



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution	MAEER MIT PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL EDUCATION AND RESEARCH MEDICAL COLLEGE
• Name of the Head of the institution	Dr.Swati Belsare
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	02114308300
• Alternate phone No.	8459532332
• Mobile No. (Principal)	9881475747
• Registered e-mail ID (Principal)	info@mitmimer.com
• Alternate Email ID	principal@mitmimer.com
• Address	Maharashtra Institute of Medical Education and Research Medical College, Yashwant Nagar Road , Talegaon Dabhade
• City/Town	Pune
• State/UT	Maharashtra
• Pin Code	410507
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education

• Location	Rural																		
• Financial Status	Private																		
• Name of the Affiliating University	Maharashtra University of Health Sciences																		
• Name of the IQAC Co-ordinator/Director	Dr.Swati Belsare																		
• Phone No.	02114308325																		
• Alternate phone No.(IQAC)	02114308300																		
• Mobile No:	9881475747																		
• IQAC e-mail ID	coordinator_iqac@mitmimer.com																		
• Alternate e-mail address (IQAC)	drswatibelsare@mitmimer.com																		
3.Website address (Web link of the AQAR (Previous Academic Year)	https://mimer.edu.in/naac/																		
4.Was the Academic Calendar prepared for that year?	Yes																		
• if yes, whether it is uploaded in the Institutional website Web link:	https://mimer.edu.in/02-pdf/academic-calender21-22.pdf																		
5.Accreditation Details																			
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td align="center">Cycle 1</td> <td align="center">A</td> <td align="center">3.025</td> <td align="center">2013</td> <td align="center">05/01/2013</td> <td align="center">04/01/2018</td> </tr> <tr> <td align="center">Cycle 2</td> <td align="center">B+</td> <td align="center">2.66</td> <td align="center">2022</td> <td align="center">05/07/2022</td> <td align="center">04/07/2027</td> </tr> </tbody> </table>	Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	A	3.025	2013	05/01/2013	04/01/2018	Cycle 2	B+	2.66	2022	05/07/2022	04/07/2027	
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to														
Cycle 1	A	3.025	2013	05/01/2013	04/01/2018														
Cycle 2	B+	2.66	2022	05/07/2022	04/07/2027														
6.Date of Establishment of IQAC	01/09/2013																		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.																			

Annual Quality Assurance Report of MAEER MIT PUNE'S MAHARASHTRA INSTITUTE OF MEDICAL
EDUCATION AND RESEARCH MEDICAL COLLEGE

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
MIMER Medical College, T.D	ICMR STS	ICMR STS	01/05/2022	3,50,000.00
MIMER Medical College, T.D	STRG	MUHS	06/10/2021	1,90,000.00
MIMER Medical College, T.D	LTRG	MUHS	06/10/2021	2,75,000.00
MIMER Medical College, T.D	ICMR STS	ICMR STS	01/05/2021	2,60,000.00

8.Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> If yes, mention the amount 	

11.Significant contributions made by IQAC during the current year (maximum five bullets)
Effective conduction of activities related to Azadi Ka Amrut Mahotsav

Establishment of Swayam NPTEL Local Chapter	
Renovation and Upgradation of College and Hospital Infrastructure	
Recognition of 2 seats each for MD(Psychiatry) and MD (Anesthesia), 3 seats for MS (ENT) and increase in seats for MS (Ophthalmology) from 2 to 5.	
Conduction of regular training sessions for effective use of TCSion Learning Management Software and Digital Campus	
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 (web link may be provided).	
Plan of Action	Achievements/Outcomes
Continuing of Value Added courses- Life Skill Development Course, Yoga and wellness course	All 150 students completed both courses
Gender sensitisation program	12 gender sensitisation programs were conducted during the year
Increase Research activities	Increased number of Research projects & Publications
Upgradation of E-recourses	Subscription of TCS iON, Clinical Key and Clinical Key Student (Elsevier), Complete Anatomy
Career guidance	7 Career guidance session were conducted during the academic Year 2021-2022
Strengthening of Alumni association	Donations and Guest lectures by eminent alumni
Starting of new Value Added course	Holistic development of students
E content development in the form of video lecture library	96 lectures recorded. It is an on going process.
External Academic & Administrative Audit	Conducted by Dr. P. Vatsalawamy, Director, IQAC, Dr. D.Y.Patil Vidyapeeth,Pune.
Green Practices	Energy, Green and Environmental Audit Conducted

13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th data-bbox="82 430 772 492">Name</th> <th data-bbox="778 430 1481 492">Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td data-bbox="82 497 772 555">Local Management Committee</td> <td data-bbox="778 497 1481 555">17/10/2022</td> </tr> </tbody> </table>	Name	Date of meeting(s)	Local Management Committee	17/10/2022	
Name	Date of meeting(s)				
Local Management Committee	17/10/2022				
14. Does the Institution have Management Information System?	Yes				
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 					
<p>Hospital Information System (Suvarna)</p> <ol style="list-style-type: none"> Front Office Module: Registration, Admission and Billing of patient OPD/IPD Diagnostic Module: CCL Lab reporting Nurse Station: Ward management, report view and discharge summary Pharmacy: Pharmacy management Central Store Module: Inventory management <p>SUVARNA HIMS software for the hospital information management system is completely functional with all modules and offers end-to-end service for the hospital management information system.</p> <p>TCS Ion Digital Campus & LMS</p> <ol style="list-style-type: none"> Student Management Employee Management Learning Management System Human Resource Management Academics Management 					

6. Fees Management

7. Transport Management

8. Feedback Management

9. Hostel Management

10. Timetable Management

The institute's management information system offers all stakeholders an effective and integrated platform. The software is flexible and made using the latest cutting-edge technologies. Students, employees, and management authorities can simply access the web-based application system from any location by simply entering their unique login id and password. Digital campus is integrated and comprehensive ERP system where all the modules are integrated and provide an excellent overview for the head of the institute to monitor the academics, feedback & human resource from the single point. Learning management system as part of digital campus enables teachers, students, and administrators to communicate between themselves and keep the teaching learning ecosystem intact.

15. Multidisciplinary / interdisciplinary

Interdisciplinary learning is incorporated into the curriculum of courses as follows: (a) Postgraduates attend Workshop on Orientation to methods in Clinical Research. This workshop is conducted by a team of faculty from all departments and is held for all postgraduates irrespective of the specialty chosen. This training program is conducted in 3 modules to orient PG students to basics of Clinical Research. (b) Monthly Morbidity and Mortality meetings are conducted for faculty and residents. (c) Clinicopathological correlation meetings are conducted quarterly and provide a platform for intellectual interaction with an updated information. (d) Research Society meetings are conducted monthly by faculty of all specialties to provide a holistic approach towards medical advances (e) Teaching sessions are conducted for Certificate Course in Modern Pharmacology, Physiotherapy programs like BPTH and MPTh, PG DMLT and Certificate Courses in Operation Theater, Radiology Technician and ECG Technician Assistant. Add On Courses like Haemorrhoids Masterclass, Mucormycosis Workshop, Orientation to methods in Clinical Research and Basic Life Support and Value Added

courses like Life Skill Development Course, Yoga and Wellness Course and Hysteroscopy help impart transferable and life skills

16.Academic bank of credits (ABC):

According to NEP 2020, higher education institutions shall establish An Academic Bank of Credit (ABC) which would digitally store the academic credits earned from various recognized HEIs so that the degrees from an HEI can be awarded taking into account credits earned. The only area where this can be applicable in medical field is during Elective postings. The Elective postings is a new component of the CBME curriculum as per GMER 2019. The elective posting of the 2019 admitted MBBS students will start from 2023 onwards.

No guidelines have been issued by National Medical Commission(NMC) or the affiliating state health university(MUHS) as of now. Our institution being affiliated to MUHS will positively implement all guidelines issued by NMC and MUHS in this regard.

17.Skill development:

Value based education being the core of the institute, emphasis is lead on inculcating Social, Moral and Spiritual Values in the medical students. This is achieved through formal and informal education during lectures, practicals, demonstrations, hospital rounds and field visits.

The educational objectives are mapped to different levels of knowledge, skills and attitude in order to ensure that students are well equipped to explore different ways of practicing and applying the knowledge and skills with a humane and holistic approach.

Various online as well as offline guest lectures and workshops by eminent personalities in various specialties of medicine are arranged regularly for skills development. Alumni also contribute in this field.

Family adoption program, Extension & Outreach activities helps inculcate universal human values amongst students.

The Students develop analytical skills through avenues such as case based learning, journal clubs presentations, morbidity & mortality meetings and CPCs. Students also undertake research projects.

Thus the Institute ensures progression of various skills like Attitude , Ethics, Communication,Inter- Professional behavior along

with Knowledge, Clinical Skills & Acumen to emerge as medical professionals who are globally competent, morally responsible and socially committed to serve humanity

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

Language is important medium of communication specially in the service oriented professional fields such as medical professionals. Thus it becomes essential that a medical student has basic knowledge of the language of his patients. The hospital mainly caters to a marathi speaking population. Language classes both for marathi and english are conducted during the foundation course and beyond depending upon requirement.

The faculty conduct teaching sessions in English, but explanations are provided in both hindi and marathi as and when required. Students learn the terminology used for disease and symptoms in local language during their clinical postings. This helps them to communicate with the patients better. Communication in local language helps create a closer bond with patients, relatives and family members of the adopted villages. Celebrations like Matrubasha Diwas and various regional festivals ushers in respect and pride towards one's culture.

Mahatma Gandhi Central Library has a seperate section for rare books and manuscripts. Details of various websites from which discipline specific learning resources from ancient Indian languages can be accessed are available.

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

Our institute being affiliated to MUHS and NMC has started implementation of the CBME curriculum in the year 2019. The graduate attributes and the program outcomes are stated by the regulatory bodies.

CBME is an Outcome-based education model, wherein the outcomes of the training have already been defined in advance with the goal that the Indian Medical Graduate should be competent enough to perform their roles as Clinician, Leader, Communicator, Lifelong learner and Professional.

Effective measures are taken to ensure that the faculty and students are made aware of the outcomes. The Curriculum committee and the MEU sensitize and train the faculty regarding the CBME curriculum, framing and mapping the learning outcomes with appropriate teaching learning methods and assessments.

