



YEARLY STATUS REPORT - 2022-2023

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.Sandhya Kulkarni**
- Designation **Principal**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **02114308300**
- Alternate phone No. **8459532332**
- Mobile No. (Principal) **9850053426**
- 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.Janice Jaison**
- Phone No. **02114308325**
- Alternate phone No.(IQAC) **02114308300**
- Mobile No: **7588330968**
- IQAC e-mail ID **coordinator_iqac@mitmimer.com**
- Alternate e-mail address (IQAC) **drjanicejaison@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/agar2022-23/criteria-1/1.1.1-Any-Other.pdf>

5.Accreditation Details

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/PMMMNMNTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
MIMER Medical College, T. D	ICMR STS	ICMR STS	23/08/2023	1,50,000.00

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (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**

- If yes, mention the amount

11. Significant contributions made by IQAC during the current year (maximum five bullets)

1. ISO 9001:2015 Certification
2. Clinical Trial Ethics Committee Registration issued under New Drugs and Clinical Trials Rules, 2019
3. Enrollment as Summer Internship Programme Center for 3 Learning Goals- Research Methodology, Biostatistics and Nutrition under Maharashtra University of Health Sciences, Nashik
4. Infrastructure and Equipment Upgradation for Digital Assessment
5. Mazi Vasundhara 3.0 Award- Swachh Sarvekshan 2022-2023 received from Talegaon Nagar Parishad as Cleanest Hospital in Town

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
Construction of new hostel block for undergraduate students	Inauguration of new hostel block by respected Mrs. Usha V Karad Madam on 14th Feb 2023
As per UGC letter dated 14th March 2022, R&D cell to be established at HEI	Merger of Research Society and Department of Clinical Research and Incubation Centre and renamed as R&D Cell on 16th Jan 2023
Upgradation of all lecture halls with Smart Boards	Smart Board installation completed in all lecture halls. Faculty trainings conducted by ICT Department and MEU regarding Smart Board Usage
ISO 9001:2015 certification	ISO 9001:2015 certification done on 28th July 2023

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Part A

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• Designation	Principal
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• Alternate e-mail address (IQAC)	drjanicejaison@mitmimer.com
3.Website address (Web link of the AQAR (Previous Academic Year)	https://mimer.edu.in/naac/
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• if yes, whether it is uploaded in the Institutional website Web link:	https://mimer.edu.in/02-pdf/aqar-2022-23/criteria-1/1.1.1-Any-Other.pdf

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NAAC guidelines	
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13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
Local Managing Committee	19/10/2023

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 	

The institute boasts of a robust and comprehensive Management Information System (MIS) designed to streamline various administrative processes and enhance overall efficiency. This sophisticated system is tailored to meet the diverse needs of the institution and is equipped with multiple modules, each addressing specific aspects of management. The solution is provided by Tata consultancy services Module live are as follows

- Human Resource Management System (HRMS):
 - Recruitment

2. Leave management
3. Performance appraisal
4. Employee data management

The HRMS module within the MIS facilitates the seamless management of human resources within the institute. It centralizes employee data, making it easily accessible and minimizing manual intervention in HR-related processes.

2. Purchase and Inventory Management:

Efficient procurement and inventory management are critical for the institute's smooth operation. The MIS incorporates a Purchase and Inventory module that optimizes the procurement process, monitors stock levels, and provides real-time insights into inventory status. This helps in avoiding stockouts, reducing excess inventory, and optimizing the overall procurement lifecycle.

3. Transport Management:

The Transport module is designed to manage the institute's transportation system effectively. It includes features such as route planning, vehicle tracking, and maintenance scheduling. This ensures the safe and timely transportation of students and staff, contributing to a secure and reliable commuting experience.

4. Fee Management:

Handling fees and financial transactions is made efficient through the Fee Management module. This component of the MIS facilitates the automation of fee collection, tracking outstanding payments, and generating financial reports. It not only reduces manual errors but also provides a transparent and accountable financial management system.

Key Features of the Institute's MIS:

-Integration: The MIS seamlessly integrates various modules, ensuring data consistency and coherence across different departments.

-Customization: The flexibility of the MIS allows for customization based on the specific needs and requirements of the institute.

- **Data Security:** Robust security measures are in place to protect sensitive information, ensuring the confidentiality and integrity of the data stored in the system.

In conclusion, the institute's Management Information System is a pivotal tool in enhancing administrative efficiency and overall organizational effectiveness. By incorporating modules such as HRMS, Purchase and Inventory, Transport, and Fee Management, the MIS caters to the diverse needs of the institution, contributing to its smooth operation and strategic decision-making.

15. Multidisciplinary / interdisciplinary

Steps have been by the institution towards providing holistic multidisciplinary education. This multidisciplinary approach is mainly in the field of teaching, training and patient care. Teaching and Training sessions conducted for Physiotherapy, Nursing, PG- DMLT, Certificate Course in Medical Pharmacology and few other certificate courses. Emphasis is laid on providing more practical/ Hands on training.

The CBME curriculum provides immense scope for interdisciplinary interactions by the use of two strategies- Alignment and Integration. This helps the students to understand the interconnectedness between subjects and their ultimate application in patient care.

Interdepartmental academic sessions, Mortality and Morbidity meets, Clinocopathological Corelation meetings and R&D cell Monthly meetings provide platforms for an interdisciplinary interaction amongst students and faculty.

16. Academic bank of credits (ABC):

MAEER MIT PUNE's MIMER Medical College & Dr. BSTR Hospital is affiliated to Maharashtra University of Health Sciences, Nashik and is recognised by National Medical Commission. Academic Bank of Credits has not yet been implemented for Health Science Education in the country so far.

Faculty members are undergoing training programs on Alignment of Health Profession Education with NEP 2020 to prepare themselves for effective implementation of the various aspects related to NEP 2020 on receiving directives from NMC/ MUHS.

17. Skill development:

The core of the current medical education system is Competency Based Medical Education. It implies that in addition to cognitive domain the IMG should possess adequate psychomotor skills to function as a competent doctor at the end of his training.

The institution has a spacious and well equipped FOCUS- Skill Lab and Simulation Centre where the students are given hands on training during regular practical sessions and workshops. Live screening of operative procedures help students to understand the intricate steps of surgery with greater clarity. Various workshops like Suturing and Knotting workshop help hone basic surgical skills. Ample opportunities are provided to students during Masterclass Workshops and Cadaveric Workshops to gain a real life experience and thus help build confidence to handle real time scenarios. Practical sessions of Value added course- Basic Life Support train the undergraduate students to handle medical emergencies confidently.

MoUs with centres of excellence provide avenues for our undergraduate and postgraduate students to undergo observership/ internship/training opportunities and learn from experts in the particular field.

Community interaction during awareness programs, health camps and Family Adoption Program help students to develop communication skills. AETCOM sessions help them acquire the necessary soft skills thus helping in their holistic development.

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

Our institution belongs to MAEER MIT trust. MAEER believes that "The Union of Science and Spirituality alone will bring harmony and peace to Humanity" as quoted by Swami Vivekanand. Our institutional best practice is imparting Value Based Medical Education to our students to cater to their holistic development.

Language classes- both English and Marathi are conducted for the 1st year students to help them to adapt to the new ecosystem. Classroom teaching is conducted in English, however, local language like Hindi and Marathi is used as per need.

There is a separate section for rare books and manuscripts in Mahatma Gandhi Central Library. Details of websites offering learning resources of ancient Indian languages, art, culture and traditions is also available.

Celebration of festivals, religious events and commemorative days with active participation of the students helps to keep them in touch with our rich and varied Indian culture and heritage.

Vakratunda is an annual event celebrated in the institution. The eight days of celebration begin with daily aarti and prayers in the morning. All the students and staff participate in the puja.

Shri Vishwanath Mahakaleshwar Mahadev Mandir has been recently inaugurated in the campus. All religious days are celebrated here with fervour and devotion by students, faculty and nonteaching staff alike.

Importance to Yoga as a tool to achieve physical and mental well being is emphasized upon and yoga sessions are arranged for students and staff.

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

The thrust of the new regulations of the Curriculum Based Medical Education is continuation and evolution of thought in medical education making it more learner centric, patient centric, gender sensitive, outcome oriented and environment appropriate. This outcome driven curriculum attempts to provide the students the orientation and necessary skills for life long learning to enable proper care of the patients.

The delivery of this outcome based education model of CBME is planned and implemented by the curriculum committee and the various subcommittees. The Medical Education Unit conducts regular faculty training programmes mandated by NMC like Basic Course in Medical Education, Revised Basic Course Workshop and Curriculum Implementation Support Program. Inorder to further sensitize and train the faculty about the emerging trends in medical education, Workshops on the use of ICT in Teaching Learning, development of e resources, conduction of soft skill

training etc are conducted.

All these measures have enriched the teaching learning experience and have contributed to our academic excellence and a holistic training for our students.

20.Distance education/online education:

The teaching learning process in our institution is empowered with TCS iON LMS. This digital learning platform is used to create communities to reach out to the students. Study material, assignments, quizzes, video lectures and the latest updates are posted for beyond classroom teaching. Formative assessments are also conducted on this platform. Remote access of library resources is provided through QR code. The college has subscription for e resources like Elsevier- Clinical Key and Clinical Key Student and UpToDate which the students can access using their mobile/ laptops.

