

DATTA MEGHE INSTITUTE
OF
MEDICAL SCIENCES
(Deemed University)
(Revised in October 2013)

INTERNAL QUALITY
ASSURANCE REPORT
(2016-17)

The Annual Quality Assurance Report (AQAR) of the IQAC

All NAAC accredited institutions will submit an annual self-reviewed progress report to NAAC, through its IQAC. The report is to detail the tangible results achieved in key areas, specifically identified by the institutional IQAC at the beginning of the academic year. The AQAR will detail the results of the perspective plan worked out by the IQAC. (Note: The AQAR period would be the Academic Year. For example, July 1, 2012 to June 30, 2013)

Part – A

AQAR for the year (for example 2013-14)

2016-17

I. Details of the Institution

1.1 Name of the Institution

Datta Meghe Institute of Medical Sciences

1.2 Address Line 1

Sawangi (Meghe), Wardha

Address Line 2

Paloti Road

City/Town

Sawangi (Meghe), Wardha

State

Maharashtra

Pin Code

442004

Institution e-mail address

info@dmims.org

Contact Nos.

(07152-287701, 287702, 287703, 287704,
287705, 287706. Ext.-114

Name of the Head of the Institution:

Dr.DilipGode

Tel. No. with STD Code:

07152-287701, 287702. 287703, 287704,
287705, 287706

Mobile:

9822737919

Name of the IQAC Co-ordinator:

Dr.LalitbushanWaghmare

Mobile:

9765404007

IQAC e-mail address:

info@dmims.org

1.3 NAAC Track ID(For ex. MHCOGN 18879)

MHUNGN10136

OR

1.4 NAAC Executive Committee No. &Date:

(For Example EC/32/A&A/143 dated 3-5-2004.
This EC no.is available in the right corner-bottom
of your institution's Accreditation Certificate)

EC/63/RAR/47 dated March, 23, 2013

1.5 Website address:

www.dmimsu.edu.in

Web-link of the AQAR:

<http://www.dmimsu.edu.in/university-events.php>

For ex. <http://www.ladykeanecollege.edu.in/AQAR2012-13.doc>

1.6 Accreditation Details

Sl.No.	Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1	1 st Cycle	A	-	2007	2012
2	2 nd Cycle	A	3.36	2013	2018
3	3 rd Cycle				
4	4 th Cycle				

1.7 Date of Establishment of IQAC:DD/MM/YYYY

28.06.2007

1.8 Details of the previous year's AQAR submitted to NAAC after the latest Assessment and Accreditation by NAAC ((for example AQAR 2010-11 submitted to NAAC on 12-10-2011)

- i. AQAR 2012-13 on 27.09.2013
- ii. AQAR 2013-14 on 11.11.2014
- iii. AQAR 2014-15 on 31.12.2015
- iv. AQAR 2015-16 on 31.12.2016

1.9 Institutional Status

University State - Central - Deemed Private -

Affiliated College Yes - No -

Constituent College Yes - No -

Autonomous college of UGC Yes No -

Regulatory Agency approved Institution Yes No

(eg. AICTE, BCI, MCI, PCI, NCI)

Type of Institution Co-education Men Women

Urban Rural Tribal

Financial Status Grant-in-aid UGC 2(f) UGC 12B

Grant-in-aid + Self Financing Totally Self-financing

1.10 Type of Faculty/Programme

Arts Science Commerce Law PEI(Phys Edu)

TEI (Edu) Engineering Health Science Management

Others (Specify)

Interdisciplinary

1.11 Name of the Affiliating University (for the Colleges)

1.12 Special status conferred by Central/ State Government-- UGC/CSIR/DST/DBT/ICMR etc

Autonomy by State/Central Govt. / University

University with Potential for Excellence

UGC-CPE

DST Star Scheme

UGC-Special Assistance Programme DST-FIST

UGC-Innovative PG programmes

Any other (*Specify*)

UGC-COP Programmes

1. DST TIFAC Core
2. MCI Nodal Centre
3. CCIM FDP Centre
4. ICMR Toxicological Assistance Centre
5. AYUSH Centre of Excellence Diabetes
6. SIDA Centre of Excellence Evidence Based Nursing
7. Smile Train Centre of Excellence Orthodontics
8. UNESCO – Bioethics
9. Grand Challenge Canada
10. Consortium
11. BTECH Quazi Sir
12. WHO

2.IQACComposition and Activities

2.1No. of Teachers

2.2No. of Administrative/Technical staff

2.3No. of students

2.4No. of Management representatives

2.5No. of Alumni

2. 6No. of any other stakeholder and community representatives

2.7 No. of Employers/ Industrialists

2.8 No. of other External Experts

2.9 Total No. of members

2.10No. of IQAC meetings held

2.11 No. of meetings with various stakeholders:

No.

Faculty

Non-Teaching Staff Students

Alumni

Others

2.12 Has IQAC received any funding from UGC during the year? Yes No

If yes, mention the amount

2.13 Seminars and Conferences (only quality related)

(i) No. of Seminars/Conferences/ Workshops/Symposia organized by the IQAC

Total Nos. International National State Institution Level

(ii) Themes

2.14 Significant Activities and contributions made by IQAC

UNESCO Bioethics Chair
 Anti Plagiarism Policy
 Green Audit
 Gender Audit
 White Paper on conversion of Administrative Academic Audit (AAA) to Administrative Academic Assessment Audit (AAAA)

2.15 Plan of Action by IQAC/Outcome

The plan of action chalked out by the IQAC in the beginning of the year towards quality enhancement and the outcome achieved by the end of the year *

S no	Plan for 2016-17	Target	Current status
1	Syllabi Revision	PG	Complied
2	Teachers with PhD Qualification	40	51
3	Student Computer Ratio	1:40	1:40
4	The number of departments with UGC/SAP/CAS/DST/FIST etc, in university	10-12	8
5	No. of Post Doctoral Fellows/ Research associates working a) Locals b) outsiders	50	59
6	Total On going Research Projects	390	425
7	International Collaborative research Projects	17	23
8	National recognitions for faculty for Teaching/Research/ Consultancy/Extension (Reputed/recognised bodies)	170	195
9	No. of Patents/ Copyrights filed	40	54
10	PHD Registrations per supervisor	2	Complied
11	Revenue generated from consultancy per year	50 lacs	54 lacs
12	Number of MoUs with International recognized bodies	35	43
13	Total number of publications of the university...	524	708
14	Percentage of papers published in journals listed in well known international databases	262	374
15	Number of papers with more than 10 citations	21	29
16	Number of book titles per student (in the central library) excluding book bank	65-85	69

17	Percentage of annual allocation for library spent on purchase of journals (national & international) and other library resources (CDs, Cassettes, etc.)	20%	23%
18	No. of national/international conferences /workshops organised per year	4+1	9+1
19	Student performance in national/international level exams (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL, Civil Services)	20-22%	28%
20	Accreditation/ Assessment	UGC NABH AAA	Complied
21	Outstanding Achievements/ Recognition by faculty/alumni both at national and international level	5	7
22	Outstanding performance of students in sports/cultural activities at national level	5	9
23	Feedback received from different stakeholders on syllabi etc. i) Students ii)Alumni iii)Parents iv)Employers v)peers	All stakeholders	Complied
24	Percentages of recommendations of the stakeholders implemented	75-80%	83%
25	Number of interdisciplinary course combinations introduced during last five years as percentage of total programmes	6	9
26	Percentage of Departments conducting tutorial classes	100%	100%
27	Number of courses, where continuous assessment of student performances is structured into the system	All	Complied
28	Percentage of faculty availing international fellowship for advance studies	11%	23%
29	e-learning resources from National Programmed Teaching Enhanced Learning (NPTEL) Digital library retrieval	E learning from HCE	Complied
30	Percentage of annual budget allocated for augmentation of infrastructure facilities(average of last 3 years)	>15%	Complied
31	Total number of class rooms, seminar halls with LCD/OHP etc.	85-95%	100%
32	Declaration of results within	15 days	15 dyas
33	Percentage of student progression to higher education	85-90%	85%
34	Student Placement percentage average per year		
35	Average pass percentage of students	>90%	> 90% for all flagship courses
36	Average drop-out percentage of students	<2%	Complied
37	Percentage of teachers from other states	>10%	23%
38	Percentage representation of staff (teaching/ nonteaching) in decision making bodies	>20%	78%
39	Donations received for institution of Chairs, endowments, seminars, and lecture series in crores of INR in last 5 years.	40-50 lacs Total 5 Chairs	Complied
40	Contribution of Alumni/parents for development of university in lakhs	2-5 lacs	7 Lacs