The learning outcomes are posted on the institution website and also communicated to the students during the orientation programme as well as reinforced by departments

Student centered teaching learning methods are practiced for the students to be accountable for their own learning. Conduction of training sessions in the skill lab helps develop the psychomotor domain. Implementation of the AETCOM module also emphasizes on the incorporation of the affective domain.

20.Distance education/online education:

The institution has subscribed to TCS iON LMS. All faculty have created their communities. The faculty can create courses, take tests and give assignments. The students are members of these communities. The students can collaborate with peers, access study material and also get feedback. Blended learning is also facilitated by the use of Elsevier Clinical Key, Elsevier Clinical Key Student and UptoDate. These platforms are used extensively by faculty members, undergraduate and the post graduate students to facilitate student centric teaching learning activities. Regular training sessions are conducted for the faculty and non teaching staff to make use of the ICT facilities. Special training sessions pertaining to use of learning management system and e content development are also conducted

The institute offers certificate courses in Operation Theatre Technician, Radiology Technician and ECG Technician. These vocational courses are offline courses. Webinars/ online lectures are planned to make this course more robust. Educational Videos will help the students understand the concepts better and also help in gaining confidence. Facilities for preparation of these educational videos as well as availability of mannekins/ models in the skill lab are used for the e content development

Extended Profile

1.Student

2.1

820

Total number of students during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
2.2	105	
Number of outgoing / final year students during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
2.3	187	
Number of first year students admitted during the year		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
2.Institution		
4.1	2260.04	
Total expenditure, excluding salary, during the year (INR in Lakhs):		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
3.Teacher		
5.1	229	
Number of full-time teachers during the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	
5.2	229	
Number of sanctioned posts for the year:		
File Description	Documents	
Institutional Data in Prescribed Format	View File	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

The Institution ensures effective curriculum planning, delivery and evaluation through a well-defined process as prescribed by the Maharashtra University of Health Sciences (MUHS) Nashik, and recognized by the National Medical Council of India, New Delhi.

Planning:

The new CBME curriculum is implemented since 2019. The curriculum committee and its individual phase in-charge faculty effectively plan the year long curriculum by embracing integrated teaching modalities and student-centric teaching learning methods.

Effective Delivery:

MET cell training sessions for faculty and PG students ensures effective delivery of the curriculum.

The teachers use ICT enabled tools for enhancing learning experiences. Efforts are taken to nurture creativity, analytical skills and innovations among students. The Institution integrates Professional Ethics into the curriculum, through multiple avenues of value-added courses imparting transferable and life skills via field visits, clinical research projects, internships and community-oriented visits and programs.

Evaluation:

Timely evaluation of students with regular formative and summative assessments through a well-defined process as prescribed by the governing authorities is carried out. Two of our faculty are on the BOS of other institutions.

Feedback:

Yearly feedback obtained from stakeholders- students, faculty, alumni, professionals and employers have helped the institute improve year upon year.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://mimer.edu.in/02-pdf/aqar2021-22/1.1.1-Minutes-of-the-meeting-of-the-college-curriculum-committee.pdf
Any other relevant information.	https://mimer.edu.in/02-pdf/academic-calender21-22.pdf

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

2

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

1.2.1.1 - Number of courses offered across all programmes during the year

61

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

359

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Gender Equality & Women Empowerment:

The Institute integrates science and humanities in the curriculum, including gender equality, sensitization, domestic violence, sex ratio, PCPNDT act, child abuse, social discrimination etc which are discussed during various teaching learning sessions like lectures, small group discussions and presentations in the community.

Environmental Awareness & Sustainability:

Environmental consciousness is reflected through Swachh Bharat Abhyaan activities and visit to Rain Water Harvesting, Bio-Waste Management, Sewage Treatment Plant, Solar Power Plant conducted as a part of the curriculum.

Human values and Professional Ethics:

The institute has a National Bioethics Curriculum Implementation Centre functioning under the International Chair of Bioethics. Professional ethics are emphasized upon UG/PG students with AETCOM modules throughout the curriculum with lectures, movies and case discussions during clinics. Guest lectures, Poster competitions are organized to enrich their knowledge.

Health determinants and Right to Health:

With the mission "Health for All" our institute strives for wellbeing of the community by activities like health talks, health camps, health surveys (schools & community) and adoption of villages and students' outreach activities.

File Description	Documents
List of courses with their descriptions	https://mimer.edu.in/02-pdf/agar2021-22/1.3.1-List-of-courses-with-descriptions.pdf
Any other relevant information	Nil

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

05

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year

617

File Description	Documents
List of students enrolled in value-added courses (Data template)	View File
Any other relevant information	View File

1.3.4 - Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)

1050

File Description	Documents
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File
Any other relevant information	View File

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 reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://mimer.edu.in/02-pdf/aqar2021-22/1.4.1-feedback-report.pdf
Data template	View File
Any other relevant information	View File

1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected

A. All of the Above

File Description	Documents
URL for stakeholder feedback report	https://mimer.edu.in/02-pdf/agar2021-22/1.4.1-feedback-report.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File

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.

2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year

47

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	No File Uploaded

2.1.2 - Number of seats filled in for the various programmes as against the approved intake

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	No File Uploaded
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

0

File Description	Documents
Total number of students enrolled in th	No File Uploaded
E-copies of admission letters of the students enrolled from other states	No File Uploaded
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

A. All of the Above

File Description	Documents
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Any other relevant information	View File

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

Number of Students	Number of Full Time Teachers
820	229

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	No File Uploaded

2.2.3 - Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)

The institute encourages active participation of students in various co-curricular and extracurricular activities. Students are motivated to excel in cultural and sports events.

The Students' Council: organizes cultural events Vakratunda, Plexus and Sports competitions to provide opportunity to students to exhibit hidden talent, showcase creativity, enhance leadership skills and build team spirit. Because of COVID-19 Pandemic, "Vakratunda" was celebrated by following COVID safety norms and Plexus was not celebrated.

Students Club: Students club- Ingenium (The Academic Club), Prakriti (The Nature Club) , Melange (The Cultural Club) & sports

club carry out various activities.

The Grey Matter: During 2021-22, 3 editions have been released. The editions include medical and humanitarian issues, guest interviews of illustrious & distinguished clinicians across the country.

Mission Zindagi: Students initiatives to deal with wastage and scarcity of blood and to clear myths regarding blood donation.

Students Research Council: Encourages students to undertake departmental research projects, ICMR-STs and STRG projects under the guidance of department of clinical research and incubation centre.

Students Bioethics Wing : Students conduct various activities related to bioethics. Active involvement in World Bioethics day Celebration and participation in International competitions is also encouraged.

File Description	Documents
Appropriate documentary evidence	https://mimer.edu.in//02-pdf/aqar2021-22/2.2.3-Appropriate-Documentary-Evidence.pdf
Any other relevant information	Nil

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

Learner-centric teaching methods like experiential, participatory, Self-directed, evidence-based learning & roleplays are implemented along with traditional teaching methods for effective delivery of CBME curriculum.

Experiential learning involves field visits, health surveys, workshops on basic & advanced life support, suturing & knotting workshops, learning in departmental laboratories & skills' lab. It enriches students with professional skills and makes them confident to work on real patients.

Horizontal & vertical integration across various phases on suitable topics is regularly organised. Students are motivated to participate

in seminars, quizzes, take up ICMR, MUHS research projects and present posters-papers in conferences. Research society meeting, Mortality & Morbidity meetings & Clinicopathological correlation meets are organised regularly.

Problem based learning trains students to arrive at provisional or definitive diagnosis by correlating history, clinical findings & investigations.

Self-directed learning is facilitated by providing library facilities even with remote access, round the clock free WiFi and well-designed museums.

Google forms, Kahoot quizzes & Flipped Classrooms are used for teaching & assessment. Hospital grand rounds, bed side clinics expose students to evidence-based medicine.

Students perform role plays & skits regularly on different topics which effectively delivers the desired message to communities at large. Role plays also help students to understand AETCOM modules.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning
The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts 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
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

ICT is widely used in the Teaching-Learning process and Research activities. Lecture halls, Demonstration halls, Laboratories, Skills' lab and Library are ICT equipped for effective teaching, learning & evaluation process. Routine teaching activities are also carried out using Power point presentations and academic videos. Smart-boards are installed in lecture halls to enable effective teaching learning. The institutional LMS TCS iON is fully functional for usage by both faculty and students. The College has subscription for DELNET, Global Periodicals, Up To Date, MUHS Digital Library, Elsevier- Clinical Key ,Clinical Key Students & Complete Anatomy for e-books & e-journals which can be accessed even remotely through QR code. SPSS Software is available for UG, PG students for statistical analysis of their research projects & Original Plagiarism software to check for plagiarism. Webinars are arranged for UG /PG students providing them opportunity to interact with renowned faculty from various specialties across the globe. Institute has developed e-content in the form of Video lectures by all faculty of different specialities which are available online and on LMS for easy access by students. Different online platforms like Zoom, Google Meet etc are used for teaching & assessment even on non-working days.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://mimer.edu.in/02-pdf/agar2021-22/2.3.3-Details-of-ICT-enabled-tools-used-for-teaching-and-learning.pdf
List of teachers using ICT-enabled tools (including LMS)	https://mimer.edu.in/02-pdf/agar2021-22/2.3.3-List-of-teachers-using-ICT-enabled-tools-(including-LMS).pdf
Webpage describing the “LMS/ Academic Management System”	https://mimer.edu.in/lms/
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/2.3.3-Any-other-Relevant-Information.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
122	820

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

2.3.5 - The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students

Teaching activities of the institution are planned with the aim of enhancing creative and analytical skills of students through group discussions, case presentations, seminars, quizzes, debates, small group teaching activities and research projects. Mortality and Morbidity Meetings, CPC meetings are held regularly which help postgraduate students to understand disease process in a better way, improve analytical skills and inculcate scientific temper in them. All departments involve students in activities like skit, role play conducted in local language helps to spread awareness about health issues/concerns amongst the community. To mark the celebration of various health days such as WHO Day or AIDS Day, poster, essay, poetry, street play or skit and rangoli competitions are organized for the students regularly. The departments conduct poster competitions and model making competitions to enhance student's

creativity and understanding regarding the topic. The institute nurtures inquisitive and innovative skills of students by motivating them to undertake research projects, ICMR-STs and STRG projects under guidance of faculty/s. Faculty also strives hard to bring out creative, analytical and innovative qualities of students by blending academic with co-curricular and extra-curricular activities conducted by the institution.