Live streaming of lectures and operative procedures during Masterclass organized by various departments help provide students exposure to the latest techniques practised by stalwarts in the respective fields. The institution has excellent infrastructure to support these online activities.

Online platforms like Zoom, Google Meet etc are used for teaching learning and Assessment.

Extended Profile

1.Student

2.1	890
Total number of students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2	191
Number of outgoing / final year students during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3	185
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Number of first year students admitted during the year	
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File Description	Documents
Institutional Data in Prescribed Format	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	3141.71
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File Description	Documents
Institutional Data in Prescribed Format	View File

3.Teacher

5.1 Number of full-time teachers during the year:	241
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File Description	Documents
Institutional Data in Prescribed Format	View File

5.2 Number of sanctioned posts for the year:	241
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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 is affiliated to Maharashtra University of Health Sciences (MUHS) Nashik, and recognized by the National Medical Commission (NMC). Curriculum planning, delivery and evaluation is done as prescribed by the regulatory bodies.

Planning:

Curriculum committee and its phase in-charge faculty effectively plan the implementation of the yearlong curriculum according to the timeline issued in the academic calendar provided by MUHS. Emphasis is laid on incorporation teaching practices like alignment and integration, skill training and AETCOM modules.

Effective Delivery:

Medical Education Unit (MEU) training for faculty and PG training through the 'Resident as Teacher' workshop ensure effective delivery of the CBME curriculum. Incorporation of ICT, Skill based, community based and Attitude , Ethics & Communication (AETCOM) sessions enrich the teaching learning experience. Large group and small group training sessions are taken. Professional Ethics is introduced through value-added courses imparting transferable and life skills via field visits, clinical research projects, internships and community-oriented visits and programs.

Evaluation:

Regular and timely formative and summative assessments including objective methods like OSPE and OSCE are carried out. A letter of appreciation was awarded to the institution for digital evaluation

Feedback:

Feedback from Stakeholders is taken, analyzed and necessary steps are taken to incorporate suggestions.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-1/1.1.1-Minutes-of-the-meeting-of-the-college-curriculum-committee.pdf
Any other relevant information.	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-1/1.1.1-Any-Other.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	View File

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

79

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

560

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:

Gender equity sensitization, domestic violence, sex ratio, PCPNDT act, child abuse, social discrimination and women empowerment are discussed during lectures and small group discussions. Students perform role plays addressing these issues in the community. This helps them understand these topics more closely.

Environmental Awareness & Sustainability:

Visit to Bio Waste Management , Sewage Treatment, Rain Water Harvesting and Solar Power Plant and activities related to Swachh Bharat Abhiyaan help inculcate environmental awareness and sustainability.

Human values and Professional Ethics:

Students actively participate in the activities conducted by the Bioethics Unit. Family Adoption Program helps the students understand social and health problems at the grassroot level. Professional ethics are emphasized upon UG/PG students through lectures and case discussions during clinics, Indoctrination lectures and through the conduction of AETCOM sessions.

Health determinants and Right to Health:

With the mission "Health for All" our institute strives to educate and create awareness about health issues. Free health camps and schemes for various sections of the society help towards providing basic health needs to the society. Students participate in these activities and acquire practical knowledge. Importance of Yoga to

achieve physical and mental well being is also emphasized upon.

File Description	Documents
List of courses with their descriptions	https://mimer.edu.in/02-pdf/agar2022-23/criteria-1/1.3.1-List-of-courses-with-descriptions.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/agar2022-23/criteria-2/1.3.1 Any Other.pdf

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

3

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

306

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)

990

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/agar2022-23/criteria-6/Feedback-2022-2023-URL.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/agar2022-23/criteria-6/Feedback-2022-2023-URL.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

48

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	View File
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

1

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
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
890	241

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 facilitates building and sustenance of innate talent and aptitude of students by organizing various co-curricular and extracurricular activities. Students are motivated to participate in cultural and sports events.

Student Council: Student council is formed according to MUHS norms. They help organize cultural events-Vakratunda & Plexus and sports competitions to provide opportunity to exhibit hidden talent, showcase creativity, enhance leadership skills and build team spirit.

Student Clubs : Student Clubs like Melange (The Cultural Club),

Ignenium (The Academic Club), Prakriti (The Nature Club), Bioscope (Movie club) & Sports club are active & carry out various activities.

Students participate in intercollegiate academic activities like quiz, sports and cultural competitions.

The Grey Matter: Three editions of this student magazine have been released during the period 2022-2023. Each edition showcases students talent as well as provides informative inputs from the stalwarts in the field of medicine.

Students Research Council: 38 research projects are taken by the students under the guidance of R&D Cell. The SRC coordinates with R&D Cell to plan and organize lectures and workshops for the students.

Students Bioethics Wing: Organizes activities on World Bioethics Day. They also encourage students to participate in the International WBD competitions

File Description	Documents
Appropriate documentary evidence	https://mimer.edu.in//02-pdf/agar2022-23/criteria-2/2.2.3%20Appropriate%20documentary%20evidence.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

Experiential learning involves workshops on basic & advanced life support, suturing & knotting workshop, working in practical & clinical skills lab etc. It enhances student's professional skills and makes them competent to work on real patients. Horizontal & vertical integration for different topics is organised like pelvic dissection etc. Research society meeting, Post Graduate students participate in Mortality & Morbidity meetings & Clinicopathological correlation meets. Students also participate in seminars, quizzes at institute and Intercollegiate levels and

present posters & papers in National and International Conferences. Problem based learning trains students to correlate history, clinical findings & investigations to reach a diagnosis. Self-directed learning is enhanced by providing e-resources viz Clinical Key, UpToDate etc. Complete Wi- Fi campus helps enable optimal usage of the e resources. Students are encouraged to take up ICMR STS, MUHS and departmental research projects. This year three ICMR STS projects have been selected. Hospital grand rounds, bed side clinics, PPH drills expose students to evidence-based medicine. Students perform role plays & skits which effectively bring awareness in the communities. Google forms, Kahoot quizzes & Flipped Classrooms are used for enhanced teaching & assessment.

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

All departments, Central library, Lecture & Demonstration halls, Practical Halls are ICT equipped for effective teaching, learning & evaluation process. Institute has smart-boards installed at lecture halls. Teachers regularly use online e-resources for conducting lectures and research activities. The power point presentations along with use of academic videos make learning more effective and interesting among the students. Online platforms like Zoom, Google meet etc. are used to deliver webinars. Webinars and guest lectures are arranged for UG /PG students which gives opportunities to students to interact with renowned faculty from various specialties. The institutional LMS TCS iON is used for posting video lectures, assignments, providing timetables and taking attendance of students. All teachers have developed e-contents in the form of Video lectures which are made available at library and posted on LMS which can be accessed by students anytime. Students use resources like MUHS Digital Library, Elsevier Clinical Key Students & e journals etc. for SDL and PG activities. Teachers motivate students to take up research projects. SPSS Software is available for students for statistical analysis of their research projects & Original Plagiarism software to check for plagiarism.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://mimer.edu.in//02-pdf/agar2022-23/criteria-2/2.3.3-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/agar2022-23/criteria-2/2.3.3-List-of-teachers-using-ICT-enabled-20tools-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/agar2022-23/criteria-2/2.3.3-Any-other-relevant-information.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
129	890

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

Our institute provides the students a conducive environment, access to resources, and opportunities to work on research projects. Innovative teaching-learning methods like Case based or Problem-based learning, mock drill, peer talk, Use of skills lab & animation, Kahoot Quiz, Flipped classroom, Games like Missing word or Cross word ensures active participation, interaction and involvement of students. Group discussions, UG symposiums- Colloquium, paper & poster presentations, seminars, quizzes, debates and small group teaching activities and research projects help to enhance creative and analytical skills of the students.

Our institute encourage students to participate in extracurricular activities like skit, role play, poster, essay, poetry and rangoli competitions to spread awareness about health issues/concerns amongst the community which are organised to celebrate of various health days. Microanatomy Rangoli, model making & body painting competitions are organised to enhance student's creativity.

Activities like Morbidity and Mortality Meetings, CPC meetings and Research and Development Cell Monthly sessions, Hands-on learning experiences such as Cadaveric workshops, Live streaming of Surgeries like Masterclass are organised to help students develop analytical & practical skills. Participation of students in departmental projects, ICMR-STs and MUHS STRG projects under guidance of faculties help to acquire inquisitive mindset.

File Description	Documents
Appropriate documentary evidence	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-2/Documentary_Evidence.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-2/2.3.5-Any-other-relevant.pdf

2.4 - Teacher Profile and Quality

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

241

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

21

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)

2782

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

241

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

43

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

The academic calendar is designed as per CBME guidelines and displayed within the stipulated time frame. It is communicated to the faculty and students via TCS iON, google groups and whatsapp groups of respective phases. The internal assessment (IA) examination dates are displayed in advance. For phase I batch 21-22, the 2nd IA and preliminary examination was conducted in September 2022 and December 2022 respectively. For batch 22-23,

the 1st and 2nd IA was conducted in March 2023 and June 2023 respectively. For phase II batch 20-21, 1st and 2nd IA was conducted in August and October 2022 with preliminary exam in December 2022. The 1st IA of batch 21-22 was conducted in June 2023. For phase III internal assessment and preliminary exam of batch 19-20 was conducted in August and December 2022. IA of batch 20-21 was conducted in June 2023. Old course 8th semester exam was conducted in August 2022 and 9th semester preliminary exam in November 2022. All examinations were conducted in a robust manner.