41	Percentage of Female Students	> 50%	Complied
42	Programme for professional development of staff per year	7	10
43	Projection of successful innovative practices	5	10
44	National level Cultural competition	1	Conducted
45	ICT Incorporations	ERP Software	Complied

** Attach the Academic Calendar of the year as Annexure 1.*

2.15 Whether the AQAR was placed in statutory body Yes No

Management Syndicate Any other body

Provide the details of the action taken

Actualized Concept Paper of Assessment Component to be added to existing AAA audit to be added as any other matter to be communicated by the Institution – Pro Chancellor Recommendation on Behalf of Board of management

Part – B

Criterion – I

I. Curricular Aspects

1.1 Details about Academic Programmes

Level of the Programme	Number of existing Programmes	Number of programmes added during the year	Number of self-financing programmes	Number of value added / Career Oriented programmes (Earn While Learn)
PhD	34		34	
PG	41		41	
UG	07		07	
PG Diploma	17		17	
Advanced Diploma/ Fellowship	26	09	35	
Diploma	10		10	
Certificate	54		54	54
Others (Super Specialty)	02		02	
Total	191	09	200	

1.2 (i) Flexibility of the Curriculum: CBCS/Core/Elective option / Open options

(ii) Pattern of programmes:

Pattern	Number of programmes
Semester	The courses which are governed by the regulatory councils (MCI/DCI/CCIM/INC) are as per the binding guidelines of the respective council. All courses which are not governed by the regulatory councils (MCI/DCI/CCIM/INC) are under CBCS plan
Trimester	
Annual	

1.3 Feedback from stakeholders* Alumni

Parents

Employers

Students

Others

(On all aspects)

Mode of feedback: Online

Manual

Co-operating schools (for PEI)

- Students-Yes (Curriculum / Infrastructure/T-L-E/Placement/ hospital services/ Extension)
- Alumni-Yes(Curriculum/ Infrastructure/T-L-E/Placement)
- Parents-Yes (infrastructure/ Placement/ T-L-E)
- Employers- Yes(Curriculum/Placement/ Infrastructure)
- Peers-Yes(Curriculum/ T-L-E)
- Patients (hospital services/ Extension)
- Community Leaders(hospital services/ Extension)

- Percentages of recommendations of the stakeholders implemented

- Students : 87%
- Alumni : 81%
- Parents : 73%
- Employers : 62%
- Peers : 86%
- Patients : 97%
- Community Leaders : 62%

1.4 Whether there is any revision/update of regulation or syllabi, if yes, mention their salient aspects.

Yes. The cumulative update is up to 16.8% in the year 2016-17the postgraduate curriculum is revised for the faculty of Medicine and Dentistry. The syllabi revision cycle for UG curricula is at the level of Peer and Alumni Feedback.

1.5 Any new Department/Centre introduced during the year. If yes, give details.

NIL

Criterion – II

2. Teaching, Learning and Evaluation

2.1 Total No. of permanent faculty

Total	Asst. Professors	Associate Professors	Professors	Others
86	149	79	145	--

2.2 No. of permanent faculty with Ph.D.

51

2.3 No. of Faculty Positions Recruited (R) and Vacant(V) during the year

Asst. Professors		Associate Professors		Professors		Others		Total	
R	V	R	V	R	V	R	V	R	V
66	0	32	0	20	0	34	0	152	0

2.4 No. of Guest and Visiting faculty and Temporary faculty

31	7	5
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2.5 Faculty participation in conferences and symposia

No. of Faculty	International level	National level	State level
Attended Seminars/ Workshops	173	149	141
Presented papers	87	116	48
Resource Persons	56	100	66

2.6 Innovative processes adopted by the institution in Teaching and Learning:

Case Based Learning, reflective learning,

2.7 Total No. of actual teaching days during this academic year

282

2.8 Examination/ Evaluation Reforms initiated by the Institution (for example: Open Book Examination, Bar Coding, Double Valuation, Photocopy, Online Multiple Choice Questions)

Evaluation of blue printing of question paper (format as well as content validation)
Structuring theory question paper I to III for PG
Formative Assessment in PG Practical's introduced

2.9 No. of faculty members involved in curriculum restructuring/revision/syllabus development as member of Board of Study/Faculty/Curriculum Development workshop

290	84	35
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2.10 Average percentage of attendance of students

92%

2.11 Course/Programme wise distribution of pass percentage:

Title of the Programme	Total appeared students	Division				
		Distinction %	I %	II %	III %	Pass %
MBBS 1 st yr.	232	11	147	79	-	97.41%
MBBS 2 nd yr.	208	47	151	48	-	95.67%
MBBS 3 rd yr.	195	12	99	91	-	97.43%
MBBS 4 th yr.	168	4	98	62	-	95.23
MD/MS Winter 2016	14	-	-	-	-	78.57%
Diploma Winter 2016	1	-	-	-	-	100%
MD/MS Summer 2017	80	-	-	-	-	86%
Diploma Summer 2017	11	-	-	-	-	100%
BDS 1 st yr.	109	17	82	27	-	100%
BDS 2 nd yr.	104	28	84	12	-	92.30%
BDS 3 rd yr.	111	05	65	43	-	97.29%
BDS 4 th yr.	114	21	77	32	-	95.61%
MDS	35	-	04	29	-	94.28 %
Diploma	04	-	01	02	-	75.00 %
BAMS 1 st yr.	68	7.35	54.41	29.41	Nil	91.17%
BAMS 2 nd yr.	58	8.62	50	36.20	Nil	94.82%
BAMS 3 rd yr.	49	14.28	71.42	14.28	Nil	100%
BAMS 4 th yr.	46	2	32	12	Nil	95.65%
B.Sc.(Nsg) 1st yr.	157	04	62	56	17	88.53%
B.Sc.(Nsg) 2nd yr.	144	0	20	67	43	90.27%
B.Sc.(Nsg) 3rd yr.	104	01	36	37	26	96.15%
B.Sc.(Nsg) 4th yr.	93	0	41	38	13	98.92%
PBBSc.-1st yr.	50	0	17	25	07	98.00%
PBBSc.-2nd yr.	11	02	6	03	0	100%
M.Sc. 1st yr.	09	0	09	0	0	100%
M.Sc. 2nd yr.	15	03	10	02	0	100%
Summer-2016 MPH 2nd SEM	3	-	3	-	-	100 %
Summer-2016 MPH 3rd SEM	1	-	1	-	-	100 %
Summer-2016 MPH 4th SEM	1	-	1	-	-	100 %
Winter-2016 MPH 1st SEM	6	1	5	-	-	100 %
Winter-2016 MPH 3rd SEM	3	-	3	-	-	100 %
Winter-2016 MPH 4th SEM	1	-	1	-	-	100 %
Winter-2016 B.Sc MIT 1 st SEM	20	-	8	7	-	75.00%
Winter-2016 B.Sc MIT 3 rd SEM	19	-	8	5	-	68.42 %
Summer-2017 B.Sc MIT 2 nd Year	1	-	1	-	-	100 %
Summer-2017 B.Sc MIT 3 rd Year	8	-	6	2	-	100%

2.12 How does IQAC Contribute/Monitor/Evaluate the Teaching & Learning processes:

- Regular evaluation of teaching-learning process is done by HOD and HOIs through, academic appraisal program and student feedbacks .The unfolding of these schedules including course / syllabus progress and completion are closely monitored by them. At the end of every month such reports are then submitted in the college councils and quarterly in joint college council. At the university level they are followed in IQAC .Any deviation noted are appropriately dealt. The adherence to such planned teaching learning schedules is almost to the tune 100% in each college.
- Taking cognizance of the variations in the students’ knowledge and skills the IQAC recommends to conducts need based Orientation/ short / remedial courses for all the levels of entrants. This helps in effective mitigation of the diverse needs of the learners, renders necessary cushioning and bridges the palpable gaps between levels of competence, for incoming students.

