS) , Feedback committee , Anti-discrimination cell etc. work with coordination with our various Institutions.

File Description	Documents
Annual Report of the preceding academic year	<a href="https://www.pravara.com/pdf/pims-ar-2020-21.pdf">https://www.pravara.com/pdf/pims-ar-2020-21.pdf</a>
Minutes of meetings of various Bodies and Committees for the preceding academic year	<a href="https://www.pravara.com/pdf/csi_6.2.2_Minutes_of_Meetings_of_Various_bodies_&amp;_committees_2020_21.pdf">https://www.pravara.com/pdf/csi_6.2.2_Minutes_of_Meetings_of_Various_bodies_&amp;_committees_2020_21.pdf</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/csi_6.2.2_Minutes_of_Meetings_of_Various_Bodies_&amp;_Committees_2021_22.pdf">https://www.pravara.com/pdf/csi_6.2.2_Minutes_of_Meetings_of_Various_Bodies_&amp;_Committees_2021_22.pdf</a>

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

**A. All of the Above**

File Description	Documents
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	<a href="#">View File</a>
e-Governance related document	<a href="#">View File</a>
Screen shots of user interfaces	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 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.

The PIMSDU has performance appraisal system in the form of self-appraisal form with regular increments in the salary and Gratuity benefit facility as per the guidelines of statutory/governing councils. Welfare measures for Teaching Staff includes accommodation facility within the University Campus with round clock electricity, water supply and Cable TV facility, Internet/Wi-Fi, Banking facility within the campus.

Personal accident Insurance Policy of Rs 10 Lakh per person, for all Staff of PIMSDU and it's constituent units. Free medical facility is provided to all faculty and their immediate family members at Pravara Rural Teaching Hospital. Research Incentive Scheme, Best teacher Awards, Chancellor rolling trophy for Best Researcher Award are given to teaching faculty,

Co-operative Society of staff run a Departmental Stores within the University Campus, provides Loan to employees.. Free medical facility to all employees and their blood relatives, Group Insurance Scheme, Creche facilities for lactating working women babies.

All retired non-teaching employee & their spouse are provided free medical treatment under "Sindhutai Eknathrao Vikhe Patil Arogya Yojana."

Rs. 25000 is awarded to the next of kind of a diseased employee during service of the organization from the Staff Welfare Fund created by Management.

The concession facility in tuition fees to children of non-Teaching staff of PMT / PIMS in all sister institutes is provided.

Awards & Rewards to Teaching and Non-teaching Employees completing 25 years of service are rewarded and on their annual performances non-teaching employees are rewarded on the occasion of Republic Day & Independence Day.

File Description	Documents
Policy document on welfare measures	<a href="https://www.pravara.com/pdf/6.3.1_Policy_Document_on_Welfare_Measures.pdf">https://www.pravara.com/pdf/6.3.1_Policy_Document_on_Welfare_Measures.pdf</a>
List of beneficiaries of welfare measures	<a href="https://www.pravara.com/pdf/6.3.1_List_of_Beneficiaries_of_Welfare_Measures.pdf">https://www.pravara.com/pdf/6.3.1_List_of_Beneficiaries_of_Welfare_Measures.pdf</a>
Any other relevant information	Nil

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

1.90

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

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

34

File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	<a href="#">View File</a>
The lists of participants who attended the above programmes during the year (Data template)	<a href="#">View File</a>
Detailed program report for each program	<a href="#">View File</a>
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	No File Uploaded
Reports of Academic Staff College or similar centres. Verification of schedules of training programs	<a href="#">View File</a>
Copy of circular/ brochure/report of training program self-conducted program may also be considered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

319

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

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

Based on the guidelines of Pravara Institute of Medical Sciences and Pravara Medical Trust, the University has a customized appraisal tool for annual assessment of teaching and non-teaching staff. The teaching and non-teaching staff fills the Annual Confidential Report which is given from the management of Pravara Medical Trust. There are 3 types of forms for Annual Confidential Reports:

1. Annual Confidential Report for Grade 1/HOD's/ HOI, Professors and Associate Professors
2. Annual Confidential Report for Grade II Officers and Assistant Professors
3. Annual Confidential Report for Class III employees

Annual Confidential Report for Grade 1/HOD's/, Professors and Associate Professors contains data of previous academic year is divided in 3 Parts.