Postgraduate internal assessment examination was conducted as an ongoing assessment with annual examinations as per academic calendar. For batch 20-21, preliminary examination was conducted in May 2023.

File Description	Documents
Academic calendar	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-1/1.1.1-Any-Other.pdf
Dates of conduct of internal assessment examinations	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-2/Internal Assesment Dates.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

The internal assessment examination grievances are resolved by the policy document given by the internal assessment committee of the institute.

The internal assessments are conducted by all departments adhering to the CBME guidelines with the aim of ensuring that the students are well oriented to theory and practical examination pattern.

Evaluation of theory papers is done by the faculty in a stipulated timeframe and results are declared to students. The answer sheets are shown to students and grievances if any are noted. To ensure transparency, the students are asked to contact respective departments within 3-5 days of declaration of results. All departments ensure that grievances are resolved satisfactorily by

the faculty or head of the department, within a maximum period of 3 working days of receipt of the grievance. It is reported to the Principal and the student section. The grievance is escalated to the Principal if not resolved at the departmental level.

Practical examinations are also conducted in a fair and transparent manner.

University related grievances regarding retotalling and photocopy of answersheets are submitted through the Principal office within the stipulated time frame.

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

As per MUHS guidelines, the departments conduct periodic internal assessment exams for UG& PG course. Surveillance in examination halls is facilitated through CCTV, giving real-time access to MUHS personnel. The evaluations utilizing diverse methods like case presentations, case scenarios, and viva-voce are conducted to gauge competencies of the students. Simulators, models and manikins are used for skill evaluation. The students are identified as slow performers & advanced learners on the basis of continuous performance assessments. Extra coaching is provided to these students. Mentors are allotted to the students to provide personalized guidance and support for academic improvement. Competency-based assessment comprises formative and summative evaluations, covering theoretical and practical aspects. Workplace-based assessments, like MiniCEx, DOPS, and case-based discussions, offer a practical dimension to evaluations. Small group teaching in the form of tutorials are conducted which help students in self assessment. OSPE/OSCE are used at various levels to gauge

students' acquired skills. MUHS criteria determine eligibility for University exams based on internal assessment marks. The display of marks on the website and other IT-supported platforms ensures transparency and accountability. The implementation of a Digital CAP further streamlines the examination processes, marking a transition towards a more efficient and technology-driven evaluation system.

File Description	Documents
Information on examination reforms	https://mimer.edu.in/02-pdf/agar2022-23/criteria-2/2.5.3_information_on_exam_reforms.pdf
Any other relevant information	Nil

2.5.4 - The Institution provides opportunities 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

A. All of the Above

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 is obligated to build health care physician by means of well-defined medical graduate attributes and stated learning outcomes. At institute level there are Undergraduate and postgraduate curriculum committees to monitor implementation and execution of curriculum updates which is in accordance with central regulatory bodies namely NMC and MUHS at state level. At the department level there are phase/department in-charges to monitor effective implementation and progress of the curriculum. MEU conducts regular faculty development programs to train faculty for new teaching learning methods. The curriculum and schedule of teaching is displayed on the college website and on the departmental notice boards. Undergraduate and postgraduate students are familiarized with course and the campus by conducting orientation programmes. Medical graduates has to undergo a structured Compulsory Rotatory Internship programme to apply their medical knowledge in practice to become efficient Indian medical graduate. Our institute's Research and Development Cell guides the students for Research projects, thesis work and publications catering to the development of research qualities. Regular participation in community health surveys, role plays, field visits, celebration of various health days and bioethics sessions enable students to develop leadership qualities and professional ethics.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://mimer.edu.in/02-pdf/agar2022-23/criteria-2/2.6.1-Relevant-documents-pertaining-to-learning-outcomes-and-graduate-attributes.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://mimer.edu.in//02-pdf/agar2022-23/criteria-2/2.6.1-Methods-of-the-assessment-of-learning-outcomes-and-graduate-attributes.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://mimer.edu.in//02-pdf/agar2022-23/criteria-2/2.6.1-Course-Outcome.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/agar2022-23/criteria-2/Any_Other_Relevant.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

In the line with regulatory bodies guidelines, students maintain departmental journals and log books which are assessed at regular intervals and analyzed regularly for the formative assessment of students.

Internal assessments and University examinations are conducted periodically during each phase as per norms of MUHS

At the end of course, there is one-year compulsory rotatory internship where students maintain record of work done in logbook which is assessed for the attributes of indian medical graduate. This year final MBBS result was 91.08%. Institute takes effort for better generic learning outcome by encouraging them to participate in college and intercollege competitions.

Post graduate students result of our institute is 100% this year

and has been same consecutively for past 3 years in the University examinations. Postgraduate students have to submit six monthly progress report to MUHS. At departmental level, there is Milestones of training progression and checklist. They keep record of daily work in their logbooks. There are two annual internal assessments followed by preliminary exams. 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/agar2022-23/criteria-2/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

Parents and teachers, both play a very crucial role in the personality development of the students. Regular interactions between them provides a strong platform for the progress of the students. To achieve so, we at MIMER Medical College have a very active Parents- Teachers committee. After each internal assessment examination parents-teachers meetings are conducted i.e. two meetings per year. These phase wise meetings are attended by the HOD and the teaching faculty of the concerned subjects.

For convenience of parents from all corners of Maharashtra, we organize these meetings in online mode.

During year 2022-23, First interaction of teaching faculty with the parents was organized during the 1st MBBS orientation program. In this the parents were made aware of the rules and regulations regarding discipline in the campus and its implementation policy.

Phase I, Phase II, Phase III as well as Phase IV conducted the parents- teachers meeting. During meeting various issues regarding attendance and performance of students were discussed. The parents were made aware about the efforts being taken in the form of additional training sessions for slow learners as well as advanced

performers. Various other suggestions from parents were noted down and appropriate action was taken.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://mimer.edu.in//02-pdf/agar2022-23/criteria-2/Parent teachers meetings year 2022-2023.pdf
Follow up reports on the action taken and outcome analysis.	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/2.6.4 Follow up reports on the action taken and outcome analysis..pdf
Any other relevant information	Nil

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

59

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

261

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
3	1.5 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://main.icmr.nic.in/content/short-term-studentship-sts
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

As per UGC letter dated 14th March 2022, Department of Clinical Research and Incubation Centre and Research Society have been merged and renamed as the Research and Development Cell on 16th January 2023. The R & D cell works towards providing a ecosystem viable for research initiatives. Central Research Laboratory is presently working on innovative research projects, Preparation and Evaluation of Antidiabetic Phytosomal Formulation and a collaborative research project on Validation of self-propelled water driven nanobots for rapid capture and isolation of circulating tumor cells -Applied for DST funding. R & D Cell facilitates faculty and students to carry out innovative, relevant and ethical research. It conducts courses, workshops and training programs on Research Methodology, Journal selection, Good Clinical Practices & Intellectual Property Rights. Significant contribution by faculty- 7 patents filed, Books & research publications in Scopus, Pubmed & Web of Science. The Institute is also listed by the AD Scientific Index (Alper-Doger Scientific Index), World University Ranking. Student achievements in research- Selection in ICMR-STs & active participation in departmental projects. One student project was awarded second rank in primary round of Avishkar Research Festival 2022 organized by Maharashtra University of Health Sciences.

File Description	Documents
Details of the facilities and innovations made	https://mimer.edu.in//02-pdf/agar2022-23/criteria-3/3.2.1-Details-of-the-facilities-and-innovations-made.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

22

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 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

A. All of the Above

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

22

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

63

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

12

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

153

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

890

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	No File Uploaded

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 collaborates with various industries, NGOs, schools, colleges, and government health institutes to conduct regular outreach and extension activities. Dr. Suchitra Nagare Madam, Executive Director, received "Adishakti Muktai Jaydurga Puraskar" for her contribution to society as "DHAIRYASHIL SAMAJSEVIKA" at the hands of Shrimati Sumitratai Mahajan, Former Speaker of Lok

Sabha on 3rd October 2022. Dr BSTR Hospital received the "Mazi Vasundhara 3.0 Award", Swacch Sarvekshan 2022-23, from Talegaon Municipal Council as one of the cleanest hospital in the town. The Medical Superintendent of Dr BSTR Hospital in association with Borderless World Foundation, Jammu has participated in the camp in Uri block, Baramulla District in Jammu and Kashmir between 19th to 23rd May 2023. Faculty and students actively participate in health awareness programs and diagnostic health camps in the neighbourhood community and schools. All these activities were appreciated by Govt. and non-governmental organisations, social media, and Print Media. The institution was an official partner of G20 W20 India under the leadership of the parent trust.

As a part of Institutional Social Responsibility, the institute conducted 153 outreach and extension activities for which it is duly recognized at various levels.