2.13 Initiatives undertaken towards faculty development

<i>Faculty / Staff Development Programmes</i>	<i>Number of faculty benefitted</i>
Refresher courses	23
UGC - MCI – Faculty Improvement Programme	57
HRD programmes	108
Orientation programmes	137
Faculty exchange programme	31
Staff training conducted by the university	256
Staff training conducted by other institutions	47
Summer / Winter schools, Workshops, etc.	
Others	

2.14 Details of Administrative and Technical staff

Category	Number of Permanent Employees	Number of Vacant Positions	Number of permanent positions filled during the Year	Number of positions filled temporarily
Administrative Staff	356	Nil	Nil	26
Technical Staff	130	Nil	Nil	7

Criterion – III

3. Research, Consultancy and Extension

3.1 Initiatives of the IQAC in Sensitizing/Promoting Research Climate in the institution

- IQAC evaluates research conducted by the University in terms of benefits rendered to the society and academic progress in accordance with the vision and mission of the university by evaluation of impact of research.
- Conduction of workshops on research methodology for faculty, PG students and UG students.
- Upgradation of services rendered through Research guidance clinic for enhancement of research quality.
- Establishment of research circles for interfaculty research.
- Conduction of Colloquia for facilitation and value enhancement of interdisciplinary research
- Identification of the thrust areas of various National research funding agencies like ICMR, DST, AYUSH, & others.
- Identification of research potential and expertise of the departments and individual faculty members. And accordingly allocation of research targets department wise, classified into short term, Midterm, and Long Term research projects, to be monitored by IQAC quarterly.

3.2 Details regarding major projects

	Completed	Ongoing	Sanctioned	Submitted
Number	5	07	07	15
Outlay in Rs. Lakhs	21092482	10400930	1,600000	15,00000

Completed Major Projects					
Project (Major & Minor)	Name of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Major Project	1. Malaria Evolution in South Asia (MESA) (National Institutes of Health (NIH))	2013-2016	University of Washington (National Institutes of Health (NIH))	2310348	2310348
	2. Systematic Public Health Education Research and Empowerment Site (SPHERES)	2015-2017	Harvard School of Public Health Boston (USA)	\$31,137	1,915,290.00
	3. Saving Brains : Scaling early childhood development at Anganwadi Centres in India	2015-2016	Grand Challenges Canada	\$265000	1,32,00000

	4. Rapid Diagnosis of Frail and Sick Newborns with a Handheld Vital Sign Monitor	2015-2016	USAID (through Harvard University)	2674964	2674964
	5. Development for thrive multisite study : open SRP for Maternal, Newborn, and child health WHO, supported by the Qualcomm Wireless Reach Initiative	2016-2017	QUALCOMM	991880	991880

Ongoing Major Projects					
Project (Major)	Name of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
	1. Management of Lifestyle Disorder – Diabetes II – Ayurvedic Practices.	2015-2018	AYUSH	15000000	920,246
	2. Herbal Garden : Conservation and demonstration centre of medicinal plants in Vidarbha	2015-2017	National Medicinal Plant Board (NNPB)	520000	280,000
	3. Smile Train Acharya VinobhaBhave Rural Hospital Project	2006-Ongoing	Smile Train		3,054,189
	4. Community Based Participatory Research In Tribal Health : Improving Health through Comprehensive Health Approach - Aarogya Plus Project in and around Pench Tiger Reserve Maharashtra	2015-ongoing	Conservation Wild lands trust (CWT) Mumbai	2200000 per Year	2,226,000

	5. Effectiveness of maternal nutrition and parenting program on cognitive development of children from rural India at 2 years of age: A Cluster Randomized Controlled Trial	2017-2019	Grand Challenge Canada (Round 5)	1,25,00000	32,00000
	6. District Health Management and Public Service Delivery: Evidence from India	2016-2017	PHFI, Indian Institute of Public Health- Gandhi Nagar(PHFI)	562,500	562,500
	7. International orthopaedic Multicentre Study in Fracture Care (INORMUS)	2015-Ongoing	George Institute for Global Health Canada	1,58,000	1,58,000

3.3 Details regarding minor projects

	Completed	Ongoing	Sanctioned	Submitted
Number	1	07	2	5
Outlay in Rs. Lakhs	459,062	980010	3,00000	7,00000

Completed Minor Projects					
Project (Major & Minor)	Name of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Minor Project	Assessment of clinically suspected and unsuspected tubercular Lymphadenopathy by PCR compared to non molecular Methods in Lymphnode Aspirates	2015-2016	International Society for Infectious Disease (ISID)	\$72034 (459062)	459,062

Ongoing Minor Projects					
Project (Minor Project)	Name of the Project	Duration Year	Name of the funding Agency	Total grant sanctioned	Received
Minor Project	1. Facility Based Newborn care	2011 – Ongoing	UNICEF	As per Actual	47,010
	2. Study of Interferon Gamma and ADA in Educative Pleural Effusions	2015-2017	District Integrated Health and Family Welfare Society - RNTCP	98000	98,000
	3. Effect of Social Media on Adolescent health : A systematic review & Meta Analysis	2015-2017	ICMR	5,80,000	2,90,000
	4. Lifestyle, health & wellbeing of Nepali migrants in India: A qualitative study	2017-2019	Bournemouth University, UK	Two lakh eighty thousand (GBP 5000)	2,80,000
Minor Project	5. Mahatma Gandhi Institute for rural industrialization (MGIRI)	2016-2018	Ministry of Micro, Small and Medium Enterprises, Govt. of India		
	6. Breast cancer Awareness and screening programme	2016-2017	Mania Foundation, USA	2,65,000	2,65,000

3.4 Details on research publications

	International	National	Others
Peer Review Journals	126	367	64
Non-Peer Review Journals	2	6	4
e-Journals	126	209	158
Conference proceedings	104	208	197

3.5 Details on Impact factor of publications:

Range Average h-index Nos. in SCOPUS

3.6 Research funds sanctioned and received from various funding agencies, industry and other organisations

FUNDED INTERNATIONAL PROJECT GRANT RECEIVED STATUS DURING THE PERIOD 01.07.2016 to 30.06.2017	
NAME OF PROJECT	Received
Smile Train USA	18,96,000.00
Grand Challenges Canada, Stepping Stones project	37,84,313.00
Rapid Diagnosis of Frail and Sick Newborns With Handheld Vital sign Monitor (Harvard University)	1,327,069.00
BREAST CANCER AWARENESS AND SCREENING PROGRAMME (BCASP)	1,36,65500
Yayasan Institut Pengembangan Suara Mitra for Qualcomm Wireless Reach TM to the SID	991,880.00
Bournemouth University (Lifestyle Health) Project	206,693.00
Collaborative Observational Clinical Study	157500.00
T O T A L	85,00,110.00

FUNDED NATIONAL PROJECT GRANT RECEIVED STATUS		
DURING THE PERIOD 01.07.2016 to 30.06.2017		
Sr. No.	Project Name	Received Amount
1	PHFI	562500
2	ICMR	290093
3	FBNC	181593
4	Tribal Health Project	861000
	Total	1895186

3.7 No. of books published i) No. Chapters in Edited Books

ii) Without ISBN No.