File Description	Documents
Appropriate documentary evidence	https://mimer.edu.in/02-pdf/agar2021-22/2.3.5-appropriate-documentary-evidence.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/2.3.5-Any-other-relevant.pdf

2.4 - Teacher Profile and Quality

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

229

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
Any other relevant information	View File

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 in Health Sciences (like MD/ MS/ MDS etc.) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. During the year data to be entered

18

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	No File Uploaded

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

2598

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	No File Uploaded

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

229

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	No File Uploaded

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

19

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	No File Uploaded

2.5 - Evaluation Process and Reforms

2.5.1 - The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

ACADEMIC CALENDAR: Academic calendar for undergraduates and postgraduates is displayed well and followed meticulously. It is widely communicated to faculty and students through all google, whats app groups. Any deviation or changes are also communicated. The academic calendar clearly mentions the internal assessment exam dates.

CONDUCT OF CONTINUOUS INTERNAL ASSESSMENT EXAMINATION :

UG: Phase-wise frequency of internal assessment (IA) examinations :

Phase-1: 1st IA was conducted in May-2021. 2nd internal assessment (with community medicine) was taken in August-2021. Preliminary exam was conducted in Nov 2021.

Phase-2: 1st IA along with community medicine was in May-2021. The 2nd IA along with community medicine was taken in August-2021. Preliminary exam was taken in December 2021.

Phase-3: IA exam was conducted in July 2021 along with community medicine & FMT. Preliminary exam of ENT, Ophthalmology and community medicine was in December-2021.

Phase-4: IA examination was in July 2021 & Prelims in Dec 2021.

PG internal assessment and preliminary exams were conducted as mentioned in academic calendar.

ASSESSMENT: Its done as per the academic calendar strictly.

File Description	Documents
Academic calendar	https://mimer.edu.in/02-pdf/agar2021-22/2.5.1/Academic-calender.pdf
Dates of conduct of internal assessment examinations	https://mimer.edu.in/02-pdf/agar2021-22/2.5.1-IA-all-years.pdf
Any other relevant information	Nil

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

Examination related Grievances are addressed at institutional and university level as per policy document guidelines prepared by examination cell of institute.

Internal assessments are conducted by all departments as per university guidelines. Exposure to these internal examinations

ensures that students get exposure for final theory and practical examinations.

Time table is prepared and displayed well in advance to ensure preparation by students.

Evaluation of theory papers is done by faculty in stipulated time.

The results are displayed on departmental notice boards. The answer sheets are shown to students and are asked to discuss grievances if any, either with faculty and/or the head of department. If grievance is not resolved at departmental level, the case is referred to Principal.

For transparency, the students are asked to contact respective department for any query within 3-5 days after declaration of results.

All departments ensure that grievances if any, are addressed within a maximum period of three working days of receipt by the faculty in person. The same is reported to the principal and student section.

Practical exams are also conducted on a one-to-one basis in a transparent manner.

University related grievances, retotalling and photocopying are needed to be applied through Principal within the stipulated period.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

UG and PG exams are conducted according to CBME Curriculum. For UG students, Internal assessment exams are conducted by each department periodically as per MUHS guidelines. All examination halls are under surveillance of CCTV which can be viewed even by MUHS personnel.

At end of every clinical posting, evaluation is done to assess the required competencies via case presentations, case scenarios and viva-voce. Skill evaluation is done using contemporary techniques like simulators, models and manikins

Based on Continuous performance assessments, slow performers and advanced learners are identified. They are allotted to extra teaching hours accordingly. Additionally guidance and support are provided by mentors for improvement in academic performance.

Based on Internal Assessment marks, students eligible for appearing in University Examinations are selected as per MUHS criteria. Transparency is maintained by uploading these marks on University website and other IT supported groups.

Competency based Assessment is done by Formative Assessments (short tests, case presentation etc), Summative assessments (Internal theory, practical exams).

Workplace based Assessments are done in form of Mini CEx, DOPS and case-based discussions.

Self-Assessment of students is done during dedicated tutorial hours in small mentor-mentee groups.

OSCE/OSPE are followed as and when applicable to understand level of skills acquired by students.

File Description	Documents
Information on examination reforms	https://mimer.edu.in/02-pdf/agar2021-22/2.5.3-Exam-Reform.pdf
Any other relevant information	Nil

2.5.4 - The Institution provides opportunities

A. All of the Above

to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

The institute has well-defined medical graduate attributes to produce holistically trained Medical Graduates. The learning outcomes are stated in accordance to the regulatory bodies namely NMC at central level and MUHS at the state level.

Undergraduate and postgraduate curriculum committees regularly sensitizethe faculty regarding implementation and any changes in curriculum. MEU conducts faculty devlopment programmms to bring out academic excellence. All the phase/department in charge monitor effective implementation and progress of the same. The curriculum and schedule of teaching is displayed on the college website and on the departmental notice boards. Orientation programme is conducted for freshly admitted students to make them familiarize with course and facilities available in the campus. CBME curriculum is successfully implemented. Compulsory Rotatory Internship, astructured programme for medical graduates to apply their knowledge in medical practice is also implemented for the budding clinicians.

Our institute has dedicated department of Clinical research and Incubation centre to guide students for research projects, thesis work and publications catering to the development of research attribute. Participation in community health surveys, role plays, field visits and celebration of various health days enable the students to develop leadership qualities. Regular sessions are conducted on Bioethics to develop professional ethics.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://mimer.edu.in/02-pdf/agar2021-22/2.6.1-rel-com-up.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://mimer.edu.in/02-pdf/agar2021-22/2.6.1-method-asess-comb.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://mimer.edu.in/02-pdf/agar2021-22/2.6.1-COURSE-OUTCOMES.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/2.6.1-FINAL-ANY-OTHER-RELE.pdf

2.6.2 - Incremental performance in Pass percentage of final year students in the year

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

Program outcome of institute namely medical graduate as clinician ,leader, communicator,lifelong learner,professional and researcher are mapped with course outcome.Phasewise course attainment level is also calculated.Internal assessments and University examinations are conducted periodically during each phase as per norms of MUHS. Following latest CBME guidelines, students maintain departmental journals and log books which are checked at regular intervals. Data collected on student learning outcome is analyzed regularly. At the end of course there is one-year compulsory rotatory internship where students maintain record of work done in logbook .This year final MBBS result was 88.89%. I MBBS and II MBBS who appeared in new pattern of examination showed passing percentage of 87.1% and 77.2% respectively. Institute takes effort for better generic learning outcome by encouraging them to participate in college and intercollege competitions. Postgraduate students have MUHS six monthly progress report logbook and departemental assessment checklist. There are two annual internal assessments followed by preliminary exams. PG students have secured 100% results for

consecutively 2 years in University examinations. Dissertations are submitted prior to University examinations. Regular postgraduate activities conducted comprise of seminars, journal clubs, case presentations, faculty and guest lectures enriching their academics.

File Description	Documents
Programme-specific learning outcomes	https://mimer.edu.in/02-pdf/aqar2021-22/2.6.3-program-specific-learning-outcome.pdf
Any other relevant information	Nil

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

At MIMER medical college, we understand the important role of both parents and teachers in the development of students. In view of the same, good communication between them is always maintained for overall progress of the students.

Like every year, the first meeting of parents of freshly admitted first year students with faculty (particularly 1st MBBS teachers) was during the orientation program. In this the parents were explained regarding attendance and other eligibility criteria required for University examinations. They were also taken on a campus tour to show various sports and recreational facilities. Also, the minimum discipline to be followed on the campus by the students was explained.

Phase wise parent teacher meetings were separately organized in online mode considering the convenience of parents to attend the same. Respective teaching faculty along with Heads Of Departments attended the same. Post Covid precautions, academic progress & attendance of students were predominantly discussed in these meetings. Parents were overall satisfied with the information and the efforts taken by the institute for the welfare and safety of their wards.

Concerns and remarks observed by the parents were further discussed in the College Parent Teacher committee meeting and actions were taken accordingly.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://mimer.edu.in/02-pdf/aqar2021-22/2.6.4-Circular-for-Parent-teacher-meetings.pdf
Follow up reports on the action taken and outcome analysis.	https://mimer.edu.in/02-pdf/aqar2021-22/2.6.4-Proceedings-and-action-taken.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/2.6.4-PTA-2022.pdf

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

Nil

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

58

File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

207

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	No File Uploaded

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
26	10.75 Lakhs

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	https://mimer.edu.in/02-pdf/agar2021-22/3.1.3-funding-agency.pdf
Any other relevant information	View File

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

The institute has established the Department of Clinical Research and Incubation Center on 2nd Dec 2019.

Establishment of this department is an effort to create an ecosystem to nurture the ideas in young minds related to research.

Various activities such as seminars, workshops & training programme are conducted on topics such as clinical research, developing a research proposal, data entry and analysis, use of reference management software, selection of journal, critically reviewing a research paper etc.

The department also aims to help identify various funding agencies and facilitate application and procurement of grants. The institution has allotted funds in the form of incentives to promote research amongst faculty & students.

This has resulted in to increased number of Publication, Patents, ICMR-STs projects, STRG/ LTRG projects & Departmental Research Project etc.

Central Research Laboratory is working in the field of nanoparticle / nanorobots.

File Description	Documents
Details of the facilities and innovations made	https://mimer.edu.in/02-pdf/agar2021-22/3.2.1/3.2.1-list-of-CRL-and-incubation-centre-activity.pdf
Any other relevant information	Nil

3.2.2 - Number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the year

16

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	No File Uploaded

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is

A. All of the Above

ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

File Description	Documents
Institutional Code of Ethics document	View File
Institutional data in prescribed format	View File
Any other relevant information	View File
Minutes of meetings of the committees with reference to the code of ethics	View File

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

3.3.2.1 - Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers* of the Institution during the year

34

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of papers published per teacher in the Journals notified on UGC -CARE list in the UGC website/Scopus/ Web of Science/ PubMed during the year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

19

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

1

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

149

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View File
Any other relevant information	View File

3.4.2 - Number of students participating in extension and outreach activities during the year

820

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

The institute conducts regular outreach and extension activities in collaboration with various industries, NGOs, Schools, Colleges & Government Health institutes.