Part I contains Personal data of the staff. Part II is to be filled by the respective staff under the following domains:

#### 1. Teaching:

1. Completion of assigned classes
2. Participation in assessment and evaluation processes
3. Participation in curriculum development
4. Contributions to development of learning resources including e-learning resources

## 2. Research

1. Information about funded Research
2. Publications
3. Presentation of research in Conferences, Awards and recognitions achieved
4. Workshops attended,
5. IPR and innovations if any

## 3. Clinical services provided:

1. Additional duties, responsibilities pertaining to patient care

## 4. Professional development

1. Participation in continuing education and faculty development activities
2. Other Awards and academic recognitions

## 5. Extension services

1. Participation in extension activities and social responsibility actions

## 6. Administrative responsibilities

1. Holding of administrative responsibilities 2 Participation on committees and councils

## 7. Extracurricular and co-curricular activities

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

## 6.4 - Financial Management and Resource Mobilization

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

As a self-financed Institution, strategies are developed for mobilization of funds from varied sources. Saving costs wherever 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 is major source of fund. In addition to tuition fee other sources of funds are the following:

Research, Consultancy funding from extra-mural agencies, Voluntary contribution from Philanthropist and CSR funding, Clinical Trial Grants, Interest on Corpus fund and Investments, Eligibility, Internship Transfer, Repeater tuition fees, Government funds for research, consultancy, and extension projects.

Utilization of Resources:

The financial resources are meticulously budgeted and utilized for all round development of the University. 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, the 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 purchases. A Building works Committee sanctions all the New Constructions and repairs & maintenance of Buildings.



File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	<a href="https://www.pravara.com/pdf/6.4.1_Resource_mobilization_policy_document.pdf">https://www.pravara.com/pdf/6.4.1_Resource_mobilization_policy_document.pdf</a>
Procedures followed for optimal resource utilization	<a href="https://www.pravara.com/pdf/6.4.1_Procedures_followed_for_optimal_resource_utilization.pdf">https://www.pravara.com/pdf/6.4.1_Procedures_followed_for_optimal_resource_utilization.pdf</a>
Any other relevant information	Nil

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

File Description	Documents
Audited statements of accounts for the year	<a href="#">View File</a>
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	<a href="#">View File</a>
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	<a href="#">View File</a>
Information as per Data template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.4.3 - Institution conducts internal and external financial audits regularly**

The University has an Internal Audit 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

The internal audit is carried out by in house team of staff headed

by an experienced Internal Auditor, appointed by Board of Management. It is done with objectives and examination of: Financial discipline and its optimum utilization; Budgetary provisioning and controls; Compliance with legal and regulatory provisions; Cost effectiveness and priority elements; Deviations, inconsistencies and give opportunities for resolving them; and to safeguard financial interest of Institution.

**External Audit (Statutory Audit):** Pravara Institute of Medical Sciences - Deemed to be University 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 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.

File Description	Documents
Policy on internal and external audit mechanisms	<a href="https://www.pravara.com/pdf/csi_2021_22_6.4.3_Institutional_Internal_and_External_Audit_2021_22.pdf">https://www.pravara.com/pdf/csi_2021_22_6.4.3_Institutional_Internal_and_External_Audit_2021_22.pdf</a>
Financial Audit reports for the years	<a href="https://www.pravara.com/pdf/csi_2021_22_6.4.3_Audited_Report_PIMS_&amp;_PMT_21-22.pdf">https://www.pravara.com/pdf/csi_2021_22_6.4.3_Audited_Report_PIMS_&amp;_PMT_21-22.pdf</a>
Any other relevant information	Nil

## 6.5 - Internal Quality Assurance System

### 6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

The University IQAC, PIMSDU was established and updated time to time as per NAAC guidelines for continuous quality initiative, sustenance and improvement.

#### Objectives:

To foster a Quality teaching-learning environment with outcome based benchmarks for continuous quality initiative, sustenance and improvement of academic, research, administrative and financial performance of PIMSDU.

PIMSDU IQAC composition is as per NAAC Guidelines which includes Vice Chancellor (Chairperson), Members from Management, Faculty of

all levels, Academic / Administrative Officers of University, students, Alumni, External Members from society, Industry Expert and Senior Professor as Coordinator/Director.