File Description	Documents
List of awards for extension activities in the year	https://mimer.edu.in//02-pdf/agar2022-23/criteria-3/3.4.3-List-of-awards-for-extension-activities-in-the-year.pdf
e-copies of the award letters	https://mimer.edu.in//02-pdf/agar2022-23/criteria-3/3.4.3-e-copies-of-the-award-letters.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

The Institute through the various clinical departments and NSS wing organizes activities to promote public health, addressing environmental issues and socio-economic problems. Activities like health talks, street plays, and display of posters on health education are organized in the community throughout the year. Multi-speciality camps are organized to identify health issues in the community. During the year, the institute has adopted five villages under its Family Adoption Programme in addition to 14 villages under the Rural Health Training Centre, Sudumbare. In addition to attending to health needs, the importance of

education, employability and environmental problems such as environmental pollution, climate change, soil conservation etc. are addressed through various activities. Azadi ka Amrut Mahostav - Cleanliness Drive and Tree plantation are observed by NSS Unit and various departments throughout the year. School health surveys are conducted to understand common school health problems and referral services. The institute works in association with government health system such as PHC, RH civil hospitals etc. for providing speciality services as well as implementing Rastriya Bal Swasthya Karykram (RBSK) for children aged between 0 to 18 years of age group. Active participation of students, faculty and community makes these activities a success.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://mimer.edu.in/02-pdf/agar2022-23/criteria-3/3.4.1_Detailed_program_report_for_each_extension_and_outreach_program_FFF_21_12_2023.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2022-23/criteria-3/3.4.2_Geotagged_photographs_of_extension_activities.pdf

3.5 - Collaboration

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

51

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	No File Uploaded

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

32

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 runs MBBS, MD/MS course which have been recognised by NMC. It has adequate facilities for interactive teaching - learnings such as ICT enabled Classrooms, Seminar halls, Demonstration rooms, Departmental laboratories, libraries, practical halls, museums.

Institute uses TCS-ion (digital campus with LMS) platform that streamlines the process of administering, delivering, tracking educational content and training programs. The hospital is well equipped with healthcare facilities where students have great exposure to clinical learning. There are ample provisions for conducting conferences, teleconferences, workshops with sufficient facilities like conference hall / MEU (Medical Education Hall) hall with smartboards and audio-visual aids. Sushrut hall is air-conditioned with seating arrangement for 150 people. This has got live relay facility from Operation theatre for direct telecast of live surgery. Institute is proud to conduct Cadaveric workshop every year by National and International faculty.

"FOCUS" Clinical Skill and Simulation centre is a well-equipped central skill lab where clinical drills / subject-wise workshops are conducted for students and staff. Rural health training centre (RHTC), Urban health training centre (UHTC) provide best learning facility in community for students. Mahatma Gandhi Central Library is fully automated with astounding facilities like reading halls separate for UG/PG/Faculty and a Digital Lab. A well equipped digitalized CAP centre, SPSS Lab and R&D cell is also available. The entire campus is Wi-Fi enabled thus making teaching-learning is a continuous process.

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/agar2022-23/criteria-4/4.1.1List_of_Teaching_Learning.pdf
Geo tagged photographs	https://mimer.edu.in/02-pdf/agar2022-23/criteria-4/4.1.1_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

Institute encourages students for optimum usage of sports hours in curriculum as per NMC norms. Campus of the institution has spacious "G. J. Ghaisas" auditorium located centrally with AV facilities where events like Conference, VAKRATUND - Ganesh festival take place. "Sushrut" an air-conditioned hall is with seating arrangement for 150. It caters for guest lectures, interactive sessions, and special day's celebration. There are excellent facilities for Indoor/ Outdoor sports 24X7 for recreation. Students are encouraged for participation in various intercollegiate sports events by providing equipments and finances. National sports day is celebrated every year. Hostels are well equipped with Gymnasium, available 24X7 catering to physical health. Keeping in mind holistic approach, a special Yoga instructor conducts Yoga sessions daily. A detailed program with practical sessions on Yoga is conducted for students. International Yoga day celebration is a ritual. Open stage & lawn with musical instruments for mega gatherings/band nights is available. Annual events like PLEXUS, bring forth the hidden talents of students and faculty viz dance, drama, singing etc. "Dr. A. P. J. Abdul Kalam Vachan Katta" provides recreational reading and newspapers. Newly built temple serves as place for religious and spiritual activities including prayer, meditation and worship.

File Description	Documents
List of available sports and cultural facilities	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-4/4.1.2_list_of_available_sport_facility.pdf
Geo tagged photographs	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-4/4.1.2_Photos.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2022-23/criteria8/4.1.2_any_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)

Separate hostels are available for UG and PG students. New hostel has been built for UG students, separate girls and boys. Campus has a well-maintained lawns lush greenery, herbal garden, toxicology garden. Roof top solar panels, restricted plastic use, Biomedical waste disposal plant, sewage treatment plant, composting facility and rain water harvesting are the other eco-friendly measures taken up by the institute. There is generator for power back-up and fire fighting system is in place. Proper signages in both English and local languages are in place to guide the visitors, patients and their relatives in the premises. Adequate and designated parking area have been ear marked for two and four wheelers of faculty, students, visitors and patients. Divyangjan, the specially abled people are provided with ramp facility in the college, hospital and hostel buildings. Wheel chair facilities, washrooms and lift facilities are also available for specially abled people in the campus. Two canteens are available in campus, one for students and staff and another for patients. Pharmacy is available 24x7. ATM Facility is available in the campus for convenience of patients, staff and students.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://mimer.edu.in//02-pdf/agar2022-23/criteria-4/4.1.3-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

1028.73

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

The Institute is NMC recognized medical college for 150 undergraduate & 41 postgraduate seats per year in various subjects.

Dr. Bhausaheb Sardesai Talegaon Rural Hospital is 800 bedded tertiary care teaching hospital with adequate equipment, clinical teaching-learning and laboratory facilities as per MUHS & NMC requirements.

4 Nipro SURDIAL Plus dialysis machines have been added to dialysis unit. In addition 8 invasive ventilators, Hamilton C-1 Compact Design Fully functional Intensive care ventilator for neonatal use, Macquet Servo -I Infant ventilator for neonate Pediatric use with touch screen display with intuitive menu ventilation mode, HD 10 mm 0 Degree Autoclavable laparoscope, HD 5mm 30 Degree Autoclavable laparoscope, 4mm 30 degree Hysteroscope, Topcon Auto kerato refractometer KR 800 have been purchased. In ENT speciality, state-of-art instrument like Optofine make ENT Surgical microscope Model Bliss LED have been added for patient care. These equipments are in addition to the mandated equipments by the regulatory body.

Clinical skills and simulation center "FOCUS" has many mannequins including IV canulation, Catheterization, intubation, Trauma management etc.

The departmental museums are replete with specimens, models, charts and photographs to facilitate teaching-learning process. Well-equipped laboratory facilities are available in different departments. Clinical rooms, demonstration rooms are available in clinical departments. Seminar rooms are also available for clinical teaching and learning for benefits of students.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://mimer.edu.in/02-pdf/agar2022-23/criteria-4/4.2.1-geotagged-photos.pdf
The list of facilities available for patient care, teaching-learning and research	https://mimer.edu.in/02-pdf/agar2022-23/criteria-4/4.2.1 The list of facilities available for patient care teaching learning and research.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2022-23/criteria-4/4.2.1 Any other relevant information-Letters.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

426544

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

795

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 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	A. All of the Above
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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

The Central Library at MAEER MIT Pune's Maharashtra Institute of Medical Education and Research Medical College has embarked on an exciting journey of automation and it has revolutionized the way knowledge is accessed and managed. Here are some key highlights of this transformation:

Efficient Management: Through the implementation of the Integrated Library Management System (ILMS) called Koha. The library staff can now efficiently manage a wide range of tasks using a dedicated interface at <https://mitmimer-staff.tiss.co.in/>.

User-Friendly Access: Library patrons can conveniently access resources through the Online Public Access Catalogue (OPAC) interface at <https://mitmimer-opac.tiss.co.in/>. This user-friendly platform enables users to search for materials using simple keywords like titles, authors, or call numbers etc.

Streamlined Tracking: Koha assigns unique identifiers and barcodes to books, optimizing tracking and management, making it easier to locate and manage resources.

Insightful Reporting: The system generates insightful summary and subject-wise reports, providing users with valuable insights into the library collection.

Expert Migration: The migration from the previous software, e-Granthalayawas expertly handled by Softech Solutions and Services and Total IT Solutions Pvt Ltd, ensuring a smooth transition.

Digital Evolution: The Central Library has embraced digital evolution by incorporating a dynamic digital display to introduce updated Elsevier databases and provide timely

information on new journals to all departments.

Enriched Learning Environment: The integration of scholarly tools on the Library portal solidifies the institutions commitment to providing an enriched learning environment for

students, faculty, and researchers.

File Description	Documents
Geo tagged photographs of library facilities	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-4/Library-photos.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-4/4.3.1Any other relevant information.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

Library serves as a resource center and aims to develop a comprehensive collection of books and journals useful for students and faculty of the college and provides an efficient dissemination of knowledge. A huge variety of domain specific books, journals/periodicals, newspapers, compact disks, videos, DVDs, e-books, data bases, and other online formats are available in the Mahatma Gandhi Library.