The institute received the "Best Medical College and Dedicated COVID Hospital of the Year" award by 4th edition Navbharat Healthcare Awards 2021 at the hands of Hon'ble Governor of Maharashtra Shri.

Bhagatsingh Koshiyari in the presence of Hon. Health Minister Shri. Rajesh Tope. On behalf of institution, the award was received by the Executive Director Dr. Suchitra Nagare at Rajbhavan.

The contribution of the doctors, as COVID warriors during the COVID-19 pandemic was appreciated at local and national forums.

Dr Virendra Ghaisas, Executive Director of MIMER Medical College was felicitated as an Inspiring Doctor at The Economic Times.

The services provided by Garware Blood Bank was recognised by the Rotary Club of Talegaon MIDC.

The institute regularly conduct health awareness programs and diagnostic health camps in the neighbourhood area. All these activities were appreciated by Govt and Non- Governmental Organizations.

Thus, the Institute shoulders its social responsibility of conducting outreach and extension activities for the betterment of society on regular basis. Acknowledgement of these outreach and extension activities motivates the faculty and students to work responsibly with more dedication.

File Description	Documents
List of awards for extension activities in the year	https://mimer.edu.in/02-pdf/aqar2021-22/3.4.3-List-of-Awards.pdf
e-copies of the award letters	https://mimer.edu.in/02-pdf/aqar2021-22/3.4.3-E%20copies-of-Award-letters-Final.pdf
Any other relevant information	Nil

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

Department of Community Medicine is always at the forefront to conduct activities related to society, their health, socio economic issues, environmental issues etc. NSS wing of our college participate actively in community activities.

All throughout the year, activities like health talks, poster making, street plays are organized on occasion of important public health days. Multi- diagnostic camps are organized to identify the health issues in the community. As part of Family Adoption programme, four villages are adopted other than RHTC field practice area of college.

Awareness activities of the community is conducted regularly on importance of education, employability & issues related to environmental problems. School health surveys are conducted to understand school health problems such as nutritional deficiencies, dental caries, skin diseases, refractive errors, etc.

Swachh Bharat Pakhwada activities sensitizes the community regarding pollution, proper disposal of waste/e-waste, green environment for sustainable development, health and hygiene, cleanliness of your surroundings etc. Activities related to this are conducted in the villages with active participation of the students, faculty and villagers. The institute also works in association with public health setups around our institute such as sub centres, PHC, RH and civil hospital etc. for providing speciality services.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://mimer.edu.in/02-pdf/agar2021-22/3.4.1-Detailed-program-report-for-each-extension-and-outreach-program.pdf
Any other relevant information	Nil

3.5 - Collaboration

3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year

33

File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	View File
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	View File

3.5.2 - Total number of Functional MoUs with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. during the year

16

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
Any other relevant information	No File Uploaded

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

The Institute has NMC recognised MBBS, MD/MS course under MUHS with

adequate teaching learning facilities like ICT enabled Classrooms/Seminar halls/Demonstration rooms, Departmental laboratories/libraries/practical halls/museums etc. Institute also has excellent facilities for Teleconferences, clinical learning and learning in community.

Following up-gradations have been made to the teaching learning infrastructure.

- Classrooms have smart boards and audio-visual facilities for interactive teaching.
- Conference halls with audio visual facilities for meetings and workshops are also available.
- Central Clinical Skills and Simulation Centre "FOCUS" is equipped with mannequins like IV cannulation, Foley's catheterization, Intubation, Trauma management, Obstetric emergencies etc for teaching UG/PG students. Subject-wise workshops are also conducted here.
- Medical Education Unit (MEU) is updated for conducting workshops, academic sessions and faculty development programs.
- Mahatma Gandhi Central Library has been updated and can be remotely accessed using QR code. Koha (ILMS) is implemented to automate the library. RFID-enabled entry has also been introduced recently.
- Campus is completely WIFI enabled making the campus ideal for learning.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://mimer.edu.in/02-pdf/aqar2021-22/4.1.1-list-of-teaching-learning-facilities.pdf
Geo tagged photographs	https://mimer.edu.in/02-pdf/aqar2021-22/4.1.1-geotagged-photos.pdf
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. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

The institute facilitates the correct usage of prescribed sports hours in the curriculum as per NMC norms. College has excellent facilities for Indoor/ Outdoor sports which are available all days 24X7 as per the recreational requirements for the students. Students participate in intercollegiate sports events like Ranaangan, Vedant etc & also in events on National sports day. The institute encourages students to participate in such events by taking financial responsibility and providing other requirements. Gymnasium with all updated equipments is available in both boys and girls hostels. In association with "Manodnya" college conducts free Yoga sessions for faculty and students regularly. This helps them to cope up with everyday stress and build good physical and mental health. International Yoga day is celebrated every year. There is a spacious G. J. Ghaisas Auditorium with good Audio-Visual facilities in the campus, where all cultural activities like annual day, Alumini meet, "VAKRATUND", Ganesh festival are celebrated. Institute has an open stage & lawn with musical instruments, for mega gatherings and band nights. "Dr. A. P. J. Abdul Kalam Vachan Katta" provides recreational reading and newspapers for students and faculty. Institute encourages students and faculty to participate in various literary, cultural and sports events.

File Description	Documents
List of available sports and cultural facilities	https://mimer.edu.in/02-pdf/aqar2021-22/4.1.2-list-of-available-sports-&-cultural-facility.pdf
Geo tagged photographs	https://mimer.edu.in/02-pdf/aqar2021-22/4.1.2-geotagged-photographs.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/4.1.2-other-relevant-information.pdf

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

Institute has adequate campus facilities such as hostels, medical facilities, toilets, canteen, ATM, roads and signage, greenery, roof top solar panels, STP, RO plants, ETP etc. Campus is nestled in lush greenery with beautiful landscapes. Eco-friendly practises like roof top solar panels, restricted plastic use, biomedical waste disposal plant, sewage treatment plant, effluent treatment plant, composting facility and rain water harvesting are implemented in the campus. Proper roads with signages in both English and local languages are present to guide the visitors, patients and their relatives in the premises. Adequate and designated parking area has been earmarked for two and four wheelers of faculty, students, visitors and patients. Free Wi-Fi is available round the clock in campus. Ride on floor scrubber dryer is available for keeping campus clean. Two canteens are available in campus, one for students/staff and another for patients. Pharmacy is available 24x7. ATM facility is available in campus for convenience of patients, staff and students. Institute has provided ramp facility, specially abled toilets, lift and wheel chair facilities for Divyangjan, the specially abled people. An electric vehicle is also available for facilitating movement within the premises.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://mimer.edu.in/02-pdf/aqar2021-22/4.1.3-geotagged-photos-of-campus-facilities.pdf
Any other relevant information	Nil

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

746.02

File Description	Documents
Audited utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated

by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teaching learning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

Our 800 bedded tertiary care teaching hospital is the biggest in taluka, serving the patients in and around Maval.

All the equipments mandated by the regulatory body are available in all the departments. Additional equipments required for super speciality services, fellowships such as Harmonics, laparoscope, endoscope, colonoscope, ERCP, Uroflowmetry, C-arms, BERA, OAE, Advance Fundus Camera, Optical Coherence tomography, YAG Laser, Automated Perimeter, CO2 Laser, PUVA chamber and Intense Pulse Light Laser are also available.

Our Institute is recognized for 150 undergraduate seats. The postgraduate seats have been increased to 41 per year in various subjects. The required infrastructure & teaching-learning facilities mandated by regulatory bodies are available as per the NMC norms. NABL accredited RT-PCR labs for COVID-19 and H1N1 along with other diagnostic facilities are available at Central Clinical Laboratory. FDA approved blood bank with component separation facility is available 24X 7 for patients.

Central clinical skills and stimulation center "FOCUS" with mannequins of different subjects like IV canulation, Foley's Catheterization, intubation, Trauma management etc for Clinical Skill acquisition by UG and PG students is available. The departmental laboratories and museums are replete with specimens, models, charts and photographs to facilitate teaching-learning process.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://mimer.edu.in/02-pdf/aqar2021-22/4.2.1-geo-tagged-facilities-as-per-stipulation.pdf
The list of facilities available for patient care, teaching-learning and research	https://mimer.edu.in/02-pdf/aqar2021-22/4.2.1-list-of-patient-care-facility-and-teaching-learning-facility.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/4.2.1-any-other-relevant-documents.pdf

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

509213

File Description	Documents
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	https://mimer.edu.in/his/
Any other relevant information	View File

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

744

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s

A. All of the Above

Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

- Name of ILMS software: Koha
- Nature of automation (fully or partially): fully
- Version : 21.11.05.000
- Date of commencement of Automation : April 2021
- Date of completion of automation: July 2022

Version 21.11.05.000 of Koha has been added to the automated central library system. Utilizing a personalised OPAC (Online Public Access Catalogue), the user can locate library books. Using DSpace, the user can access the Mahatma Gandhi Central Library archived thesis and dissertations.

The following Koha features make library operations more efficient and accessible:

- Circulation: Issue & return of library materials.
- Patrons: Membership management.
- Cataloguing: Standard MARC 21 (Machine-readable access catalogue) built-in system is used for cataloguing library

materials.

- Item Search: For specific library item search.
- Acquisitions : Library budget management
- Reports: Enables flexible production of any form of library report using SQL language.

Management system of library:

- Koha (ILMS) was implemented to automate the library. Since January 2020, books and membership cards have been bar-coded. Using open source software, a repository (DSpace), library portal (WordPress), and integrated single windows search engine (VuFind) were updated. Additionally, an RFID-enabled gate register is also introduced.

File Description	Documents
Geo tagged photographs of library facilities	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.1-Geotagged-photos-Library.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.1any-other.pdf

4.3.2 - Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

A continuous development of medical science always needs updated library resources.