Activities of University IQAC are to Development and application of quality benchmarks/parameters for various academic and administrative activities. Dissemination of information on various quality parameters of higher education as per guidelines of UGC and NAAC. Organization of workshop/seminars on quality related themes. Preparation and submission of AQAR time to time annually. Preparation of Annual Reports of the University.

Collection, analysis, and action taken on feedbacks from all the stakeholders of the University. IQAC gives advice on all activities of constituent institutions. IQAC also comply the recommendations of the NAAC Peer team and UGC Committee. Regular Academic and Administrative Audit (AAA) is also conducted by the University IQAC. Many quality initiatives in relation to Teaching-Learning and Evaluation, Faculty Development, Research, extension activities by IQAC have shown a positive outcome.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	<a href="https://www.pravara.com/pdf/csi_2021_22_6.5.1_Weblink_for_Sturcture_&amp; Mechanism_for_IQAC.pdf">https://www.pravara.com/pdf/csi_2021_22_6.5.1_Weblink_for_Sturcture_&amp; Mechanism_for_IQAC.pdf</a>
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	<a href="https://www.pravara.com/pdf/csi_2021_22_6.5.1_Report_on_quality_sustenance.pdf">https://www.pravara.com/pdf/csi_2021_22_6.5.1_Report_on_quality_sustenance.pdf</a>
Minutes of the IQAC meetings for the year	<a href="http://www.pravara.com/pdf/6.5.1_Minutes_of_Meetings_IQAC_PIMS_DU_2021_2022.pdf">http://www.pravara.com/pdf/6.5.1_Minutes_of_Meetings_IQAC_PIMS_DU_2021_2022.pdf</a>
Any other relevant information	Nil

**6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s) Orientation programmes on quality issues for teachers and students Participation in NIRF process Any**

**A. All of the Above**

**other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)**

File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	<a href="#">View File</a>
Data template including documents/certificates relating to options 1 to 6 above	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

Due to COVID-19 Pandemic almost all Academic activities were affected but as per IQAC's guidance Online Teaching learning and assessment was done as per orders received from governing councils time to time. Syllabus and evaluation completed on time as per guidelines of regulatory authorities.

**Faculty Development Programmes: Train**

COVID-19 Pandemic Dedicated 100 bedded COVID Hospital was build and run by PIMSDU.

ICT tools in TL and Evaluation like zoom, teams, Cisco webex and google meet were introduced and faculty members were trained to use them.

**Academic Administrative Audit**

Managing both COVID and Non COVID cases and COVID Vaccination to all students, staff and community.

ing for curriculum implementation was done Online and Blended learning. As a part of curriculum design and development to modify the curriculum Outcome based or Competency based due to initiatives undertaken by IQAC various programmes were modified to POs COs.

Mentor Mentee Programme was continued this year online due to COVID pandemic

Research and Extension activities were also hampered due to COVID but initiatives resulted in continuation of Extramural funding and Collaborations in this academic year also.

Workshops on Research Methodology, ICT enabled teaching and learning and IPR were conducted.

NABL of Molecular diagnostic Laboratory was done and certification was received.

Increase in extramural grants received, Increase in number of Publications.

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	<a href="https://www.pravara.com/pdf/csi_2021_22_6.5.3_Relevant_documents_&amp;_information_on_processes_&amp;_result_of_impact_analysis.pdf">https://www.pravara.com/pdf/csi_2021_22_6.5.3_Relevant_documents_&amp;_information_on_processes_&amp;_result_of_impact_analysis.pdf</a>
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

#### 7.1.1 - Measures initiated by the institution for the promotion of gender equity during the year

Pravara Institute of Medical Sciences is committed to creating and maintaining an environment which is free of all forms of gender violence, sexual harassment, discrimination on the basis of sex/gender. Gender sensitization is done to make people aware of the need to bring about quantum change in our mindset which sees man as the bread winner and woman as the house keeper. PIMS has constituted a committee called "Internal Complaint Committee to Prevent Sexual Harassment of Women at the Workplace" The office of the Cell is an educational resource as well as a complaint centre for the members of the faculty, staff, 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  
[www.pravara.com internal Complaints cell](http://www.pravara.com/internal%20Complaints%20cell)  
<https://www.pravara.com/woman-harassment-cell.html>

Women Empowerment Cell (WEC) has also been constituted to empower and safeguard the rights of female members; faculty, staff and

students of the University. The WEC works 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.