Total number of books - 15302 and 64 print journals are available.

Textbook -7369

Reference Books -2071

Donated Books-5002

In addition online journals from various resources like

Global periodicals- 578

Clinical Key -835

Delnet -2435 are also available.

Reference Books: recently edited textbooks and international books are available as reference books. The library regularly adds recently revised, edited and newly arrived books for all specializations from National and International publishers like Elsevier, Springer, Jaypee, CBS, etc. Yearly demand is raised by various departments for procurement of books and journals.

Rare books- To encourage students to read beyond the requirements of the curriculum there is rare book collection which includes a wide range of topics outside of medical science, including philosophy, yoga, literature, management, culture, histories, etc.

Mahatma Gandhi Central Library also intends to incorporate the latest technology and adopt user friendly approach towards students and faculty and external readers. Monographs, pictures, reports manuals are also searchable through NDLI portal. arXiv, bioRxiv etc helps our library user to get archival materials through our library portal

(<https://mitmimer.tiss.co.in/index.php/research-guide/access>).

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://mimer.edu.in/02-pdf/agar2022-23/criteria-4/4.3.2_List_of_books_journal_manuscript.pdf
Geotagged photographs of library ambience	https://mimer.edu.in/02-pdf/agar2022-23/criteria-4/Library-photos.pdf
Any other relevant information	https://mimer.edu.in///02-pdf/agar2022-23/criteria-2/4.3.2 Any Other Relevant Bills.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)

75.94

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

Each year, the Mahatma Gandhi Central Library hosts library induction sessions for newly admitted UG and PG students. Every year at the start of the session of library visit , a search strategy is presented With the intention of discovering better library resources. A book classification system, periodicals, library facilities and other library resources are demonstrated in these library visits.

In order to keep the library organized, a conversation concerning rules and regulations as well as which visiting ethics are initiated during this time. Use of entry with RFID card in the

library is also demonstrated and guidance regarding issue of new books is also given.

A discussion session about how to use electronic resources effectively had been introduced for faculties and post graduate students. How to find the desired information from the various databases is also presented during such session for optimum utilisation of facilities.

Visit to the various sections of library i.e. Journal section, Stack section, reading rooms, Digital Library, photo copy section, etc is also carried out with intention of informing them about available medical databases, recent editions and available journals through online portals.

File Description	Documents
Details of library usage by teachers and students	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-4/4.3.5-Details-of-library-usage-by-teachers-and-students.pdf
Details of library usage by teachers and students	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-4/Library%20tripod%20IN%20OUT%20data.xlsx
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-4/4.3.5 Any other relevant information.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 institute is 100% Wi-Fi enabled and is constantly updated and maintained with the regular upgradation and maintenance practices laid down by maintenance team . upgradation of Firewall from Fortinet Fortigate-100D to Fortinet Fortigate-100F was done with license for 3 years. Firewall upgradation is helpful in enhanced security, Improved Threat Detection, Advanced Threat Intelligence and Zero-Day Vulnerability Protection. It also helps in Faster Internet Speeds.

To keep the latest development in the field of evaluation process of answer sheets mandated by MUHS university, 22 new Computers are purchased for Digital Evaluation of paper. This has helped us in setting digitalised CAP Center.

For more efficient use of Interactive 86" smart screen (which were installed in lecture halls), training of faculty and staff was carried out with practical demonstration and hands on. Projector for Microbiology department was also purchased during this AQAR period.

Aadhar based biometric machines were installed as per NMC rules at two places, one in college building and the other in hospital building for convenience of staff.

Institutional LMS (learning management system) is gradually introduced with most of the functions now performed on TCS

ion which has streamlined the process of administering, delivering, and tracking educational content and training programs.

Teaching-learning has totally been revamped with addition of three new smartboards to existing five.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://mimer.edu.in/02-pdf/agar2022-23/criteria-4/4.4.2 Documents related to updation of IT and Wi-Fi facilities link.pdf
Any other relevant information	Nil

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:

A. ?1GBPS

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)

2040.11

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.

The maintenance of the campus infrastructure is an important component of the overall development of the institution.

Maintenance committee consist of faculty representative, members from maintenance, civil, electric, and administrative department. It is responsible for timely maintenance of physical infrastructure, laboratories, library, equipments, and sports facility. Development of organization system for maintenance, annual maintenance contracts, upscaling, replacing, and making the existing infrastructure functional all the time, installation and condemnation of unserviceable articles are the important aspects of campus infrastructure maintenance and are carried out by maintenance committee. There are established systems and procedures for maintaining and utilizing physical, academic and support facilities.

The maintenance of computer, Internet Wi-Fi networking, installation of software and maintenance and upgradation of hardware is done by college system engineers and is supervised by IT department. Hospital staff is regularly updated about newly installed softwares and trained to use it efficiently.

The maintenance of hospital equipments is done by biomedical engineer as per manufacturers' recommendations. Timely AMC and CMC of equipments is done and records are maintained by biomedical engineer. Electrical department looks after day to day support including maintenance of Rooftop Solar, UPS & DG backup system for

uninterrupted power supply.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-4/4.5.2 Minutes of the meetings of the Maintenance Committee.pdf
Log book or other records regarding maintenance works	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-4/4.5.2-Logbook-records-regarding-maintenance-works%202022-23.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-4/4.5.2 Any other relevant information.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

450

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	View File
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
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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

627

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 of MAEER MIT Pune's M.I.M.E.R. Medical College and Dr. Bhausaheb Sardesai Hospital, Talegaon Dabhade coordinates and facilitates all international student initiatives, activities and its documentation for the institutional and foreign students. The cell comprises of the following, Chairman- Principal, Co- chairman- Senior faculty and Clerk from Student Section.

International Student Cell Committee provides utmost support to International students during their period of training in the institution. It helps to develop cordial student-student and student teacher relationship. The committee ensures support and integration of international students in various events of the institution.

The Cell also works in collaboration with alumni association. Alumni who have benefitted by the activity of this cell and are presently settled abroad guide our students for examinations like USMLE, PLAB and TOEFL by interacting with them through video conferencing and live guest lectures.

During one year of compulsory Internship some students opt for short term externship for 4 to 12 weeks and/or fellowships program. The Cell helps them by providing credentials. All students who are interested to pursue their career abroad are mentored and guided by the members of the Cell.

File Description	Documents
For international student cell	https://mimer.edu.in/02-pdf/agar2022-23/criteria5/5.1.4_For_international_student_cell.pdf
Any other relevant information	Nil

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/agar2022-23/criteria5/5.1.5 Circularweb link committee report justifying the objective of the metric.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.

116

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

133

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

69

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

26

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

Student Council of the institute is formed in accordance with MUHS

regulations, operates under prescribed guidelines. It is headed by the Principal as Chairman and Dr. Sushma Sharma as Teacher-in-Charge. The council orchestrated a spectrum of activities during the academic year 2022-23. Initiatives included an Indoctrination program and Anti-Ragging Awareness Week for first-year students. Cultural celebrations like Vakratund (Ganesh festival) and Plexus (annual festival) were noteworthy. Commemorative events marked occasions such as Guru Poornima, Buddha Poornima, Children's Day, Guru Nanak Jayanti, Christmas, Swami Vivekananda Jayanti, Shiv Jayanti, Mahavir Jayanti, Babasaheb Ambedkar Jayanthi, and Mahatma Phule Jayanti to name a few. The council also coordinated Adieu, Farewell function for the outgoing batch. Furthermore, they actively facilitated student participation in sports, competitions, and research opportunities. The student council also encourages and helps to organize activities under various student clubs like Melange-The Cultural club, The Sports Club, Ingenium-The Academic Club etc. Language and Communication skills activities under Samvaad- Capability Enhancement Schemes are also a part of activities supported by the Council. The annual release of "GreyMatter" the student magazine, serves as a creative outlet, acting as a vital link between administration and students. The council plays a crucial role in fostering vibrant and engaged academic community.

File Description	Documents
Reports on the student council activities	https://mimer.edu.in/02-pdf/agar2022-23/criteria5/Student_Council_Report_23_Corrected.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2022-23/criteria-7/5.2.3_Any_other_relevant_information.pdf

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

95

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 activities 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

'MITIANS Medicos, MIMER Medical College, Talegaon Dabhade' the Alumni association has been formed under the aegis of the apex body 'MAEER'S MITians. 957 Alumni have registered till date. The Alumni association of MIMER Medical College aims towards providing continuous support to the students and alumni of our Institute. As a part of regular meetings, 2 meetings were held in month of January and July by Alumni Association this year.

27 academic /non-academic books were donated by alumni this year. The association members also contributed significant financial donation to the college. Apart from this, our USMLE and PLAB pursuing alumni regularly guide our UG and PG students. Dr. Aparna Birajdar and Dr. S. Krishnakumar were invited as Guest Speakers this year by Pulmonary TB and OBGY departments.

Every year, the new UG batch of 1st MBBS is guided by our alumni. Dr Aditi Deshmukh Senior Alumnus from 1997 batch had an interaction with the New admission batch of MBBS (2022-23) students in January 2023 during the Principal's address and shared her experiences as a student.

2 of our alumni, joined as faculty in the department of Microbiology and Biochemistry this year.