A huge variety of domain specific books, journals/periodicals, newspapers, compact disks, videos, DVDs, e-books, data bases, and other formats are available in the Mahatma Gandhi Central Library. The institute is also included a collection of books on a wide range of topics outside of medical science, including philosophy, yoga, literature, management, culture, histories, etc.

Constant admittance to dependable information by acquiring new books and e resources is necessary for enduring learners so library is constantly enriched. arXiv, bioRxivetc helps our library user to get archival materials through our library portal (<https://mitmimer.tiss.co.in/index.php/research-guide/access>).

LIBRARY LEARNING RESOURCES

1. Total Books - 14,862
 1. Textbooks - 7,237
 2. Reference volumes - 1,863
 3. Donated books (including non- academic books) - 4,641
 4. Rare books collection including special books - 261
 5. Pustakpedhi - 279
 6. Book bank - 581
2. Print Journals - 57
 1. Indian journals - 42
 2. Foreign journals - 15
3. E- Journals - 3,733
 1. DELNET - 2,400
 2. Global Periodicals - 578
 3. Elsevier Clinical key - 755
4. Discipline - specific learning resources
 1. Elsevier's Complete Anatomy
 2. Clinical key
 3. Up-To-Date
5. Other knowledge resources
 1. D-space - MIMER digital repository
 2. MUHS library / Knimbus
 3. National digital library

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.2-Data-of-aquisition-of-Books-manuscripts-jour-als-etc-in-the-library.pdf
Geotagged photographs of library ambience	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.1-Geotagged-photos-Library.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.2-any-other-relevant.pdf

4.3.3 - Does the Institution have an e-Library with membership / registration for the following: 1 e – journals / e-books consortia E-Shodh Sindhu Shodh ganga SWAYAM Discipline-specific Databases

A. All of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)

38.85

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words

Mahatma Gandhi Central Library is well equipped with seating capacity of more than 400. The air-conditioned digital lab has 40 nodes with LAN connectivity. Two separate reading halls of 150 seating capacity each for UG students, reading rooms for PG students, staff and journal room are also available. The book issue timing is between 9 am to 6 pm.

Students are introduced to library-facility in various programs conducted at the time of admission like UG , PG Orientation programme.

For remote access of library usage one can use library website,

DELNET, Global Periodicals, MUHS Digital Library portal and National Digital Library portal. Library books database is available on Koha and can be accessed for availability, issue and return of books. There is QR code too for remote access of library. Hard as well as soft copy of P G Dissertations is also available.

Up-To-Date database portal is available for better understanding of evidence-based medicine. Subscription to peer reviewed; highly indexed online national and international journals are also available.

Non-academic books/newspapers are also available under "Dr. A. P. J. Abdul Kalam Vachan Katta". To promote reading, special award for "Best Reader" is given during Annual Research Society conference every year

File Description	Documents
Details of library usage by teachers and students	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.5-details-of-library-uasge.pdf
Details of library usage by teachers and students	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.5-details-of-library-usage-by-teachers-and-students-e-resources.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/4.3.5-any-other-relevant-information-library-learners-session.pdf

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

A. All of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	View File

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 academic year)

33

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	No File Uploaded

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

The institutions upgrades its IT infrastructure from time to time .

1. Campus is completely WIFI with 1GB lease line.
2. Hospital Management Information System Software is recently upgraded.
3. Latest configurationDell Server 740 is installed.
4. TCS iON Digital Campus/ Learning Management software facilates administartion and teaching learning.
5. 75 computers of latest configuration (Dell Optiplex 3090) and 21 laptops were procured recently with Seqrite antivirus.
6. To make the security system more robust , 248 CCTV cameras were installed all over premises.
7. Public announcement system has been upgraded with advanced model.
8. 5 Interactive smart boards have been installed.
9. High configuration (Intel I9 processor, Benq 32" LED Monitor with 6 GB RAM, 8 TB HDD) computer system for Photography department for e content development.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://mimer.edu.in/02-pdf/agar2021-22/4.4.2-Documents-related-updation-of-IT-and-Wifi-Facility.pdf
Any other relevant information	Nil

4.4.3 - Available bandwidth of internet

A. ?1GBPS

connection in the Institution (Leased line) Opt any one:

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	No File Uploaded

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

1504.18

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

4.5.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

Maintenance committee consists of members from maintenance, civil, electric, IT administrative department and is responsible for timely maintenance of campus infrastructure, classrooms, laboratories, library, equipments, IT ,sports facility etc. The committee has defined policies and procedures for the utilization, maintenance and condemnation.

It deals with preventive maintenance, long-term plans for renovation of property, repairs/ replacement of equipments and purchase. Task assigned to the committee also includes consideration of annual maintenance contracts/ Comprehensive maintenance contracts, maintenance of IT facility, Pest control etc..

In-house biomedical engineer looks after day to day maintenance of hospital / Laboratory equipment's. Indoor & Outdoor Sports facilities, Gymnasium are also maintained by this committee.

Electrical department looks after day to day support including maintenance of Rooftop Solar, UPS & DG backup system for uninterrupted power supply.

The maintenance of computer, Internet Wi-Fi networking, installation of software and maintenance and up-gradation of hardware is done by IT department

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://mimer.edu.in/02-pdf/agar2021-22/4.5.2-Minutes-of-the-meetings-of-the-Maintenance-Committee.pdf
Log book or other records regarding maintenance works	https://mimer.edu.in/02-pdf/agar2021-22/4.5.2-Logbook-records-regarding-maintenance-works.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/4.5.2-Any-other-relevant-inf-MOM-of-library.pdf

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

408

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	No File Uploaded
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development	A. All of the Aboe
---	---------------------------

File Description	Documents
Link to Institutional website	https://mimer.edu.in/capability-enhancement/
Details of capability enhancement and development schemes(Data Template)	View File
Any other relevant information	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

671

--	--

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://mimer.edu.in/career-guidance/
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	No File Uploaded

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc., Describe the international student cell activities within 100 - 200 words

The International Student Cell coordinates and facilitates all activities involving study of international students in our institute.

Due to the state government domicile policies, the number of international/NRI students admitted to the institute is generally less. However some foreign students visit the institute for internships, observerships, fellowships etc. The International Student Cell helps these students to get oriented with the institutional environment, rules and regulations, local culture and facilitates peer interaction. The cell ensures involvement of these visiting students in their areas of interest during theory teaching, observation of procedures, patient management and outreach programmes. The cell also enables students/alumni to get the required documents while applying for further studies, overseas exams, clerkships and training in Foreign Universities. Letter of recommendation, supporting documents for Visa/ Electives / International conferences are provided to the students who fulfill the eligibility criteria prescribed by the institute. Students are oriented about the opportunities available for paper/poster presentation in international conferences and guided accordingly. This cell also looks after Education Verification and Medical School Performance Evaluation for Educational Commission

for Foreign Medical Graduates (ECFMG).

The aim of the cell is to ease the process of approach and interaction for students inclined towards pursuing academics or a career at an international level.

File Description	Documents
For international student cell	https://mimer.edu.in/02-pdf/aqar2021-22/5.1.4-INTERNATION-STUDENTS-CELL-SOP.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/5.1.4%20Any%20Other%20relevant.pdf

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
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://mimer.edu.in/02-pdf/aqar2021-22/5.1.5-Circulars.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students qualifying in state/ national/ international level examinations (eg: GATE/ GMAT/ GPAT/ CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/

Defence/ UPSC/ State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the year.

189

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 - Number of outgoing students who got placed / self-employed during the year

150

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

25

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

16

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

5.3.2 - Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

The student council is constituted as per MUHS norms and functions as per the laid down rules and regulations.

This body is elected annually in order to promote student welfare, voice opinions, ideas and grievances if any.

Functions of Student Council :

- Serves as a link between students and teachers as well as students and the management .
- Selection of teams for various events .
- Co-ordinate participation of students in intercollege events
- Keeps the students updated about research opportunities
- Representation of MIMER in student organizations like MSAI, IMA-MSN etc.

Student representation is also reflected in various academic and administrative bodies /committees like

- Anti-ragging Committee
- IQAC
- Curriculum Committee
- Library Committee
- Student Research Council
- Students Bioethics Wing
- NSS

These student council members become the important cohesive force

inholding the student community together .They are an important bridge between students and authorities and help to organise important activities like students vaccination drive, smooth conduct of curricular and extra curricular activities.

File Description	Documents
Reports on the student council activities	https://mimer.edu.in/02-pdf/aqar2021-22/5.3.2-Student-Council-Report-2021-22.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/5.3.2-Any-Other-Student-Council.pdf

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

44

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activates with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

Our Alumni association 'MITIANS Medicos-MIMER Medical College, Talegaon Dabhadehas been formed under the aegis of the apex body 'MAEER'S MITians. 642 Alumni have registered till date. The Alumni association of MIMER Medical College works towards providing continuous support to the students and alumni of our Institute. Regular meetings are conducted every year by Alumni association. This yearmeetings were held in month of February and July.

The Alumni of MIMER Medical college also contribute to the institute by various means such asbooks, equipments/ instruments, financial etc. The Alumni also guides the existing students on various professional aspects like placements and careerguidance.

Many of the Alumni are working with the institute in various capacities. Regular feedback from the alumni is taken and is considered for the improvement of institute.

"Reminiscence- Down the memory lane", is the Annual alumni meet . The batch which is in its silverjubilee year serves as cohost for the event along with the institution.

File Description	Documents
Registration of Alumni association	https://mimer.edu.in/02-pdf/agar2021-22/5.4.1-Registration-of-alumni-association.pdf
Details of Alumni Association activities	https://mimer.edu.in/02-pdf/agar2021-22/5.4.1-link-Alumni-Association-activities.pdf
Frequency of meetings of Alumni Association with minutes	https://mimer.edu.in/02-pdf/agar2021-22/5.4.1-Alumni-MOM.pdf
Quantum of financial contribution	https://mimer.edu.in/02-pdf/agar2021-22/naac-creation-5/Quantum-of-financial-contribution.pdf
Audited statement of accounts of the Alumni Association	https://mimer.edu.in/02-pdf/agar2021-22/5.4.1-certified-statement-of-alumini-contributions.pdf

**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**

A. All of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	No File Uploaded

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. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

Our institute is a private unaided medical college under MAEER trust, Pune with clearly defined Vision & Mission.