3.8 No. of University Departments receiving funds from

UGC-SAP CAS DST-FIST
DPE DBT Scheme/funds

3.9 For colleges Autonomy CPE DBT Star Scheme
INSPIRE CE Other (specify)

3.10 Revenue generated through consultancy

Level	International	National	State	University
3.11 No. of conferences organized by the Institution	01	04	42	10
Sponsoring agencies	MCI/ICMR/UNESCO	MCI	MMC	DMIMS

3.12 No. of faculty served as experts, chairpersons or resource persons

3.13 No. of collaborations International National Any other

3.14 No. of linkages created during this year

3.15 Total budget for research for current year in lakhs :

From Funding agency From Management of University/College

Total

3.16 No. of patents received this year

Type of Patent		Number
National	Applied	29
	Granted	01
International	Applied	0
	Granted	0
Commercialised	Applied	0
	Granted	0

3.17 No. of research awards/ recognitions received by faculty and research fellows of the institute in the year

Total	International	National	State	University	Dist	College
126	17	62	19	22	6	126

3.18 No. of faculty from the Institution who are Ph.D. Guides and students registered under them

52
150

3.19 No. of Ph.D. awarded by faculty from the Institution

50

3.20 No. of Research scholars receiving the Fellowships (Newly enrolled + existing ones)

JRF 37 SRF 6 Project Fellows 24 Any other

3.21 No. of students Participated in NSS events:

University level State level 35
National level International level

3.22 No. of students participated in NCC events: NA

University level State level
National level International level

3.23 No. of Awards won in NSS:

University level 2 State level 1
National level International level

3.24 No. of Awards won in NCC:

University level State level
National level International level

3.25 No. of Extension activities organized

University forum College forum
NCC NSS Any other 235

3.26 Major Activities during the year in the sphere of extension activities and Institutional Social Responsibility

1) Outreach camps (Multidiagnostic and Specialty Camps) : Dr.Mahakalkar

Total CAMPS	Total Number	Total Beneficiaries	Total Referred	Total Reported
	148	45968	6224	3240

2) Mammography and PAP Smear

Sr. No	MAMOGRAPHY	Number of villages	Mammo-graphy done	Reports dispatched	Abnormal	Reported at AVBRH	FNAC abnormal	Operated at AVBRH
1	WARDHA	202	3108	3108	200	112	7	5
2	NAGPUR	113	2919	2919	73	16	0	0

Sr.No	PAP SMEAR	Number of villages	PAP Smear	Reports dispatched	Abnormal	Reported at AVBRH	Admitted in AVBRH	Operated at AVBRH
1	WARDHA	202	6956	6956	329	178	3	2
2	NAGPUR	113	5635	4653	5	1	0	0

3) Outreach centers

Sub Center	Total patients	Total Referred	Total Reported
Deoli	36768	5771	1050
Seloo	13866	1999	771
Arvi Naka	14724	1667	489
Tarfail	9782	1604	1028

4) Public Health Lab

Public Health Lab	Total sites assessed	Total number of water samples tested	Total number of positive samples	Action taken on Positive samples
Water samples	180	1663	84	Sanitary inspector informed Bore well closed for domestic purpose. Repeat samples taken and corresponding user end samples are potable.

5) Service NGO's

	SNGO DEOLI	SNGO SELOO
No. of villages visited	647	895
No. of ANC to be examined	2911	3941
No. of ANC brought to AVBRH for Examination	2290	2001
No. of deliveries at AVBRH	518	459

6) School Health and Health education Activities

School health	Number of Schools covered	Students Examined	Students Referred
	04	688	203

Health Education	Number of Villages covered	Beneficiaries
	27	1630

Criterion – IV

4. Infrastructure and Learning Resources

4.1 Details of increase in infrastructure facilities:

Facilities	Existing	Newly created	Source of Fund	Total
Campus area	125 Acres Built up area: - 143328 sq.mtrs.	(3300 sq.mtrs. AVBRH: -1300 sq.mtrs. JNMC: - 2000 sq.mtrs.)	Self	146628 sq.mtrs.)
Class rooms	25	Nil	Self	25
Laboratories	76	Nil	Self	76
Seminar Halls	35	03 at AVBRH 03 MGAC	Self	41
No. of important equipments purchased (\geq 1-0 lakh) during the current year.	934	37	Self	971
Value of the equipment purchased during the year (Rs. in Lakhs)	2024.08	801.94	Self	2826.02
Others				

4.2 Computerization of administration and library :

Library computers for housekeeping operation –
Total Digital Library computers - 152
Internet Band width speed -3mbps

4.3 Library services:

	Existing	Newly added	Total
	No.	No.	No.
Text Books	36027	1589	37616
Reference Books	22675	900	23575
e-Books	8720	2478	11198
Journals	2092	81	2173
e-Journals	1846	145	1991
Digital Database	1622	07	1629
CD & Video	2385	172	2557
Others (specify)			
Research Topics	49	23	72
Dissertation	1763	25	1788
CD Animation	205	172	377
Video Lecture	275	36	311

4.4 Technology up gradation (overall) -

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	869	177	441	-	-	150	233	309
Added	17	0	10			10	4	2
Total	886	177	451	0	0	160	237	311

4.5 Computer, Internet access, training to teachers and students and any other programme for technology upgradation (Networking, e-Governance etc.)

<p>Following facilities are provided to teachers & students</p> <ul style="list-style-type: none"> • Intranet LAN switches with OFC connectivity • Separate Firewall Device to provide Network security • Mail Server • LRM loaded Kiosks • Campus WiFi for the staff in the Premises and students in Hostels <p>Formal training programmes are conducted during orientation course.</p>

4.6 Amount spent on maintenance in lakhs:

i) ICT	119.60
ii) Campus Infrastructure and facilities	344.27
iii) Equipments	198.65
iv) Others	0.56
Total :	663.08

Criterion – V

5. Student Support and Progression

5.1 Contribution of IQAC in enhancing awareness about Student Support Services

The mechanism to ensure timely, efficient and progressive dispensation of academic as well as co-curricular tasks with availability of monitoring mechanism and periodic evaluation was put in place by IQAC. The internalization and institutionalization of quality even in student support and progression became the buzz word raising the level of awareness to optimum.

5.2 Efforts made by the institution for tracking the progression

As active and vibrant Alumni Association with periodic/annual get-to-gethers and alumni meets binds the alumni together and use of social media facilitates the process of keeping track of the progression.

5.3 (a) Total Number of students

Instt.	UG	PG	Ph.D.	Others	Total
DMIMS (DU)	2310	575	140	22	3047

(b) No. of students outside the state

803

(c) No. of international students

174

Men

No.	%
1063	34.88%

Women

No.	%
1984	65.11%

Last Year (2015-16)						This Year (2016-17)					
General	SC	ST	OBC	Physically Challenged	Total	General	SC	ST	OBC	Physically Challenged	Total
655	67	22	194	Nil	938	796	65	23	198	0	1082

Demand ratio 1:8.6 Dropout % 0.75 %

5.4 Details of student support mechanism for coaching for competitive examinations (If any)

Considerable number of the students aspires to go for higher education. The admission for the same is through entrance examinations. Few students also aspire for joining Govt. or Public Sector Jobs, the selection for which is through national level competitive examinations. Guidance and support for the preparations for such examinations is an important activity of IQAC. IQAC facilitates and supports the students for appearing and qualifying mainly in post graduate entrance examinations through:

- a) Guidance by identified faculty members
- b) Organizing online and off-line mock tests.
- c) Making required text and reference books available in the library.

Counselling sessions by the students successful in entrance examination are arranged. Coaching class of their choice has been organizing regular coaching in the college.

No. of students beneficiaries (2015-16)

5.5 No. of students qualified in these examinations

	57				
NET	NA	SET/SLET GATE	NA	CAT	NA
IAS/IPS etc	0	State PSC	0	PSC C	0

5.6 Details of student counselling and career guidance

For students' counselling a separate 'Student Guidance Clinic' is in place under the administrative & supervisory control of Director, Student Welfare and manned by three qualified clinical psychologists cum counsellor. The identified students are referred to SGC and are appropriately counselled.