"Reminiscence- Down the memory lane", a yearly alumni meet is planned in Dec-2023

File Description	Documents
Registration of Alumni association	https://mimer.edu.in/02-pdf/agar2022-23/criteria5/5.4.1_Registration_of_Alumni_association.pdf
Details of Alumni Association activities	https://mimer.edu.in/02-pdf/agar2022-23/criteria5/5.4.1_Details_of_Alumni_Association_activities.pdf
Frequency of meetings of Alumni Association with minutes	https://mimer.edu.in/02-pdf/agar2022-23/criteria5/5.4.1_alumni_MOM_with_frequency.pdf
Quantum of financial contribution	https://mimer.edu.in/02-pdf/agar2022-23/criteria5/5.4.1_Quantum_of_financial_contribution.pdf
Audited statement of accounts of the Alumni Association	https://mimer.edu.in/02-pdf/agar2022-23/criteria5/5.4.1_Audited_statement_of_accounts_of_the_Alumni_Association.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
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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.

The institute is a private self financed medical college under MAEER trust, Pune. The Vision and 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. The institute provides academically vibrant environment, innovative practices inculcating Social, Moral and Spiritual Values in the Medical Professionals. Institute has ICT enabled classrooms, laboratories, dissection halls, museums, automated Mahatma Gandhi Central Library, Central Skills Lab and Central Research laboratory. An 800 bedded hospital with speciality and super speciality services ensures clinical exposure to undergraduate and postgraduate students. Teaching schedules are well planned. Curriculum Committee monitors academic activities. To acquaint the faculty to the emerging trends in medical education, Medical Education Unit conducts regular workshops. R & D cell fosters a research culture among students. Students participate in quizzes, symposia, workshops, conferences, academic and health days' celebrations. Value based medical education is a distinctive feature of the institute. Hospital provides both in and outpatient services to community around Maval block. Health services are also rendered to the community through outreach activities, adoption of villages and various schemes viz MJPJAY/PMJAY/MMJAY/MBSY/MSGY/ESI/BPL/IPF and tie-ups with NGOs and companies.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.1.1_Vision_&_Mission_21_12_2023.pdf
Achievements which led to Institutional excellence	https://mimer.edu.in//02-pdf/agar2022-23/criteria-6/6.1.1_Institutional_Excellence.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/agar2022-23/criteria-6/6.1.1/Final_Superspeciality_Clinics.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

Executive Directors of the trust look after the overall planning, development and governance of institute. System of decentralization and participative management is followed in the institute. Principal is overall in charge of academic and administrative in-charge of institution, all HODs have the freedom for planning and implementation of academic and clinical activities in their respective departments. Inputs are taken from faculty, students, parents and alumni. Each faculty of the department has designated responsibilities. Heads of all Departments and Heads of Units are the members of College Council. Meetings of the College Council are held regularly every month. All topics related to academics, hospital administration, organization of various events are discussed in these meetings. The Medical Superintendent looks after day-to-day administration of hospital. He is assisted by Mukadam and matron with their staff. Each ward of the hospital has a ward in charge sister 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/agar2022-23/criteria-6/6.1.2-Relevant-Information.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/agar2022-23/criteria-6/6.1.2-Any-Other-Relevant-Information.pdf

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 of the Institute looks after academic, administrative and day to day working of college and hospital. Heads of all the departments and medical superintendent of the hospital work under administrative control of principal. Heads of the departments look after academics and over all administration of their respective departments. They ensure smooth functioning of all activities in the department and keep a liaison with other departments of the Institute. As a part of participative management, the Institution has formed over 30 Statutory and Non-statutory committees for effective and hassle-free functioning of institutional activities. Faculty, personnel from administrative departments, students, parents are also the members of these committees. Responsibilities of institutional activities 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 meet regularly and ensure the effective implementation of strategic plan. The College Council is the overall governing body of the institute. All research related activities of the institute are approved by and monitored by the Institutional Ethics Committee. The Curriculum Committees (UG and PG) ensures effective curriculum planning, delivery and evaluation as per prescribed norms. Medical Education Unit (MEU) promotes upgradation and enhancement of teaching learning skills of faculty.

File Description	Documents
Organisational structure	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-6/6.2.1-Organogram.pdf
Strategic Plan document(s)	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-6/6.2.1-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/aqar2022-23/criteria-6/6.2.1-College-Council-and-LMC.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-6/6.2.1_Any_other_relevant_information.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
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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 implemented a comprehensive welfare policy for both teaching and non-teaching staff, exemplifying a commitment to employee well-being. Key provisions encompass:

Health Facilities: Staff members receive subsidized healthcare, with non-teaching staff (Class IV) and their families eligible for annual allowances of up to Rs. 50,000 for hospital treatments. Regular screening programs, like BMD and Uric acid screening are conducted.

Loan Facility: The institute assists staff seeking personal loans by providing necessary documents for loan processing by the banks.
Fee Concession: Children of employees studying in the institute and in institutions under the trust benefit from fee concessions.

Prevention of Workplace Violence: A safe & secure work environment is maintained through round-the-clock security and CCTV surveillance, with a dedicated Staff Grievance Committee addressing workplace-related issues.

Training Programs and Research: Regular training sessions enhance the knowledge and skills of teaching and non-teaching staff, with sponsorship opportunities for higher institution training. The R&D cell actively support faculty in research endeavors.

Additional measures include provision of staff uniforms, staff quarters, a canteen, a creche, appreciation certificates, yoga and meditation facilities, leave policies, Employee Provident Fund, gratuity, and indemnity. The Institute's holistic approach ensures comprehensive staff welfare.

File Description	Documents
Policy document on the welfare measures	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.3.1-staff-welfare-policy.pdf
List of beneficiaries of welfare measures	https://mimer.edu.in//02-pdf/agar2022-23/criteria-6/6.3.1_List_of_beneficiaries_welfare_measures.pdf
Any other relevant document	https://mimer.edu.in//02-pdf/agar2022-23/criteria-6/6.3.1_Any_other_relevant_Information_Leave_rules.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

252

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.,)

45

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.)

211

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

Performance appraisal of both teaching & non-teaching staff is carried out on yearly basis. It is conducted for the period of August to July each year. Separate Self Appraisal Forms have been developed for teaching and non-teaching 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 followed by remarks by the HOD and Principal. Appraisal form of non-teaching staff is in local Marathi language for better understanding and communication. It includes personal information, general intelligence, technical abilities, administrative skills, computer knowledge. After self-rating by the staff, the form is then submitted to respective HODs. The appraisal forms with HOD's rating 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 and then accepts and finalizes the appraisal report.

File Description	Documents
Performance Appraisal System	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.3.5-Perfomance-Appraisal-System.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.3.5-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 primary revenue sources for the Institute encompass student tuition fees, hostel charges, examination fees, and income generated from hospital services, laboratory facilities, and pharmacy operations. Additionally, the Institute receives research grants from both governmental and non-governmental entities. Alumni contributions further contribute to the financial support during this period. Funds are allocated for specific heads to regulate expenditures in each fiscal year. Expenditures are broadly categorized into recurring and non-recurring, covering aspects such as staff salaries, research and hospital costs, infrastructure development and maintenance, and welfare schemes for recurring expenses. Non-recurring expenses involve investments in assets like laboratory equipment, building construction, and other amenities. Each year, department-specific requirements for equipment, journals, and books are compiled by the Institute's accountant, who formulates a budget submitted to the trust office for approval. Stringent procedures govern expenditure processes, with all equipment purchases accompanied by annual maintenance contracts. Monthly reviews of expenditures ensure financial prudence. The Institute's office bearers and Head diligently oversee the timely availability and optimal utilization of funds.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.4.1-policy-document-for-fund-and-resource-mobilization.pdf
Procedures for optimal resource utilization	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.4.1-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. Bhausaheb Sardesai Talegaon Rural Hospital was established under the umbrella of MAEER Trust in the year 1995. MAEER Established in 1983, is registered under the Maharashtra Public Trust and Society Act. In adherence to statutory regulations, a statutory auditor is annually appointed and sanctioned by the trust to conduct audits for all institutions under MAEER. The Board of Trustees duly approves the balance sheet and audit reports, which are subsequently submitted to relevant authorities, such as the Joint Charity Commissioner in Pune. Internal audits for each institution within the trust are conducted by appointed auditors, with thorough responses provided to any audit queries raised. Meticulous maintenance of pertinent records is undertaken. The Chief Accounts and Finance Officer (CAFO) serves as the overarching coordinator for both internal and external auditors. The CAFO assumes the responsibility of implementing suggestions, if any, put forth by auditors and trustees to enhance or rectify the trust's financial practices. Periodic quarterly audits are reviewed by the trust's secretary to ensure ongoing financial oversight. The institute has been awarded A+ rating by Investment information and Credit rating agency (ICRA) successively.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-6/Audit-report-FY-2022-23.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2022-23/criteria-6/6.4.2-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)
0	35.74

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

The institution has established an Internal Quality Assurance Committee to refine the internal quality assurance mechanism, aligning with the guidelines set forth by the National Assessment

and Accreditation Council.