VISION & MISSION clearly defines creation of globally competent, morally responsible and socially committed Indian Medical Graduate (IMG), dedicated to the noble cause of healthcare services to poor and downtrodden masses with humane and holistic approach.

"HEALTH FOR ALL" envisioned by the WHO is being achieved through hospital, in academically vibrant environment, innovative practices inculcating Social, Moral and Spiritual Values in the Medical Professionals.

Institute has ICT enabled classrooms, laboratories, dissection halls, museums, excellent Mahatma Gandhi Central Library, Central Skills Lab & Central Research laboratory & 800 bedded hospital's speciality and super speciality services ensures clinical exposure to undergraduate and postgraduate students.

Curriculum Committee monitors academic teaching through well-planned teaching schedules. Medical Education Unit conducts regular workshops for innovative methods of teaching learning and assessments.

Students participate in quizzes, symposia, workshops, conferences,

academic and health days' celebration.

Value based medical education is distinctive feature & Department of Clinical Research and Incubation Centre promotes & encourages student for research .

Hospital caters to in/and around Maval taluka serving the community through outreach activities, adoption of villages and various schemes such as MJPJAY/ PMJAY/MMJAY/ESI/BPL/IPFand tie-ups with NGOs and companies.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://mimer.edu.in/02-pdf/agar2021-22/naac-creation-6/6.1.1-Vision-&-Mission.pdf
Achievements which led to Institutional excellence	https://mimer.edu.in/02-pdf/agar2021-22/naac-creation-6/6.1.1-Institutional-Excellence.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/6.1.1-Any-other-Relevant-information-index.pdf

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

On behalf of the Trust, Executive Directors look after overall planning, development and governance of institute.

Decentralized administartion is the key for effective implementation of policies. The Principal is academic and administrative in-charge of institution.

HODs have the freedom of planning and implementation of desired objectives of the institute with inputs from faculty, students, parents and stakeholders. Each faculty of the department has designated responsibilities.

Heads of all Departments and Heads of Units constitute the College Council. Meetings of the council are held every month to discuss organizing of certain events, conduction of exams, declaration of results etc.

The Medical Superintendent heads the day-to-day administration of hospital assisted by Mukadam and matron ably assisted by team of deputy nursing superintendents. Each ward of hospital has ward in-charge who monitors the quality patient care delivered by nursing staff.

Central Administrative office of the institute coordinates the work of all ancillary departments of the hospital and college.

Participative management is achieved by over 30 functional committees. Representatives of students, alumni and parents are also members of some committees. Their participation helps in bridging the gap between student, faculty and management of the institute.

File Description	Documents
Relevant information /documents	https://mimer.edu.in/02-pdf/agar2021-22/naac-creation-6/6.1.2-Relevant-information-documents.pdf
Any other relevant information	Nil

6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

Principal is the administrative head and in-charge of the College and Hospital. Principal looks after academic, administrative and day to day working of college and hospital. Heads of all the departments including medical superintendent of hospital work under administrative control of principal. Heads of the departments are responsible for administration and academics of their respective departments and also smooth functioning of assigned intra and inter departmental activities of the institution.

For smooth and efficient functioning, the Institution has formed around 30 Statutory and Non-statutory committees. Institutional administrative responsibilities are shared through these committees. College Council, Institutional Ethical Committee, Curriculum Committee are some of statutory committees. IQAC, purchase committee are some of non-statutory committees. All these committees ensure

the effective deployment of strategic plan and participative management from faculty in the organization.

The College Council is the apex body of the institute. The Institutional Ethical Committee is pivotal for all research related activities of the institute. Curriculum Committee monitors academic teaching through pre-planned teaching schedules.

Medical Education Unit (MEU) ensures upgradation and enhancement of teaching learning skills of faculty while Curriculum committee ensures effective implementation of course contents as per prescribed norms.

File Description	Documents
Organisational structure	https://mimer.edu.in/02-pdf/agar2021-22/naac-creation-6/6.2.1-Organogram.pdf
Strategic Plan document(s)	https://mimer.edu.in/02-pdf/agar2021-22/6.2.1-Strategic-Plan-document.pdf
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://mimer.edu.in/02-pdf/agar2021-22/6.2.1/6.2.1%20MIMER%20College%20Council%20MoM.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/6.2.1-Any-other-relevant-Information-Index-of-Minutes-of-Meetings.pdf

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The Institute has effective welfare policy for teaching and nonteaching staff as stated below:

- 1. Health facilities:** All staff are provided with health care facilities at subsidized rates. The employees and first families of non-teaching staff (Class IV) are getting benefits up to Rs 50,000/- per year on hospital treatments. Screening programs like Pap smear camps for female employees are also conducted regularly
- 2. Loan Facility :** Institute provides undertaking to the banks for employees who seek loans from the banks for personel reasons.
- 3. Fee Concession:** Institute provides fee concession to the wards of the employees who learn in the college of the institute.
- 4. Prevention of Work Place Violence:**Round the clock security& CCTV cameras surveillane provide a safe workplace environment.The institute has established Staff grievance committee to deal with work place related grievances.
- 5. Training programs and Research:** Institute regularly organizes training programs for teaching and non-teaching staff to update their knowledge and skills. Sponsorship is also providedfor training at higher institutions. The Department of Clinical research and Incubation centre focuses on helping the faculty on various aspects of research.

Other welfare measures include provision of uniform , staff quarters, canteen, Creche, Rewards certificates, Yoga and Meditation, Leaves, EPF, Gratuity and Indemnity.

File Description	Documents
Policy document on the welfare measures	https://mimer.edu.in/02-pdf/aqar2021-22/6.3.1-staff-welfare-policy-finalf.pdf
List of beneficiaries of welfare measures	https://mimer.edu.in/02-pdf/aqar2021-22/6.3.1-List-of-benficiaries-or-staff-welfare-measures.pdf
Any other relevant document	https://mimer.edu.in/02-pdf/aqar2021-22/6.3.1-Any-other-relevant-Information.pdf

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

211

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	No File Uploaded
Receipts to be submitted	View File
Any other relevant information	No File Uploaded

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 Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing Faculty Development Programmes (FDP) including online programmes during the year (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

579

File Description	Documents
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	No File Uploaded

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

Annual performance assessment for teaching & non-teaching staff is carried out in an impartial & confidential manner for the period of August to July each year. Separate Self Appraisal Forms have been

developed for teaching and nonteaching staff. Appraisal form for teaching staff consists of five parts which include personal information, performance in teaching activities, research activities, initiatives taken by employee and personality assessment. All these activities are assessed by faculty themselves. After self-rating by the faculty, it is then submitted to respective HODs.

Appraisal form of non-teaching staff is in local Marathi language. It includes personal information, general intelligence, technical abilities, administrative skills, Computer knowledge and eligibility for promotion of employee.

The appraisal forms with HODs ratings are then forwarded to the principal for further action. The Principal with the Executive Directors are the final authority for the appraisal process. Performance of HOD is assessed by Principal of the institute and performance of Principal is assessed by Management.

The entire process is followed in a strictly professional, impartial, and confidential manner. Management meticulously considers the assessment done by each authority, re-assesses it wherever required & then accepts and finalizes the appraisal report

File Description	Documents
Performance Appraisal System	https://mimer.edu.in/02-pdf/aqar2021-22/6.3.5-Performance-Appraisal-System.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/6.3.5-Any-other-relevant-information.pdf

6.4 - Financial Management and Resource Mobilization

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

The major sources of Income of the Institute are from the tuition fees of the students, hostel fees, examination fees and earnings from the hospital as well as laboratory and pharmacy services. Research Grants are also obtained from Government and Non-Government. Contributions are also received during this period from the Alumni Association.

Available funds are earmarked head wise for expenditures in each financial year. The expenses can be broadly divided into recurring

and non-recurring categories. Salary of teaching and nonteaching staff, research and hospital expenses, infrastructure development and maintenance, welfare schemes constitute the recurring expenses. The non-recurring expenses consist of expenditure on assets like laboratory equipment, construction of buildings and infrastructure and other amenities.

Requirements of every year in terms of equipment, journals, books etc are taken from respective departments. The accountant of the Institute compiles all these requirements and prepares the budget which is submitted to the trust office for approval.

Due procedures for expenditures are followed. All equipment purchases are covered with annual maintenance contracts. Strict review of expenditures is taken every month. Timely availability of funds and their optimal utilization is ensured by the office bearers and the Head of institute.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://mimer.edu.in/02-pdf/aqar2021-22/6.4.1-policy-document-for-fund-and-resource-mobilization.pdf
Procedures for optimal resource utilization	https://mimer.edu.in/02-pdf/aqar2021-22/6.4.1-institutional-startegies-for-optimal-utilization-of.pdf
Any other relevant information	Nil

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

Maharashtra Institute of Medical Educational and Research Medical College and Dr. Bhausahab Sardesai Talegaon Rural Hospital is established under the umbrella of MAEER Trust in the year 1995. MAEER Trust is registered under Maharashtra Public Trust and Society Act in the year 1983. As per the statutory provisions of law every year a statutory auditor is appointed and approved by the trust, who conducts the audit of all the institutions under MAEER.

The balance sheet and the audit reports are duly approved by the

Board of Trustees which is then submitted to all concerned authorities. For e.g., Joint Charity Commissioner, Pune.

The internal audits are conducted by the appointed auditors for every institution under the trust. Any audit queries raised by the auditors are replied to their satisfaction. All relevant records are maintained for the same.

Chief Accounts and Finance Officer (CAFO) of the trust is overall coordinator of internal & external auditors. The CAFO has the responsibility to implement the suggestions if any by the auditor as well as trustees for improving/correcting the financial practices of the trust. The secretary of the trust takes review of audits on quarterly basis.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://mimer.edu.in/02-pdf/aqar2021-22/6.4.2-Documents-pertaining-to-internal-and-external-audits-for-the-last-year.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/6.4.2-Any-other-relevant-information.pdf

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
Nil	3.5

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/ funds received by respective agency as stated in metric	View File
Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

To streamline the Internal Quality Assurance Mechanism, institute has constituted Internal Quality Assurance Committee according to NAAC guidelines. The head of the institution is the Chairman of the committee. The members of the committee include faculties from various departments, senior administrative staff, representatives of students, parents and nominee from local society and alumni.