Preceptor ship programme has been implemented wherein ten students are allotted to a senior teacher who acts as 'Mentor Teacher' for them. Academic, Social and Personal problems are sorted out through regular interactive meetings.

The placement cell conducts career guidance programmes besides organising on-campus and off campus placement drives.

No. of students benefitted

374

5.7 Details of campus placement

<i>On campus</i>			<i>Off Campus</i>
Number of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
14	700	92	202

5.8 Details of gender sensitization programmes

The Institutional forum for Women has been constituted which tend to explore gender issues through communication with female staff & students. Awareness about the constraints women face at workplace , keeping in mind local culture & customs, are carried out through Women's Cell.

The 'Women Grievance Cell' is involved in educating female employee and students regarding issues like their rights and privileges, gender bias at work place and sexual harassment etc. Services of the outside experts are availed for this purpose. The other activities of the cell include celebration of important identified days: Women's Day and Mother's Day .

5.9 Students Activities

5.9.1 No. of students participated in Sports, Games and other events

State/ University level National level International level

No. of students participated in cultural events

State/ University level National level International level

5.9.2 No. of medals /awards won by students in Sports, Games and other events

Sports : State/ University level National level International level

Cultural: State/ University level National level International level

5.10 Scholarships and Financial Support :

	Number of students	Amount
Financial support from institution	90	1,62,48,570
Financial support from government	-	-
Financial support from other sources	16	4,00,000
Number of students who received International/ National recognitions	9	

5.11 Student organised / initiatives

Fairs : State/ University level National level International level
 Exhibition: State/ University level National level International level

5.12 No. of social initiatives undertaken by the students

- **Swachha Bharat initiative**
- **Tree Plantation programmes**
- **Activities through NSS**
- **Blood donation drives**
- **Observance of National days**
- **Health Awareness Programmes**
- **Community Health Camps**

5.13 Major grievances of students (if any) redressed: NIL

Criterion – VI

6. Governance, Leadership and Management

6.1 State the Vision and Mission of the institution

VISION: “To emerge as the global centre of excellence in the best evidence based higher education encompassing a quality centric, innovative and interdisciplinary approach, generating refutative research and offering effective and affordable health care for the benefit of the mankind”

MISSION:DMIMS shall develop competent, confident, concerned, compassionate and globally relevant professionals by quality, learner, community and evidence centric 'competency based model' of higher education with value orientation, through all its constituent units. It shall foster a conducive milieu for interdisciplinary research practices generating consequential and meaningful outcomes for the nation in general and the region in particular.

It shall deliver comprehensive quality health care services to the rural, needy, marginalized and underprivileged populace.

This shall be achieved through appropriate collaborative linkages and a proactive, transparent and accountable decentralized governance system

6.2 Does the Institution has a management Information System

The university has a well laid Management Information System (MIS) for all its major departments/units

MIS system exists pertaining to administration, academic matters, financial matters, construction & maintenance, hospital and store. The periodic report on status of functioning of the other cells/units like Academic appraisal program ,attendance cell, research cell, examination cell, is submitted to the authorities at specified periodicity and reviewed by IQAC on quarterly basis.

MIS helps in taking timely decisions in the working of the university.

6.3 Quality improvement strategies adopted by the institution for each of the following:

6.3.1 Curriculum Development

Curriculum design is aligned with the institutional goals and objectives. Structured Feedback on curriculum is obtained from students, peers, parents, employer and other relevant stakeholders.

Curriculum design, development across the University is done through DMIMS Model for Undergraduate curriculum revision – an eleven step approach which is registered under the copyright section of IPR Government of India. (Registration No.L-64023/2016)

Curriculum design and development is done through a well defined process which commences at departmental curriculum development committee, it is further followed at board of studies, Dean's committee and finally approved in Academic council.

Curriculum design , development and revision is undertaken through a well structured mechanism, accordingly the curriculum is revised at the interval of 3 yrs. Multi – disciplinary and inter-disciplinary courses and program combinations are developed to meet the needs of the students and the society.

IN the courses governed by regulations of the respective apical council, the binding regulations are adhered strictly with respect to periodicity of examination and system of evaluation. In those courses which do not come under the ambit of apical council The University is having programmes with choice based credit system, modular form and programs with faculty exchange / visiting faculty. Option of credit transfer is available in courses after completing first phase of the course.

6.3.3 Examination and Evaluation

University has an accountable system for evaluation of both summative and formative examinations, wherein the transparent confidentiality is ensured. Double evaluation is practiced.

CGPA system of marking is used for interdisciplinary courses, Evaluation incorporates OSCE/OSPE now in all the evaluations including summative examinations.

There is adoption of periodic conduction examination for postgraduate courses too including conduction of Preliminary exam 1 month before University examination, with external evaluators, appearance in which is compulsory to be eligible to appear in University Examinations.

Question bank in electronic form is available with model answers & external validation.

Multi-levelled Grievance redress mechanism in place for examination related matters Academic progress of the student is displayed on the web site.

Standing mechanism for the continuous monitoring and evaluation of the entire examination process is in place.

University has introduced evaluation of blue printing of question paper pertaining to format as well as content which has resulted in well structured and standardize question paper templates

CBCS has been introduced for all the courses conducted at DMIMS (Not governed by apical council)

Formative assessment in PG practical has been introduced across the University and desired outcome has achieved

Evaluation of curriculum process by FIPO Model has been introduced

6.3.4 Research and Development

University translates its research goals into action through an autonomous Research Cell which is entrusted with the responsibility to foster the research culture in the university. There is well formulated research Policy of the University along with the intellectual policy document which is executed through the Research Cell. There is an in-built component of research incentives in the policy for the researchers. Research Guidance clinic is an innovative node which assists in conversion of research concepts into projects. It also aids the doctoral and postgraduate research activities.

The regular trainings are conducted in research methodology, scientific writing and biostatistics for helping the researcher to articulate their ideas in an effective manner. There is assistance provided for patentization of the innovations.

6.3.5 Library, ICT and physical infrastructure / instrumentation :

Library ICT & Physical Infrastructure / Instrumentation

- Digital Library through workshop Seminar quality arranged with Expert form INFLIBNET, DELNET, EBSCO Host & Proquest.

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Others
Existing	869	177	441	N.A.	N.A.	150	233	309
Added	17	0	10	N.A.	N.A.	10	4	2
Total	886	177	451	N.A.	N.A.	160	237	311

- Wi-Fi facility for students in hostels & all over campus.
- Intranet LAN switches with of Connectivity.
- Separate firewall device to provide network CAS & SDI services through Digital Library/ Virtual Library security.
- Mail Server

6.3.6 Human Resource Management

Induction program for the faculty after joining. Annual research methodology workshop. Basic (compulsory for all) & advanced teaching methodology workshop. Once the faculty is oriented to the working culture at DMIMS DU the performance of the faculty is assessed through Self-Appraisal, ACR, and Feedback from the students, patients and the academic peers. The measurable performance outputs such as number of publications, awards and recognitions, research funding received, timely compliance of assigned task. Academic & research appraisal presentations by each department etc. All these parameters are taken into account to assess the efficiency, initiative, and creativity of the faculty members. Initiatives towards performance enhancement: Such Initiatives are availed by the University for the Necessary Augmentation, in an institutionalized way in the form of Competency Enhancement Clinics, Rewards and Appreciations, Research Guidance Clinics, Various professional development activities through CMEs / Workshops/ Conferences, Encouraging Deputations of the faculty for skill inculcation and skill enhancements.