Co-curricular Aspect: Gender sensitization is also done through competitions organized by Women Empowerment Cell of University. Various programs like dance competitions with theme during Annual Social Gathering, Rangoli Competitions, Video making, Rally's, Essay writing, slogan writing, poster making soap carving etc.

File Description	Documents
Annual gender sensitization action plan	<a href="https://www.pravara.com/pdf/csev_2021_22_7.1.1_Annual_Report_&amp;Gender_Sensitization_action_Plan.pdf">https://www.pravara.com/pdf/csev_2021_22_7.1.1_Annual_Report_&amp;Gender_Sensitization_action_Plan.pdf</a>
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	<a href="https://www.pravara.com/pdf/csev_2021_22_7.1.1_Specific_facilities_provided_for_women.pdf">https://www.pravara.com/pdf/csev_2021_22_7.1.1_Specific_facilities_provided_for_women.pdf</a>

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

A. All of the Above

File Description	Documents
Geotagged Photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Data template in prescribed format	<a href="#">View File</a>

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

The degradable and non-degradable waste generated within the campus are managed in compliance with the Environmental (Protection) Act 1986, to ensure that these waste do not cause any adverse effects to

human health and the environment. The major categories of waste generated in the campus are biomedical waste, chemical waste, e-waste and solid waste, which are disposed of through on -site and off -site disposal with approval from concerned Regulatory agencies. •Non-degradable waste is handed over to authorized recycler. •Solid waste management •Liquid waste management Liquid Waste management: Sewage treatment plant(STP) :- 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 is subjected to proper sewage treatment methods. There are three sewage treatment plants(each with capacity 8,00,000, 30,000 & 20,000 liters per day a total of 8.5 lakh liters of waste water treatment capacity.

•Biomedical waste management Regular training , sensitization , ready reckoned charts ,regular check list ,weighing etc.are done regularly.The Hospital has Hospital Waste Management Committee. The Committee meets periodically and takes accounts of Biomedical waste Management & recommends measures to ensure safe & pollution free environment .•E-waste management The E-waste are handled in accordance to the E-waste Management Rules 2016 .The waste are stored at a designated location until it is handed over to the authorized recyclers .

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="https://www.pravara.com/pdf/csev_2021_22_7.1_3_Relevant_documents_agrrement_&amp;_MOUS.pdf">https://www.pravara.com/pdf/csev_2021_22_7.1_3_Relevant_documents_agrrement_&amp;_MOUS.pdf</a>
Geotagged photographs of the facilities	<a href="https://www.pravara.com/pdf/csev_2021_22_7.1_3_Geotagged_photographs.pdf">https://www.pravara.com/pdf/csev_2021_22_7.1_3_Geotagged_photographs.pdf</a>
Any other relevant information	Nil

**7.1.4 - Water conservation facilities available in the Institution Rainwater harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus**

A. Any 4 or All of the above

File Description	Documents
Geotagged photographs / videos of the facilities	<a href="#">View File</a>
Any other relevant information	No File Uploaded

<b>7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants</b>	<b>A. All of the Above</b>
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File Description	Documents
Geotagged photos / videos of the facilities	<a href="#">View File</a>
Relevant documents / reports	<a href="#">View File</a>
Any other relevant documents	<a href="#">View File</a>
Data template in prescribed format	<a href="#">View File</a>

<b>7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives</b>	<b>C. Any 3 of the Above</b>
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File Description	Documents
Audit reports of the institution related to the metric Data template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

File Description	Documents
Geotagged photographs / videos of the facilities	<a href="#">View File</a>
Relevant documents / reports	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Data Template	<a href="#">View File</a>