INITIATIVES • Recognition of 2 seats each for MD(Psychiatry), MS(ENT) and MD (Anaesthesia) and increase in seats for MS (Ophthalm) from 2 to 5 • Value added & Add on Courses • Successful implementation of CBME • Development of E-content • Training programmes of TCS iON learning management software & Digital campus • Library automation, E-resources • Workshops on Quality Culture • Career Guidance • Effective conduct of activities related to Azadi ka Amrut Mahotsav • Establishment of swayam NPTEL local chapter • External Academic & Administrative Audit

SUSTENANCE • Curriculum Implementation • Faculty training for revised curriculum • Feedback • Mentorship • Research activities • Workshop, Conferences & CME

ENHANCEMENT • Innovative Teaching Learning methods • Extramural funds • Patents & Copyrights

QUALITY AUDITS - NABL accredited Virus Research Diagnostic Laboratory (VRDL). - EQAS - CCL - Energy Audit - Electric Audit - Green Audit - Fire Audit

QUALITY ASSURANCE • Internal AA • External AAA

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://mimer.edu.in//02-pdf/aqar2021-22/naac-creation-6/6.5.1%20IQAC%20Structure%20and%20machanism.pdf
Minutes of the IQAC meetings	https://mimer.edu.in/02-pdf/aqar2021-22/6.5.1-IQAC-MOM.pdf
Any other relevant information	Nil

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	No File Uploaded

**6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives:
Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder**

A. All of the Above

**collected, analysed and report submitted to college management for improvements
Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)**

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://mimer.edu.in/02-pdf/naac/aqar2021.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year

12

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

Institute has a policy to give equal opportunity for all.

The Institute ensures equal representation of both male and female students in all the committees involving students like student council, anti-ragging committee, magazine committee etc.

Separate boys and girls hostel & common rooms are available. Round the clock security of the total premises and CCTV coverage in sensitive areas ensures safety of all the students, staff and patients. Utmost precautions are taken to safeguard the safety of female employees and students in the institute. Students and their parents have to submit prior application before leaving the hostel overnight.

Specific facilities are provided to female staff like counseling room, day care center, feeding room etc.

Gender equity sensitization/ awareness programs are frequently organised by the institution.

Institute has its own women's grievances redressal Committee in accordance with The VISHAKHA guidelines.

Suggestion boxes have been placed at prominent places in the institute.

File Description	Documents
Annual gender sensitization action plan	https://mimer.edu.in/02-pdf/agar2021-22/7.1.2-annual-gender-sensitization-action-plan.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://mimer.edu.in/02-pdf/agar2021-22/7.1.2-index-&-security-report-geotagged-photographs.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/7.1.2-Any-other.pdf

7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling to the Grid Sensor based energy conservation Biogas plant Use of LED bulbs/ power efficient equipment	A. All of the Above
---	----------------------------

File Description	Documents
Geotagged Photos	https://mimer.edu.in/02-pdf/agar2021-22/7.1.3-geotagged-photographs.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Institute has facilities for the management of all kind of waste generated such as solid, liquid, biomedical, e-waste, Hazardous chemical etc. These wastes are segregated at the point of collection and disposed off as per the guidelines.

Institute has solid waste treatment pits, compost center and shredder

unit for management of food ,solid and general waste which is treated with chemicals and the composted for creating manure.

Institute has liquid waste management plant of STP 300 m3/day capacity installed in the premises .

Institute has done MOU with 'LIFE SECURE ENTERPRISES' which is a government approved biomedical waste management agency. Biomedical waste and hazardous chemical and materials generated from the hospital and medical college is handled as per standard protocol given by Maharashtra Pollution Control Board. Different color code bags and bins are used to collect the waste.Liquid Biomedical waste is treated at Effluent Treatment Palnt.

E-waste generated by the institute is periodically auctioned to the e-waste management and disposal company.

Liquid waste generated in the hospital, college, hostels and staff quarters gets processed in this unit which is further used for the irrigation purpose of gardens.The manure is used for trees and flowering plants in the premises.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://mimer.edu.in/02-pdf/agar2021-22/7.1.4-Relevant-documents.pdf
Geotagged photographs of the facilities	https://mimer.edu.in/02-pdf/agar2021-22/7.1.5-Geo-tagged-photographs.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/7.1.4-BMD-MEETIN-%20WITH-INDEX.pdf

7.1.5 - Water conservation facilities available in the Institution: Rain water 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 photos / videos of the facilities	https://mimer.edu.in/02-pdf/agar2021-22/7.1.5-Geo-tagged-photographs.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://mimer.edu.in/02-pdf/agar2021-22/7.1.6-GEOTAGGED-PHOTOGRAPHS.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

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 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

A. All of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	View File

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).

The institute promotes the philosophy of 'Vasudhaiva Kutumbakam'. The Founder President & Managing Trustee Dr. Vishwanath Karad is UNESCO chair holder for Human Rights, Peace & Democracy. Following his foot steps, the institution is committed to inclusive environment, tolerance & harmony in letter and spirit.

To nurture cultural & communal inclusiveness Institution celebrates all the festivals of religious importance and birth anniversaries of national leaders, freedom fighters and social reformers. Institute displays zero tolerance policies towards discrimination on basis of caste, religion, socio-economic status, gender etc. To inculcate national inclusiveness various National Days & events are celebrated with activities oriented towards unity.

Sports events organized by the institution inculcates a spirit of unity, leadership & inclusiveness amongst students.

Celebration of Matrubhasha Diwas and local and English language training programs for students during foundation course promotes regional/linguistic tolerance and harmony.

Institute provides medical services to socio-economic & geographically diverse population. Medical camps at various religious social gatherings help to connect people. Village adoption scheme creates belongingness amongst villagers and students.

Patriotism, Communal harmony, Community health care etc are advocated during NSS Camps that are conducted regularly in these villages.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://mimer.edu.in/02-pdf/agar2021-22/7.1.8-INSTITUTIONAL-INCLUSIVENESS-ACTIVITIES-21-22.pdf
Any other relevant information/documents	Nil

7.1.9 - 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
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://mimer.edu.in/02-pdf/codeofconduct.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

Institute takes extraordinary efforts to celebrate all important National as well as International commemorative days, events and festivals.

Every year 15th August is celebrated as Independence day by the institute. The flag hoisting is conducted at the hands of the academic topper of the final year university exams.

Every year 26th January is celebrated as Republic day by college. every year one of the senior faculty delivers a talk on topic related to country's integrity and unity. Institute honors its outperforming staff with a certificate as a token of appreciation on this day .

Ganesh Festival (Vakratunda) :- Every year since inception of institute ganesh festival is celebrated by the institute and student. Ganesh festival represents as festival of Unity in Maharashtra.

Celebration of Various Days of National & International Importance:- Like world health day, organ donation day, international women's day, world no tobacco day, world AIDS day, world leprosy day , world heart day, world tuberculosis day, world mental health day, world suicide prevention day, world alzheimer's day, world elderly day, world arthritis day, etc. On these days institute and its concerned departments organizes the events, street plays, health talks and social awareness programs in community

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

Best Practice 1:

COMMUNITY HEALTH CARE AND OUTREACH PROGRAM

Understanding the health needs of the community and to deliver the targeted services efficiently and affordably, following activities were undertaken by the Institute: -

Multidisciplinary health camps were conducted for the community where a total of 9803 patients benefitted. National and International commemorative days were celebrated by conducting camps and awareness programs. NSS wing conducts community awareness activities.

Regular diagnostic and treatment camps with awareness talks were organized. Patients were referred to medical college hospital if required and provided free treatment and diagnostic services.

Best Practice 2

Promoting Research Environment and Activity among Faculty and Students.

To Create an atmosphere and system that is conducive to medical research in the institute.

Institute has promoted research environment by establishing Department of clinical research and incubation center which guides students and faculty in research related activities.

Central Research Laboratory is state of the art research laboratory, engaged in research which is at the interface of Nano bio-materials and bio-technology.

The conducive research environment has increased students' participation in research. 20 ICMR-STs & 6 MUHS STRG/LTRG research grants were received this year.

More than 451 delegates attended 9th Annual Research Society International Conference.

File Description	Documents
Best practices page in the Institutional website	https://mimer.edu.in/02-pdf/aqar2021-22/7.2.1Best-Practice.pdf
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 parent trust MAEER is committed for global peace, harmony and value-based education. Befitting to the vision of the parent trust, Institution has carved a niche in the field of value based medical

education and health care.

The Founder President and Managing Trustee of MAEER is the UNESCO Chair Holder for Human Rights, Peace and Democracy since 1998.

Our Logo depicts our guiding principle "SWASTHYA-SEVA-SUSHIKSHANAM" meaning "HEALTH FOR ALL-SELFLESS SERVICE- QUALITY EDUCATION"

Institute has pioneered in introduction of ethics & values in medical education through Bio-Ethics training programs. Currently AETCOM is implemented religiously in the syllabus.

Institute imparts world peace & spirituality by daily recital of World peace prayer & Pasayadan.

Value based activities like "Life Skill" & "Yoga", "Meditation" training helps to create values, balanced and positive psychology amongst students.

Various important days like Constitution Day, Matrubhasha Diwas, Rashtriya Ekamata Diwas, Cultural day etc instills pride amongst students towards their culture, society & nation.

Activity & Theme based celebration of commemorative days related to Health, Village Adoption Programme, NSS activities grooms social values in students.

World bioethics day is celebrated every year and various activities related to the theme are conducted.