The Committee under the stewardship of the institution's head, as its chairman, comprises faculty from diverse departments, senior administrative personnel, representatives from student and parent bodies, and nominee from the Local Society and Alumni. Thus the committee embodies a comprehensive and inclusive approach to quality assurance.

The IQAC activities focusses on three key domains of quality: INITIATIVES, SUSTENANCE, and ENHANCEMENT.

INITIATIVES encompass ISO 9001: 2015 certification, LaQshya-Manyata certification for compliance with LaQshya-Manyata/ FOGSI quality standards ensuring safe delivery, Participation in G20W20 activities in collaboration with parent trust, Registration of Ethics committee relating to clinical trail with CDSCO, Infrastructure augmentation for digital evaluation as per MUHS guidelines, Enrollment as Summer Internship Programme (SIP) center in Nutrition, Research Methodology and Biostatistics under MUHS.

SUSTENANCE includes regular conduction of internal AAA and Improvements as per the recommendations.

Ongoing ENHANCEMENT involves Innovative teaching methods, Increase in research collaboration, Publications and pursuit of patents and copyrights, Emphasizing the institution's commitment to academic excellence and holistic development. Continuous participation in QUALITY AUDITS like NABL accredited Virus Research Diagnostic Laboratory, EQAS in Diagnostic and Laboratory Services and Energy, Electric, Fire & Green Audit.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.5.1-IQAC-structure-and-machanism.pdf
Minutes of the IQAC meetings	https://mimer.edu.in/02-pdf/agar2022-23/criteria-6/6.5.1-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 collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

A. All of the Above

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/aqar2122.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

14

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

The institution remains steadfast in its commitment to fostering an inclusive and safe environment. During the internship orientation program, functioning of the Women Grievance Committee and different provisions in the law pertaining to work place were discussed. Activities to address the issues of adolescents was undertaken in the community. As a part of UNiTE campaign, every year activities are conducted to prevent and eliminate violence against women and girls. A self defence session was arranged for the girl students. Other activities include guest lectures on topics dealing with mental and emotional health in perimenopausal women, programs to sensitize the students about the role of health care workers as effective bystanders to say NO to violence against women and health camps by NSS Unit to tackle issues of obesity and promote self breast examination. An activity to educate post natal mothers regarding nutrition and health was conducted. Separate hostels for boys and girls, stringent hostel rules regarding timing and overnight absence, round-the-clock security, with CCTV coverage in sensitive areas, counselling rooms, day care centers, and feeding rooms are some of the facilities for female students and staff. The institute has established its own Women's Grievance Redressal Committee, aligning with the VISHAKHA guidelines.

File Description	Documents
Annual gender sensitization action plan	https://mimer.edu.in//02-pdf/agar2022-23/criteria-7/1.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/agar2022-23/criteria-7/7.1.2-Specific-facilities-provided-for-WOMEN-IN-INSTITUTE.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/agar2022-23/criteria-7/7.1.2-Any-other-relevant-information.pdf

7.1.3 - The Institution has facilities for alternate sources of energy and energy conservation devices 1 Solar energy Wheeling

A. All of the Above

**to the Grid Sensor based energy conservation
Biogas plant Use of LED bulbs/ power
efficient equipment**

File Description	Documents
Geotagged Photos	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-7/7.1.3-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

The institute is equipped with comprehensive facilities for the effective management of various types of degradable and non-degradable waste. At the point of collection, these wastes undergo segregation and are disposed of in accordance with established guidelines. Different color-coded bags and bins are utilized for waste collection.

To manage solid waste, the institute has dedicated treatment pits, a compost center, and a shredder unit. Food, solid, and general waste are treated with chemicals and composted to produce manure. This manure is used for gardening purposes on the campus.

The liquid waste generated in the hospital, college, hostels, and staff quarters is processed in a dedicated unit. The institute has a liquid waste management plant with a capacity of 300 m³/day through a Sewage Treatment Plant (STP) installed on the premises. Liquid biomedical waste undergoes treatment at the Effluent Treatment Plant. The treated water is used for irrigation in gardens.

For biomedical waste management, the institute has entered into a Memorandum of Understanding (MOU) with 'LIFE SECURE ENTERPRISES,' a government-approved agency. Biomedical waste and hazardous chemicals from the hospital and medical college are handled

following the standard protocol outlined by the Maharashtra Pollution Control Board

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

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-7/7.1.4-Relevant-documents-like-agreementsMoUs.pdf
Geotagged photographs of the facilities	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-7/7.1.4-2-Geotagged-photographs-of-the-facilities.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/aqar2022-23/criteria-7/LINK 3 BMD Meeting WITH INDEX 2023.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/aqar2022-23/criteria-7/7.1.5-Geotagged-photos-videos-of-the-facilities.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/aqar2022-23/criteria-7/7.1.6-geotagged-photos.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

<p>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</p>	<p>A. All of the Above</p>
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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).

M.I.M.E.R. Medical College & Dr. BSTR Hospital is a medical institution promoting peace, harmony and inclusiveness based on the philosophy of 'Vasudhaiv Kutumbakam'.

The institute celebrates various religious and cultural festivals, birth anniversaries of national figures and people who devoted their life for sociocultural upgradation. Students and staff are educated and encouraged to serve community irrespective of socioeconomic, cultural, religious, caste and gender differences through different community oriented camps, educational talks and trainings.

The national days are celebrated to promote patriotic fervour and underline importance of unity. Along with this, the days like national language day and Marathi bhasha din help students understand and include people of diverse regional backgrounds.

The different national & international health days are celebrated with activities like health awareness programs for the general public, people with disabilities, underprivileged sectors of society as well as for health care workers.

The supportive and inclusive spirit is enhanced in students by encouraging their participation in cultural and sports activities at various levels.

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/aqar2022-23/criteria-7/7.1.8-Institutional-Inclusiveness-activities.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/code-of-conduct/
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

The institute celebrates national and international commemorative days, events, and festivals with ardent enthusiasm.

On the 15th of August each year, the institute joyously celebrates Independence Day. The Flag hoisting ceremony is a special highlight, with the academic topper of the final year university exams given the honor of hoisting the National Flag.

Republic Day on the 26th of January is another notable occasion for the college. A senior faculty member delivers a talk on a topic related to the country's integrity and unity. On this day, the institute recognizes the outstanding contribution of staff members and awards them certificates as a token of appreciation.

Since its inception, the institute annually celebrates the Ganesh Festival (Vakratunda) with devotion and religious fervour. This celebration holds special significance as it symbolizes unity in Maharashtra. Other festivals like Christmas, Guru Nanak Jayanti, Budha Jayanti, Eid etc are celebrated promoting a feeling of brotherhood and togetherness.

The institute observes various national and international days of

importance. On these occasions, the institute and its associated departments organize events, street plays, health talks, and social awareness programs within the 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

In pursuit of understanding and addressing the health needs of the community, the Institute has implemented a comprehensive Community Health Care and Outreach Program. The following activities have been undertaken to efficiently and affordably deliver targeted services:

1. **Multidisciplinary Health Camps:**
 - Conducted health camps for the community.
 - Benefitted a total of 9803 patients.
2. **Commemorative Day Celebrations:**
 - Celebrated National and International commemorative days through camps and awareness programs.
 - Emphasized the significance of these days in promoting health and well-being.
3. **NSS Wing Community Awareness Activities:**
 - Engaged the NSS wing in conducting community awareness activities.
 - Raised awareness on health-related issues and preventive measures.
4. **Regular Diagnostic and Treatment Camps:**
 - Organized diagnostic and treatment camps on a regular basis.
 - Accompanied by awareness talks to educate the community on various health aspects.
5. **Referral Services to Medical College Hospital:**
 - Identified patients requiring advanced medical attention.
 - Referred them to the medical college hospital for specialized care.
6. **Free Treatment and Diagnostic Services:**
 - Ensured that referred patients received free treatment and diagnostic services.
 - Alleviated financial barriers to accessing necessary healthcare.

Through these initiatives, the Institute aims to bridge gaps in

healthcare access, promote health awareness, and contribute to the overall well-being of the community.

File Description	Documents
Best practices page in the Institutional website	https://mimer.edu.in/best-practices/
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

MAEER, the parent trust is steadfast in its commitment to global peace, harmony, and value-based education. Aligned with this vision, the institution has emerged as a leader in the realm of value-based medical education and healthcare.

The Founder President and Managing Trustee of MAEER have held the UNESCO Chair for Human Rights, Peace, and Democracy since 1998, reflecting a long-standing dedication to these principles. The institute's guiding philosophy is encapsulated in its logo, symbolizing "SWASTHYA-SEVA-SUSHIKSHANAM" or "HEALTH FOR ALL-SELFELESS SERVICE-QUALITY EDUCATION."

Pioneering the integration of ethics and values into medical education, the institute conducts Bio-Ethics training programs, with the current implementation of AETCOM in the syllabus. Daily recitals of the World Peace Prayer and Pasayadan contribute to fostering a sense of world peace and spirituality.

Value-based activities, including "Life Skill," "Yoga," and "Meditation" training, play a crucial role in instilling values, balanced perspectives, and positive psychology among students. The institution celebrates significant days such as Constitution Day, Matrubhasha Diwas, Rashtriya Ekatmata Diwas, and Cultural Day, fostering a sense of pride among students for their culture, society, and nation.