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Padmanjali comprises of various activities like Sports, Art gallery and various stage events that aim to inculcate the value of team spirit, leadership and interactive skills. Student also publish news paper "Campus news" , "Ubiquiscope" & college magazines writers, poets , artists etc get chance to show their talent. This Fortnight full of activities promotes communal and inter-religious harmony and celebrates the essence of Unity in diversity. Padmanjali comprises of various activities like Sports, Art gallery and various stage events that aim to inculcate the value of team spirit, leadership and interactive skills. Student also publish news paper "Campus news" , "Ubiquiscope" & college magazines writers, poets , artists etc get chance to show their talent. This Fortnight full of activities promotes communal and inter-religious harmony and celebrates the essence of Unity in diversity. •Funfairs are also organized to instill socioeconomic harmony amongst students from different strata of the community •Every year 'Traditional Day' is celebrated by all constituent colleges under PIMS. •Farewells for outgoing staff and fresher's party for newly admitted students are organized. All these activities help in acculturation of student from different states of the country. •Induction programs: Constituent colleges of PIMS (DU )organize Induction programs for UG,PG courses & Interns .This helps them to adjust to the new environment.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="https://www.pravara.com/pdf/csev_2021_22_7.1.8_Supporting_documents_&amp;_academic_activitie_s.pdf">https://www.pravara.com/pdf/csev_2021_22_7.1.8_Supporting_documents_&amp;_academic_activitie_s.pdf</a>
Any other relevant information	<a href="https://www.pravara.com/pdf/csev_2021_22_7.1.8_any_other_information.pdf">https://www.pravara.com/pdf/csev_2021_22_7.1.8_any_other_information.pdf</a>

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

**Values**

**Rights**

**Duties**

**Responsibility**

- Reports of activities in the institution for inculcating values for being responsible citizens as reflected in constitution of India
- Value education is "learning about self and wisdom of life "in a self -explanatory, systematic and scientific way through formal 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 (GNM , BSc, P.B.BSc & MSc)
- Befitting to the ethos & motto of PMT, PIMS-DU has made all round effort to inculcate a sound value system among students..inculcation of the moral ,social and ethical values self less service , dignity of labour ,duty consciousness ,importance of time , self and mutual respect,simple living, respecting elders , children ,women and others . live and let live concept,care & share

- Lecture by Hon'ble Shri , Gauranga Das Prabhu Director ISKCONs Govardhan Eco village on 13th April 2022.Spiritual lecture to create value -based society for faculty ,support staff & students.

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	<a href="https://www.pravara.com/pdf/csev_2021_22_7.1.9_Details_of_activities_inculcate_values_2021_22.pdf">https://www.pravara.com/pdf/csev_2021_22_7.1.9_Details_of_activities_inculcate_values_2021_22.pdf</a>
Any other relevant information	Nil

**7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness programmes on Code of Conduct were organized during the year**

**A. All of the Above**

File Description	Documents
Weblink of the code of conduct	<a href="https://www.pravara.com/pdf/7.1.10_Web_link_of_the_code_of_conduct.pdf">https://www.pravara.com/pdf/7.1.10_Web_link_of_the_code_of_conduct.pdf</a>
Details of the monitoring committee of the code of conduct	<a href="#">View File</a>
Details of Programs on professional ethics and awareness programs organized during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**PIMS (DU) actively participates in organization of National & International Days implemented by WHO, Government of India & State Government.**

**Commemorative days:** We celebrate Birth Anniversary of Chatrapati Shivaji Maharaj, Kranti Jyoti Savitribai Phule, Swami Vivekananda, Mahatma Gandhiji,, Dr. APJ Abdul Kalam, Dr. Vitthalrao Vikhe Patil (Padmashri Awardee), Dr. Balasaheb Vikhe Patil (Padmabhushan Awardee).

Following days are regularly being celebrated :

- International Women’s day on 8th March, by Women Empowerment cell, to raise awareness about women's rights and equality.
- International Nurses Day on 12th May to honor the Florence Nightingale, while International Midwife day on 5th May, to thank the nurses for their tireless efforts and contribution.
- International Yoga Day on 21st June, where yoga demonstrations and training session camps are organized for the staff and students.
- Teachers’ day on 5th September - various programs are organized by students for teachers.

File Description	Documents
Annual report of the celebrations and commemorative events for the year	<a href="#">View File</a>
Geotagged photographs of some of the events	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.2 - Best Practices

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

1Community – Academic Partnership (CAP) for Healthcare and academic training

2.Motorbike Ambulance & Motorbike Mobile Health Clinic Services to Remote Rural and Tribal Villages

3.Promoting Gram Arogya Banks as Community Owned Primary Healthcare Model with engaging faculty and students of all Constituent Units of PIMS – DU

4.Centre for Research in Tribal Health and Research (CRTHS)