File Description	Documents
Appropriate web page in the institutional website	https://mimer.edu.in/institutional-distinctiveness/
Any other relevant information	Nil

MEDICAL PART

8.1 - Medical Indicator

8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
150	98.73-46.51	91.57	10.82

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	View File
Any other relevant information	No File Uploaded

8.1.2 - Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Dr. BSTR Hospital delivers safe, effective, patient centered, equitable and latest care to its patients. The hospital is the biggest tertiary care center in the region. Students are taught highest quality of care and patient safety guidelines for diagnosis and treatment of diseases and preventive measures. This is achieved through didactic lectures, practical demonstrations, bed side clinics, seminars, role plays and clinical postings. Basic Life Support trainings, prevention of needle stick injuries, post exposure prophylaxis, antimicrobials policy, antibiotic stewardship program, safe blood transfusion workshop, hand washing, fire safety mock drills etc. are also part of teaching to achieve the same goal. Records are maintained at Central Sterile Supplies Department. OT fumigation register is maintained .SOPs available at relevant places and provision of personal protective equipment while working in clinical places and laboratories are part of measures which reflect safety precautions. The Hospital Infection Control Committee takes active part in the control of infection by regularly conducting training for interns, undergraduates, postgraduates and nursing students.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://mimer.edu.in/02-pdf/agar2021-22/8.1.2-Qality-Assurance.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/8.1.2Any-other-relevant-information.pdf

8.1.3 - Number of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, PhD in Medical Education etc.) (excluding those mentioned in metric 2.4.2)

5

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc. during the year	View File
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	No File Uploaded
Institutional data in prescribed format (Data Template)	View File

8.1.4 - The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India

Institute has introduced various objective methods for assessment of specific clinical competences either summative or formative. Written assessment include multiple choice questions, short answer questions, modified essay questions, case scenario based questions etc. Practical assessment includes skill assessment, viva voice, long case presentations, short case presentations, OSPE/OSCE assessment, DOPS, Mini CEX, One Minute Preceptor, Work Place Based Assessment etc. OSPE/OSCE stations are prepared by every department and they are revised regularly. Mini CEX or Mini Clinical Evaluation Exercise is an assessment tool to evaluate Work Place Based

Assessment .

AETCOM modules are taught and regularly assessed. Journals and log books are used for work place based assessment for undergraduate and post graduate students. We have skills lab for skills based assessment wherever necessary. Thus derived clinical competency (cognitive, psychomotor and affective domain based) is assessed adequately and periodically as per MUHS norms.

The institute has introduced clinical competencies for the interns such that by the end of internship, interns are able to diagnose common clinical conditions, take timely decisions, manage all types of emergencies by giving first level care, demonstrate clinical skills, develop leadership qualities and communicate effectively with patients and community at large.

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the year	https://mimer.edu.in/02-pdf/agar2021-22/8.1.4-college-to-measure-attainment-of-specific-clinical-competencies.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://mimer.edu.in/02-pdf/agar2021-22/8.1.4-Geotagged-photographs-of-the-objective-methods-used-like-OSCE-OSPE.pdf
Any other relevant information.	https://mimer.edu.in/02-pdf/agar2021-22/8.1.4-Any-other-relevant-information.pdf

8.1.5 - Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Department of Ophthalmology observed eye donation fortnight this year too in the form of essay writing, poster and Rangoli making competitions. Skit on eye donation along with Cornea-fest was observed with involvement of undergraduates, postgraduates and interns. Patient education on eye donation awareness was done with Audio Visual aids in the OPD building.

Department of community medicine has conducted community outreach

program for awareness on organs donations in the form of Organ donation campaign using banners, consent forms, rallies, street plays, walk a talk etc. Movie and documentary regarding organ transplantation was shown to students and patients by the movie club-Bioscope.

Department of Pharmacology guides students about immunosuppressive therapy to be given after organ transplantation for preventing rejection of transplanted organs.

Department of Surgery conducts didactic lectures on indications and surgical principles in organ transplantation.

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	https://mimer.edu.in/02-pdf/aqar2021-22/8.1.5NationalState-level-policies-on-organ-transplantation-as-adopted-by-the-Institution.pdf
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	https://mimer.edu.in/02-pdf/aqar2021-22/8.1.5-Report-on-teaching-session.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/8.1.5-Any-other-relevant-information.pdf

8.1.6 - Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization. Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 100-200 words.

Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization. The department of Pediatrics and Community Medicine has been working hand in hand to improve the vaccination coverage. The Immunization Clinic is functional on all working days. as follows-

(a) Registration

(b) Physical examination, counselling and consent

(c) Details are registered in the database

(d) Inoculations are conducted and children are observed for adverse events if any

Immunization clinics are also functional at UHTC & RHTC.

Monitoring of vaccination is done as per the National and WHO guidelines. Students posted in the Paediatric department would be observing the following activities

(a)Checking the expiry date of Vaccine Vial Monitor, adjuvants

(b)Drawing vaccine from the vials

(c)Preparing the parts

(d)Route of administration

(e)Position of needle

(f)Instructions to parents after vaccination

(g)Documentation of vaccination like maintenance of register, temperature maintenance register, drop out register etc.

Fig. A: Flow diagram of the clinic

Thus efforts are taken at all levels to make sure that the students are made aware of the significance of Immunisation techniques as well as the maintenance of the vaccine vials in the organization.

File Description	Documents
Report on the functioning of the ImmunizationClinic	https://mimer.edu.in/02-pdf/agar2021-22/8.1.6Report-on-Immunisation-Clinic.pdf
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	https://mimer.edu.in/02-pdf/agar2021-22/8.1.6Report-on-teaching-sessions.pdf
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	https://mimer.edu.in/02-pdf/agar2021-22/8.1.6Quality-maintenance-records-in-compliance-with-WHO-guidelines.pdf
Any other relevant information.	https://mimer.edu.in/02-pdf/agar2021-22/8.1.6Any-Other-Relevant.pdf

8.1.7 - The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same. Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same (100-200 words).

Medical Graduate attributes as defined and implemented in the Institute are as follows

1. Academic excellence is evident by excellent passing percentage and distinctions received by students. For attribute assessment the institute conducts formative and summative assessment for undergraduate and post graduate students, logbook for compulsory rotatory residential internship etc.
2. The 800 bedded hospital provides good clinical exposure to the students for better clinical problem solving abilities and expertise. They are assessed by the feedback received from various stakeholders such as faculty, peers and patients.
3. Research attributes evident by the number of research projects undertaken and successfully completed by our students.
4. Professional ethics inculcated by activities of Bioethics unit and implementation of AETCOM Modules.
5. Leadership qualities, team building and good interpersonal skills are promoted through institutional academic, sports and cultural events.

6. Social responsibilities through the student's initiatives like 'Mission Zindagi' and Family adoption scheme.

7. Cultural inclusivity by celebration of various days, Vakratund, Plexus and programs conducted by World Peace Centre MAEER, Pune, India

A system of evaluation of attainment of the same is in place by using various scales and questionnaires like Emotional Intelligence Scale and Mini Clinical Evaluation Exercise scale.

File Description	Documents
Medical graduate attributes as described in the website of the College.	https://mimer.edu.in/medical-graduate-attribute/
Any other relevant information.	https://mimer.edu.in/02-pdf/agar2021-22/8.1.7-Any-Relevant-Document.pdf

8.1.8 - Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology. Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year.

The Medical Education Unit (MEU) of MIMER Medical College established in 1996 aims to train teachers to impart quality medical education.

Workshops conducted for the faculty:- Revised Basic Course Workshop, Team Work, Framing of MCQ and Item Analysis, Personality Development, Microteaching, Soft Skill Development, Sensitisation about CBME, e-Training and Understanding study Designs in Bio-Medical research.

Workshop on Team Work covered subjects like Team Building, Group Dynamics and Group Activity. Personality development Workshop focused on issues like Positive Thinking and Grooming & Development of individual personality. Soft Skill Development Workshop dealt with points like Life skill, Communication Skill and Group activity. Curriculum Implementation Support Program was organized for refinement of knowledge of the Junior faculty to fortify their teaching capabilities. e-Training workshop discussed topics like Microsoft Power Point Training, e-Learning platforms, Hands on training for the use of Google Classroom and creating Google forms.

Workshops conducted for PG students: - 'Resident as Teacher'- Basic workshop in Medical Education Technology.

The MEU ensures that every faculty undergoes faculty development programmes as prescribed by the university time and again. MEU also encourages the entire faculty to undergo advanced courses of medical education technology and Basic course in Bio-Medical Research.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year- wise during the last year.	https://mimer.edu.in/02-pdf/agar2021-22/8.1.8-List-of-seminars-conferences-workshops-on-emerging-trends-in-Medical-Educational-Technology.pdf
list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the year	https://mimer.edu.in/02-pdf/agar2021-22/8.1.8-list-of-teachers-who-participated-in-the-seminars.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2021-22/8.1.8-Any-other-Relevent.pdf

8.1.9 - 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.

D. Any 2 of the Above

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	No File Uploaded
Data Template	View File

8.1.10 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
150	150

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of first year students, teachers and hospital staff, who received such immunization during the year	View File
Any other relevant information	No File Uploaded
Data Template	View File

8.1.11 - Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

The students during their second year MBBS curriculum are taught and oriented to basic fundamental principles of forensic medicine. They are also made aware of various enactments like:

- MTP Act, 1971 • PCPNDT Act, 1994
- The Human Organ and Tissue Transplantation Act, 1994
- The Consumer Protection Act (COPRA) 2019 (previously 1986)
- Medical council of India act, 1956 & MMC Act, 1965
- Registration of Birth & Death act, 1969
- Drug and Cosmetics Act -1945
- Narcotics Drugs and Psychotropic Substance Act
- Mental Health Act • Biomedical Waste Rules
- Persons with Disability Act .

Students are acquainted with various provisions of IPC and CrPC which medical professionals are required to deal with. Through didactic lectures, seminars, workshops and guest lectures by experts in medico legal field, students are exposed to various contemporary medico-legal practices including taking of consent. Simultaneously during the clinical postings, they get the hands on training to deal with Medico-legal Cases. At the beginning of internship orientation program includes imparting training for preparing them for issuing reports and certificates. Interns and PG students are made aware of various government schemes such as MJPJAY/PMJAY, Indemnity, Insurance etc.

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	https://mimer.edu.in/02-pdf/aqar2021-22/8.1.11-Indemnity-Aug-22-to-July-2023.pdf
List of clinical faculty covered by medical indemnity insurance policy by the Institution	https://mimer.edu.in/02-pdf/aqar2021-22/8.1.11-Indemnity-jun-21-to-aug-2022.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2021-22/8.1.11-Any-Other-Relevant.pdf