6.3.7 Faculty and Staff recruitment

Teaching Staff : The requirements are drawn on the basis of governing regulations of the apical bodies and need of various departments based on teaching , clinical and administrative workload. Vacant positions are advertised on the website of the university and widely circulated to various other Medical / Dental / Ayurved / Nursing colleges. Applications are first scrutinized by the HRD committee and eligible candidates are invited for the interview. Interview Committee comprises of a subject expert apart from three members of HRD committee. Successful candidates are accordingly recruited upon obtaining approval of the Vice chancellor. All faculty are qualified, dedicated and on full-time basis for the flagship courses. They are further trained in basic medical education technology. However, for the creation of the new post the proposal of the HR committee is forwarded through the finance committee to the BoM and upon approval of the BoM the process of filling the post is initiated.

Non-teaching : Recruitment of manpower is looked after by HRD Committee. The entire process of job recruitment is completely merit based, transparent, unbiased and non-discriminatory. However, for non teaching staff candidates are usually preferred from the local and adjoining areas so as to promote job opportunities to the marginalized section. This helps in amelioration of backwardness of the region in a humble way. 73% of non teaching staff comes from disadvantaged section.

6.3.8 Industry Interaction / Collaboration

The university is having collaborations with local, state and central government in areas of health care and research. Collaborations with international institutes of repute for academic and research purposes are augmented.

Collaborative research activities are conducted with industry.

6.3.9 Admission of Students

Through the Common entrance test conducted by the University. Students are selected for professional courses through merit drawn out of Common Entrance Test. The, procedure of admission followed by the University is as per the norms established by UGC, the Governing councils and the relevant decision of Hon'ble Supreme Court of India.

Vocational courses: Towards generation of paramedical technicians and enhancement of trained manpower for focused higher trainings, the admissions are by inviting applications and on inter-merit at the previous qualifying examination.

6.4 Welfare schemes for TEACHING / NON TEACHING / STUDENTS

For Teaching staff : Free Health Services , Fee concession Policy for the wards , Research incentives , Deputation to conferences , Subsidized Residential facilities , Transport facilities , Organizing Professional and personality development Trainings , Loan facilities with lower interest rates , Rewards for meritorious performance , Staff Welfare Fund

For Students : The institute provides financial aid to the students in the form of free-ships and fee concessions as per policy guidelines of the university . It also offers hostel concessions, free medical aid to the students and guidance for securing educational loan. In addition, it offers help and assistance in getting government scholarships available to the minority students. Financial assistance is provided to PG students for the research work pertaining to dissertation and incentives are also given for paper presentation at various conferences organized at State and National level as per the university guidelines. Group Insurance Scheme is available to all students. Canteens in the campus provide them food at the subsidized rates. Support services are available to the students like: Preceptor ship programme, Student Guidance Clinic, Students Welfare Cell 'Earn While You Learn' type of facility is available in: Fellowship courses , M.Sc. Nursing programme

6.5 Total corpus fund generated the deemed university had a permanent corpus fund of Rs.500.00 lacs. further, during the Financial Year 2015-16 the deemed University had generated a Cash Surplus of Rs.1279.46 lacs

6.6 Whether annual financial audit has been done Yes No

6.7 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes	Agency	Yes/No	Authority
Academic	yes		yes	
Administrative	yes		yes	

6.8 Does the University/ Autonomous College declares results within 30 days?

For UG Programmes Yes No

For PG Programmes Yes No

6.9 What efforts are made by the University/ Autonomous College for Examination Reforms?

Transparent and accountable system for examinations .

University is practicing a system of double valuation .

Grievance redress mechanism is in place for examination related matters .

ICT enabled examination practices are in process of adaptation

Utilization of eQB along with use of primary and secondary templates for paper setting is in place

Results of the student is displayed on the web site.

- Evaluation of blueprints of question paper in formative as well as summative examination (format as well as content validation)
- Evaluation of examination system of DMIMS is introduced

Results of the student is displayed on the web site.

6.10 What efforts are made by the University to promote autonomy in theaffiliated/constituent colleges?

The university has laid the foundations for an accountable, responsible and see-through governance of the University attained by a decentralized administration, with a collateral non statutory support in the form of autonomous cells that facilitate timely, prompt and effective execution of the policies of the University.

University believes in autonomy as a quality improvement measure. Autonomy of constituent college is ensured by making respective college council as the decision making forum in all matters of academic research and student discipline.

6.11 Activities and support from the Alumni Association

Our Alumni Association, facilitates the process of strengthening the bond between the Alumni and their Alma matter, by organising interactive meets every year. Each institution has its own registered alumina association . It is involved in various welfare activities besides making efforts to help the institute in the form of donation of books to the libraries, helping the needy patients through poor patient's funds and donating required equipments to their institute. Current year the alumni portal has been created for a hastel free interaction with the alumni. The alumni Meet for the 1991 batch of the medical college and the silver jubilee celebrations for the Dental college were organized.

6.12 Activities and support from the Parent – Teacher Association

To have healthy dialogue between the parents, teachers and the students faculty wise PTA have been established. The parents are involved into the implementation of the academic programmes, and their suggestions are obtained for its better implementation. The inputs from the parents are also obtained through the interactions during the 'Annual Parent's Meet' and during the interactions of meeting of 'Parents-Teachers Association'. These feedbacks are reviewed by the college councils and the joint college council as per the inclusions in their respective agenda. The recommendations of these relevant change are routed appropriately through academic council and/or finance committee and placed before the board of management for appropriate actions wherever necessary.

A structured feed back from parents about campus facilities is also obtained.

6.13 Development programmes for support staff

1. Refreshers Course and Training of Supportive Staff

- Induction and orientation programs are being conducted for the fresh recruiters to facilitate them to get acquainted with the organization, authorities, peer group and task to be performed.
- On job training is provided through EWL Scheme.

2. Policy to motivate the staff to Excel

- Career development programs are designed to provide individuals with career awareness, development and career decision making skills & vertical career growth in the organization.
- Career development programs like In-house MBA program for all graduates, M.Sc. (Nursing) and B.Sc. (Nursing) programs for all Nursing Staff. GNM program for ANMs & Class IV employees. B.Sc. (MIT) & MRD Technician programs for all eligible employees are promoted as career advancement schemes. The Fees concession, part salary, special classes during Off working hours etc are the highlights of this scheme.

3. Technical Staff is encouraged to acquire higher skills

- In-house cross training programs are organized for training of the technical staff in other technical areas to increase their skills, knowledge and expertise on the different technical areas.
- Technicians are sent to out-bound training programs like Tata Memorial, Mumbai, Wockhardt, Nagpur etc.
- Technical Know-how sessions are arranged through the company engineer/trainer for every new bio-medical equipment is purchased and installed.

4. To be Committed to develop and achieve quality

- Staff Development programs, Professional Development programs and Career Development programs are conducted for all the supportive staff to achieve better quality.
- Documentation as per ISO 9000 standards are maintained.
- Standard Operating Procedures (SOPs) are developed for every task to achieve high standard of work quality.

5. Defined Incentives system as a reward for excellence is in place

- Instant Recognition Award Scheme (IRAS) - This scheme provides employee rewards and recognition at any time for demonstration of behaviors and values of organization, contributions to the goals and objectives of the organization or dept. Project Completion, Audit, Teamwork, New or modified business practices, etc.
- Some of the Defined incentive & reward schemes are : - Best Hospital Ward Award, Best Hostel Room Award, Best Hostel Award, Best Warden Award, Best Non-Teaching Award, Employee of the Month Award, Star Employee for Meghwani Magazine, Recognition of best performer by offering him family tour in India (Once in a year, institution wise), Appreciation and reward through "Suggestion Scheme", Award through "Whistle Blowing Scheme", Tution Fees Concession to the ward of the employees of the Meghe Group, Incentives for Professional updated and Skill Advancement, etc.

6.14 Initiatives taken by the institution to make the campus eco-friendly :

During the year 1000 trees have been planted in the campus taking the overall tally of trees planted in the campus to 30000, total 3 lac sq.ft.area is brought under landscaping. Students are actively involved under the NSS program in the tree plantation and environmental awareness programs. Trees are planted on all important occasions in the campus to generate environment protection awareness.