5. Community oriented medical education
6. Student research
7. Better management of Osteoarthritis (BOA) Unit
8. Moot Court
9. Telerehabilitation- online aerobic session of SCI patients during COVID-19 Pandemic
10. Teaching through Google classroom ,webinar on online platforms like zoom, Microsoft Teams app & Google meet.
11. Multidisciplinary cleft lip & palate management Unit
12. Format for allocation of work to lab technician
13. Record maintenance sheet for Dental implant procedures and components/parts of implant
14. Lactation Clinic
15. 'Bharari' college Magazine By College of Nursing
16. Child to child program for school children for promotion of health and prevention of the diseases.
17. Career guidance and placement for recruitment opportunity for passing graduates.
18. International collaboration /exchange of faculties and students for career and professional development.
19. Pneumatic Shoot

File Description	Documents
Best practices in the Institutional web site	<a href="https://www.pravara.com/pdf/7.2.1_Best_practices_in_the_Institutional_web_site.pdf">https://www.pravara.com/pdf/7.2.1_Best_practices_in_the_Institutional_web_site.pdf</a>
Any other relevant information	Nil

### 7.3 - Institutional Distinctiveness

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

- The University has a vision to emerge as a centre of Excellence in continuous pursuit of Quality by providing Internationally compliant higher education, especially in the field of Medical, Dental, Nursing and Allied Health Sciences.
- University also has vision to evolve according to the changing needs of time and place with the focus to serve the society including rural and tribal population.
- The University has six constituent institutions who contribute to achieve the vision, mission, priority and thrust areas of the University.
- University promotes the value based education and research driven health care. University is focusing on the community oriented health science education.
- The main focus of the University is to strengthen the Community Academic Partnership through community oriented Medical, Dental, Nursing, Physiotherapy, i.e health sciences education. We believe the philosophy of empowering the rural and tribal villages with the support and guidance from all the constituent higher educational institutes.
- Our distinctiveness is innovative and integrated primary healthcare with the unique models of Female Health Volunteers (FHV), Arogya Mitra, Arogya Bank, Motorbike Ambulance, Mobile Medical Unit and Rural Health Centres, secondary and tertiary health care to them as well through our state of the art tertiary care hospital.
- We are distinctive in Tribal Health care delivery with integration of Traditional Birth Attendants, Traditional healers and ayurveda as well as modern allopathic practitioners.
- We have a networking of over 350 villages for health care and development of villages.

File Description	Documents
Appropriate web in the Institutional website	<a href="https://www.pravara.com/pdf/7.3.1_INSTITUTIONAL_DISTINCTIVENESS.pdf">https://www.pravara.com/pdf/7.3.1_INSTITUTIONAL_DISTINCTIVENESS.pdf</a>
Any other relevant information	Nil

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

Plan of Action for the next academic Year

A) Academic and Administrative Infrastructure Upgradation

- Development of the Hospital as Super-Speciality hospital . Super speciality courses-training in Comprehensive Ophthalmology, SICS, Phacoemulsification surgeries, training in Lasers and Oculoplasty. To start cardiac anaesthesia, paediatric anaesthesia and critical care fellowship. New modernized NICU. To establish a Physiotherapy research lab. To start mobile physiotherapy clinic for outreach areas. To facilitate students to do qualitative research studies in collaboration with Karolinska Institutet, Sweden.

B) Research: There is lot of scope to researcher for Ph.D in Medicine in the rural based studies. The multiplicity of diseases presenting to the hospital there is scope for inviting the multi-centric international /national clinical researches. Establishment of yoga practice for the students and conducting research work on it. MOU with Indian National Reserach Centre. To apply for Centre for Excellence of Ministry of Tribal Affairs, GoI, India. To strengthen the Centre for Research in Tribal Health and Services.

C) Quality Initiatives: Getting an accreditation by NABH & NABL

D) Extension and Out reach: Generate awareness among masses regarding body donation. Community Oriented Physiotherapy Education (COPE & CODE)

E) Student Support:

- Start Post Doctoral Fellowship programs in various disciplines.
- Establish more international collaboration with foreign universities
- Establish Foreign Service Entry Examination coaching centre (CGFNS, IELTS, NCLEX) CLEX)

[https://www.pravara.com/pdf/7.3.2\\_future\\_plan\\_of\\_institution.pdf](https://www.pravara.com/pdf/7.3.2_future_plan_of_institution.pdf)

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