Activity and theme-based commemorations related to health, the Village Adoption Programme, and NSS activities actively groom social values among students. World Bioethics Day is an annual celebration with various activities centered around the theme.

In essence, the institution stands as a beacon for values, ethics, and holistic education, fostering a profound sense of responsibility and pride among its students.

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	97.73-41.66	91.66	11.55

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 provides patients with the most up-to-date, safe, efficient, equitable, and patient-centered care. The hospital is the area's largest tertiary care facility providing highest

standard of care. The diagnosis, treatment, and prevention of all diseases are taught to students as per protocols. Role plays, clinical postings, bedside clinics, seminars, didactic lectures, and practical demonstrations are all used to accomplish this. Teaching to accomplish the same goal also includes basic life support trainings, fire safety mock drills, antimicrobials policy, post-exposure prophylaxis, prevention of needle stick injuries, safe blood transfusion workshops, hand washing, and antibiotic stewardship programs. The students are shown record keeping of Central Sterile Supplies Department and OT fumigation. Measures that reflect safety precautions include having SOPs available at pertinent locations and providing personal protective equipment when working in clinical settings and laboratories. The students are instructed about the SOPs in use regarding quality of care and patient safety procedures in the hospital during the practical sessions and clinical postings. Training sessions for interns, undergraduates, postgraduates, and nursing students are regularly held by the Hospital Infection Control Committee, which actively participates in infection control.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://mimer.edu.in//02-pdf/aqar2022-23/criteria8/Quality Assurance 2022_2023.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/aqar2022-23/criteria8/8.1.2 Any othe 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)

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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

The institute has implemented a number of objective techniques for formative and summative evaluation of particular clinical competencies as proposed by NMC. Written assessments consist of questions with multiple choice, short answers, modified essays, case scenario-based questions, etc. A few examples of practical assessment methods conducted are skill evaluation, work place-based assessment, viva voice, OSPE/OSCE assessment, DOPS, Mini CEX, One Minute Preceptor, and long and short case presentations. Every department prepares OSPE/OSCE stations, which are updated on a regular basis. Workplace Based Assessment can be evaluated using the Mini CEX, or Mini Clinical Evaluation Exercise, assessment tool.

Undergraduate and Post graduate students have workplace-based assessments using journals and logbooks. Skills lab is available for skill-based assessments. The resulting clinical competency which is based on the cognitive, psychomotor, and affective domains is suitably and frequently evaluated in accordance with MUHS standards.

The institute has implemented clinical competencies for interns to ensure that interns are capable of diagnosing common clinical conditions, making timely decisions, managing all types of emergencies by providing first-rate care, demonstrating clinical skills, developing leadership qualities, and effectively communicating with patients and the community at large.

MEU regularly conducts workshops related to objective methods of assessment for the faculty.

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/aqar2022-23/criteria8/8.1.4-Measures-for-attainment-of-competencies.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://mimer.edu.in//02-pdf/aqar2022-23/criteria8/8.1.4-Geotagged-photographs-of-the-objective-methods-used-like-OSCE-OSPE.pdf
Any other relevant information.	https://mimer.edu.in//02-pdf/aqar2022-23/criteria8/Any other relevant information Aug.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.

Institute has implemented various educational sessions for students on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. The Department of Ophthalmology held contests for essay writing, poster creation, and Rangoli creation to commemorate eye donation this year as well. A cornea-fest and a skit about eye donation were observed, with undergraduates, postgraduate students, and interns participating. In the OPD building, patients were educated about eye donation awareness through audiovisual aids. The organ donation campaign, which included banners, consent forms, rallies, street plays, walk-a-talks, and more, was carried out by the department of community medicine as part of its outreach program to raise awareness of organ donation. "Bioscope" the movie club screened a documentary and a film about organ transplantation for patients and students organized by the department of Anatomy. The Department of Pathology conducted lectures to explain students about the host graft reaction involved in Organ Transplantation. The Department of Pharmacology instructs students on the use of immunosuppressive medication following organ transplantation to avoid organ

rejection. The Department of Surgery provides didactic lectures on organ transplantation indications and surgical principles.

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	https://mimer.edu.in//02-pdf/agar2022-23/criteria8/National State level policies on organ transplantation.pdf
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	https://mimer.edu.in//02-pdf/agar2022-23/criteria8/Report on Teaching Seesion.pdf
Any other relevant information	https://mimer.edu.in//02-pdf/agar2022-23/criteria8/INDEX_8.1.5_Any_Other_Releveant.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 acquire knowledge about the structure and functions of the hospital's immunization clinic, which follows WHO recommendations for childhood vaccinations. To increase the vaccination rate, the departments of community medicine and pediatrics have been collaborating closely. All work days are operational for the Immunization Clinic as stated below:

(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

The immunization clinics at RHTC and UHTC are operational as well. Vaccination records are monitored in accordance with national and WHO protocols. Following are the activities that students and interns assigned to the paediatric department, will be witnessing:

(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

Waitign Room ? Entry, Registration , Anthropometry ? Doctor's Room
For Physical Examination and vaacine ? Payment Counter ? Entry Of
Vaccination &Anthropometry Data on Computer ? Inoculation Room |
(Vaccine Store Room) ? Half Hour Waiting | (Breast Feeding)

Thus, every effort is made to ensure that students and interns to understand the importance of immunization practices and the maintenance of vaccinevials.

File Description	Documents
Report on the functioning of the ImmunizationClinic	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.6_Report_on_the_functioning_of_the_ImmunizationClinic.pdf
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.6_Report_on_Teaching_Seession.pdf
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.6_Quality_maintenance_records_in_compliance_with_WHO_guidelines_during_the_preceding_academic_year.pdf
Any other relevant information.	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.6_Any_other_relevant_information.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).

Various Medical graduate attributes have been developed by the College for the overall grooming of the students and these are implemented and evaluated time to time.

The following are the characteristics of medical graduates as formulated and applied by the Institute:

a) Excellent passing rates and student distinctions are indicators of academic excellence. For attribute assessment, the institute administers logbooks for required rotatory residential internships, formative and summative assessments for the postgraduate and undergraduate students, etc.

b) The 800-bed hospital gives students excellent clinical exposure to improve their clinical problem-solving skills and knowledge. Feedback from peers, teachers, and patients, among other stakeholders, i.e. 360° feedback is used to evaluate them.

c) The quality and quantity of research projects our students undertake and successfully finish demonstrates the research

attributes

d) The education of AETCOM modules and Bioethics unit activities inculcate professional ethics in the students.

e) Academic activities, athletic teams, and cultural events all foster leadership, teamwork, and strong interpersonal skills.

f) Societal obligations through student-led programs like "Mission Zindagi" and the "Family Adoption Program."

g) Celebration of different days, Vakratund, Plexus, and activities run by the World Peace Center MAEER, Pune, India, promote cultural inclusivity

The Mini Clinical Evaluation Exercise scale and the Emotional Intelligence Scale are two examples of the scales and questionnaires used in the system in place to assess the achievement of the same.

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/agar2022-23/criteria8/8.1.7 Any other relevant information.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 goal of MIMER Medical College's Medical Education Unit (MEU), which was established in 1996, is to teach faculty to deliver high-quality medical guidance.

Workshops organized for the faculty: Revised Basic Course, Faculty Sensitization Programme regarding New NMC guidelines of FDP, Workshop on Understanding Study Designs in Bio-Medical Research, Effective Use of Interactive smart screen to enrich Teaching-Learning Experience

Revised basic workshops are held as per the NMC guidelines. The

new NMC guidelines regarding Faculty development programs were conducted to bring awareness in the faculty. Various study designs were explained in great details with examples in the Workshop on Understanding Study Designs in Bio-Medical Research. Use of smart screen for teaching-learning was also well explained in one of the workshops.

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

The MEU makes sure that all faculty members regularly participate in faculty development programs as required by the university. Additionally, MEU encourages all of its faculty members to enroll in basic courses in biomedical research and advanced courses in medical education technology.

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/agar2022-23/criteria8/8.1.8_list_of_cof.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/agar2022-23/criteria8/8.1.8_Final_list_of_faculty_attending_FDP.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.8_Any_other_relevant_information.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.

C. Any 3 of the Above

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	View File
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	147

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.

Basic fundamental principles of forensic medicine are taught to students during their Phase 3 part 1 syllabus of MBBS curriculum. Additionally, they are informed of several enactments such as MTP Act, PCPNDT Act, 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 etc.

Students are made familiar with the various IPC and CrPC

provisions that medical professionals must adhere to. 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. In conjunction with their clinical postings, they receive practical training in handling medico-legal cases. The orientation program at the start of the internship includes training them to issue medical certificates and reports. A variety of government programs, including MJPJAY/PMJAY, insurance, indemnity, and others, are explained to interns and postgraduate students.

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.11_Policy_documents_regarding_relevant_laws_insurance_policies_medical_indemnity_insurance_cover_for_the_clinical_faculty.pdf
List of clinical faculty covered by medical indemnity insurance policy by the Institution	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.11%20List%20of%20clinical%20faculty.pdf
Any other relevant information	https://mimer.edu.in/02-pdf/agar2022-23/criteria8/8.1.11_Any_Other_Document_F.pdf