Power saving and non conventional sources of energy:

Awareness has been generated through the exhibitions and posters in the campus pertaining to electricity saving. Instruction boards are installed at each power switch. Sensors are provided to the air conditioners to avoid waste of electricity. Water coolers are used judiciously by providing timers. The university purchases 1.25 Mgw wind energy from the sister concern, YCCE. The conventional lighting system is replaced by LED lights in the phasic manner. Roof top Solar power panels are installed at college buildings, hostels, hospital buildings generating 3500 KWH / day energy which is consumed by the university and unconsumed surplus energy is injected in to the MSEB grid. and solar water heaters are used. Solar powered streetlights and garden lights are provided in the campus in phasic manner.

Rain water harvesting and water recycling:

All the buildings have rain water harvesting facility. The rain water is drained in the soak pits in an attempt to increase ground water table. Four water recycling units with a capacity of 2 Lac Litres per day are in place. The recycled water is used for flushing and gardening purpose. Wastage of water is prevented by generating awareness. Pressure taps are provided to avoid water wastage. Stickers are provided near all the taps requesting water conservation to the userstaps and overflow valves are periodically checked and rectified to prevent water loss.

Carbon emission:

Awareness programs for the students and staff in the form of guest lectures from the exerts are conducted periodically. the awareness pertaining to pooling of vehicles, avoid vehicle in the campus in generated. The 4 wheelers are banned in the campus for the Students and frequent appeals are made to the students and the parents not to provide two wheelers to their wards to develop good habit of walking in the campus. Free bus service is provided to the students from hostel to college and also to wardha city in the evening hours so that they do not use vehicles. The bio waste is processed into manure and not burnt for its disposal

Criterion – VII

7. Innovations and Best Practices

7.1 Innovations introduced during this academic year which have created a positive impact on the functioning of the institution. Give details.

Curricular aspects

- Revision of curriculum using DMIMS Model for Undergraduate curriculum revision – an eleven step approach at every three year
- Evaluation of curriculum by FIPO Model
- Introduction of CBCS in the courses conducted as DMIMS (Not govern by apical council)

Teaching, Learning and evaluation

- Electives in all the courses at DMIMS
- Ph.D. in Health Professions Education has been awarded
- Formative assessment in PG Practical
- Standardization of question paper templates for UG
- Evaluation of blue printing of question paper
- Evaluation examination system at DMIMS

Research, consultancy & extension

- UG conference and e –journal for UG .
- Establishment of Research circle for interfaculty research.
- Colloquium for facilitation and value enhancement of interdisciplinary research.

7.2 Provide the Action Taken Report (ATR) based on the plan of action decided upon at the beginning of the year

S No	Plan for 2016-17	Target	Current status
1	Syllabi Revision	PG	Complied
2	Teachers with PhD Qualification	40	51
3	Student Computer Ratio	1:40	1:40
4	The number of departments with UGC/SAP/CAS/DST/FIST etc, in university	10-12	8
5	No. of Post Doctoral Fellows/ Research associates working a) Locals b) outsiders	50	59
6	Total On going Research Projects	390	425
7	International Collaborative research Projects	17	23
8	National recognitions for faculty for Teaching/Research/ Consultancy/Extension (Reputed/recognised bodies)	170	195
9	No. of Patents/ Copyrights filed	40	54
10	PHD Registrations per supervisor	2	Complied
11	Revenue generated from consultancy per year	50 lacs	54 lacs
12	Number of MoUs with International recognized bodies	35	43
13	Total number of publications of the university...	524	708
14	Percentage of papers published in journals listed in well known international databases	262	374
15	Number of papers with more than 10 citations	21	29
16	Number of book titles per student (in the central library) excluding book bank	65-85	69
17	Percentage of annual allocation for library spent on purchase of journals (national & international) and other library resources (CDs, Cassettes, etc.)	20%	23%
18	No. of national/international conferences /workshops organised per year	4+1	9+1
19	Student performance in national/international level exams (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL, Civil Services)	20-22%	28%
20	Accreditation/ Assesment	UGC NABH AAA	Complied
21	Outstanding Achievements/ Recognition by faculty/alumni both at national and international level	5	7
22	Outstanding performance of students in sports/cultural activities at national level	5	9
23	Feedback received from different stakeholders on syllabi etc. i) Students ii)Alumni iii)Parents iv)Employers v)peers	All stakeholders	Complied
24	Percentages of recommendations of the stakeholders implemented	75-80%	83%
25	Number of interdisciplinary course combinations introduced during last five years as percentage of total programmes	6	9
26	Percentage of Departments conducting tutorial classes	100%	100%
27	Number of courses, where continuous assessment of student performances is structured into the system	All	Complied

28	Percentage of faculty availing international fellowship for advance studies	11%	23%
29	e-learning resources from National Programmed Teaching Enhanced Learning (NPTEL) Digital library retrieval	E learning from HCE	Complied
30	Percentage of annual budget allocated for augmentation of infrastructure facilities(average of last 3 years)	>15%	Complied
31	Total number of class rooms, seminar halls with LCD/OHP etc.	85-95%	100%
32	Declaration of results within	15 days	15 dyas
33	Percentage of student progression to higher education	85-90%	85%
34	Student Placement percentage average per year		
35	Average pass percentage of students	>90%	> 90% for all flagship courses
36	Average drop-out percentage of students	<2%	Complied
37	Percentage of teachers from other states	>10%	23%
38	Percentage representation of staff (teaching/ nonteaching) in decision making bodies	>20%	78%
39	Donations received for institution of Chairs, endowments, seminars, and lecture series in crores of INR in last 5 years.	40-50 lacs Total 5 Chairs	Complied
40	Contribution of Alumni/parents for development of university in lakhs	2-5 lacs	7 Lacs
41	Percentage of Female Students	> 50%	Complied
42	Programme for professional development of staff per year	7	10
43	Projection of successful innovative practices	5	10
44	National level Cultural competition	1	Conducted
45	ICT Incorporations	ERP Software	Complied

7.3 Give two Best Practices of the institution(*please see the format in the NAAC Self-study Manuals*)

Annexure ii, iii

****Provide the details in annexure (annexure need to be numbered as i, ii,iii)***

7.4 Contribution to environmental awareness / protection :

Energy conservation

- Lighting sensors
- Monitoring devices for ACs
- Energy conservation through awareness campaigns
- **Use of renewable energy:**

Active solar energy is used to heat water and/or air via solar collectors. Active solar energy panels convert sunlight electricity.

Plantation

- Tree plantation is taken as a regular activity in the campus. The students along with the faculty members indulge in tree plantations in and around the campus every year;

Mahatma Gandhi Ayurved College (MGAC) practice the penalty of two tree plantation of medicinal value per student as a disciplinary action against absenteeism(for 7 days absence)This does not entitle the candidate from any exemption from minimum attendance.

Annual tree plantation activities are conducted through NSS to generate awareness and achieve green environment.

7.5 Whether environmental audit was conducted? No

7.6 Any other relevant information the institution wishes to add. (for example SWOT Analysis)

White Paper on Assessment component to be added to Administrative Academic Audit

7. Plan for institution for next year:

S No	Plan for 2017-18	2017-18
1	Syllabi Revision	Fellowship
2	Teachers with PhD Qualification	100
3	Student Computer Ratio	1:40
4	The number of departments with UGC/SAP/CAS/DST/FIST etc, in university	15-18
5	No. of Post Doctoral Fellows/ Research associates working a) Locals b) outsiders	55-60
6	Total On going Research Projects	500
7	International Collaborative research Projects	20
8	No. of completed research projects/per teacher (Funded by National/International Agencies)	
9	National recognitions for faculty for Teaching/Research/ Consultancy/Extension (Reputed/recognised bodies)	200
10	No. of Patents filed	50
11	PHD Registrations per supervisor	3.5
12	Revenue generated from consultancy per year	100
13	Number of MoUs with International recognized bodies	40
14	Publications per faculty Total number of publications of the university...	546
15	Percentage of papers published in journals listed in well known international databases	273
16	Number of papers with more than 10 citations	25
17	Number of book titles per student (in the central library) excluding book bank	85-100
18	Percentage of annual allocation for library spent on purchase of journals (national & international) and other library resources (CDs, Cassettes, etc.)	25%
19	No. of national/international conferences /workshops organised per year	4+1
20	Student performance in national/international level exams (eg: NET/SLET/GATE/GMAT/CAT, GRE/TOFEL, Civil Services)	22-25%
21	Centres of Excellence	7
22	University has the following. i)IQAC ii)Accreditation by national body iii)International accreditation/ISO certification iv)AAA	NAAC 3 rd Cycle
23	Outstanding Achievements/ Recognition by faculty/alumni both at national and international level	50-60 per year
24	Outstanding performance of students in sports/cultural activities at national level	10 per year
25	Feedback received from different stakeholders on syllabi etc. i) Students ii)Alumni iii)Parents iv)Employers v)peers	All stakeholders per year
26	Percentages of recommendations of the stakeholders implemented	75-80% on yearly basis
27	Number of interdisciplinary course combinations introduced during last five years as percentage of total programmes	6
28	Percentage of Departments conducting tutorial classes	100%
29	Number of courses, where continuous assessment of student performances is structured into the system	All
30	Percentage of faculty availing international fellowship for advance studies	18-22%

31	e-learning resources from National Programmed Teaching Enhanced Learning (NPTEL) Digital library retrieval	State of the art digital library facility
32	Percentage of annual budget allocated for augmentation of infrastructure facilities(average of last 3 years)	>15% on annual basis
33	Total number of class rooms, seminar halls with LCD/OHP etc.	100%
34	Declaration of results within	30 days
35	Percentage of student progression to higher education	85-90%
36	Average pass percentage of students	>90%
37	Student Placement percentage average per year	<2%
38	Average drop-out percentage of students	
39	Unit cost of Education (excluding salary)	>Rs. 50,000
40	Percentage of teachers from other states	>10%
41	No. of differently abled persons on roll: Teaching / Non Teaching/ Students	1-2%
42	Percentage representation of staff (teaching/ nonteaching) in decision making bodies	>20%
43	Donations received for institution of Chairs, endowments, seminars, and lecture series in crores of INR in last 5 years.	40-50 lacs Total 5 Chairs
44	Contribution of Alumni/parents for development of university in lakhs	20-25 lacs per annum
51	Percentage of Female Students	> 50%
52	Programme for professional development of staff per year	7 per year
53	Projection of successful innovative practices	7
54	National Level Sports competition	1
55	National level Cultural competition	1
56	ICT Incorporations	Paperless admin

Dr Lalitbhusan Waghmare
Professor, Physiology
Co-ordinator IQAC

Dr. Dilip Gode
Vice-Chancellor, DMIMS(DU)
Chairperson

Signature of the Coordinator, IQAC Signature of the Chairperson, IQAC

Abbreviations:

CAS	-	Career Advanced Scheme
CAT	-	Common Admission Test
CBCS	-	Choice Based Credit System
CE	-	Centre for Excellence
COP	-	Career Oriented Programme
CPE	-	College with Potential for Excellence
DPE	-	Department with Potential for Excellence
GATE	-	Graduate Aptitude Test
NET	-	National Eligibility Test
PEI	-	Physical Education Institution
SAP	-	Special Assistance Programme
SF	-	Self Financing
SLET	-	State Level Eligibility Test
TEI	-	Teacher Education Institution
UPE	-	University with Potential Excellence
UPSC	-	Union Public Service Commission

Best Practices

1. Title of the Practice : Test Blueprint in Assessment

“Assessment drives student learning” is the accepted mantra. But what is more enigmatic is the way in which assessment directs, drives and influences learning. This understanding holds the key for a medical educator to control the entire process of learning through **blueprinting**.

2. Underlying principles or concepts of this practice:

A blueprint provides a template for the question paper to the setter and the moderator / validator to assess all that is expected from a student at the end of learning session. It defines the **purpose and scope of assessment** and specifies the weightage to be given to the various elements. A blue print specifies the content area topics, appropriate tools of assessment, balancing the degree of difficulty in regard to must know area, desirable to know area and Nice to know area in the proportion of 60:30:10. It also helps in balancing the various levels of learning.

A comprehensive blueprint therefore serves as a reference framework for the question paper setter to prepare the questions according to the **accepted norms and guidelines**.

3. Aim:

To make assessment process authentic, reliable, transparent and valid.

4. Objectives:

1. To accomplish content validity in question paper
2. To accomplish construct validity in question paper
3. To balance degree of difficulty (MK:DK:NK – 60:30:10) in question paper
4. To balance levels of learning (Level I:LevelIII- 80:20) in a question paper.

5. The Context

Contextual Features of this practice lie in the age-old dissatisfaction of the students towards the unpredictable and erratic mode of paper setting. The question papers due to their lack of balance had a huge element of luck imbibed in them. This was counterproductive towards the aim of assessment and hence, needed to be addressed.

6. The Practice:

Till date only the basic formatting of the question paper has been carried out i.e with respect to number of questions, marks allotted, type of question and the duration of the paper. Balancing of the paper with respect to the levels of difficulty and the ascending domains of knowledge was not taken into consideration and this has resulted in generation of non-standardized question papers of questionable quality and devoid of objectives. Taking these limitations into account **Test blueprinting of the question papers** has been carried out.

Challenges faced

a. During Designing

As the entire university with its multiple faculties, with diverse ideas were to be brought on a common platform, a multitude of challenges had to be overcome. There was variation in the number of marks, total number of questions, the types of questions and the level of difficulty attributed to them. To standardize all these parameters time analysis was carried out and the time, types of questions, level of difficulty were kept constant with Variation being allowed in the marks allotted to each question

b. Implementing this model needed orientation and cooperation of the trainers and staff and providing logistic and technical support. Before any of these formats were implemented, the subject experts carried out large-scale training of faculty and small test runs were made in the formative assessments for their validation and were subsequently implemented in the summative assessment.

The test blueprint of question paper is in two Parts.

- 1. Part I -Primary Test Blueprint (PTB) for format of question paper**
- 2. Part II -Secondary Test Blueprint (STB) for content of question paper**

1. Part I - Primary Test Blueprint (PTB) for format of question paper

It was done under following heads;

- a) Directions given in the Question paper
- b) Conformity with distribution of questions according to total marks.
- c) Conformity with distribution of different type of questions according to PTB.
- d) Conformity with number of different level (level I & II) of questions as per PTB.

2. Part II - Secondary Test Blueprint (STB) for content of question paper

It was done under following heads:

- a. Distribution of all themes/topics across the question paper
- b. Distribution of weightage to themes/topics as per allotted teaching hours
- c. Conformity with various Levels of Learning (From level 1 to level 6: Level I was considered as recall and Comprehension and Level II as Problem solving, analysis and application of knowledge).

A process was put in place in the University to evaluate the papers against the set norms for PTB and STB. (templates are prepared and appropriate weightage was given to every step).

7. Uniqueness of the practice:

- 1.** The uniqueness of this practice lies in the fact that it was a maiden scientific and time analyzed attempt for question paper setting.
- 2.** All the levels of the learning in cognitive domain were assessed in this format.

3. All the faculties in the university were brought on a unified platform with respect to assessment parameters.

8. Limitations/Constraints

1. It needs special orientation and training of the faculty.
2. It is labour intensive in the initial period.

9. Evidence of Success

Question papers for Summer 2016 were evaluated for test blueprint for format as well as contents and the following conclusions could be drawn:

1. It was observed that **format validation** of question papers under all the four faculties and the average score of **98 % was observed**. Hence, the next step in the validation, the content validation was undertaken.
2. **Content validation** revealed an average of **95%** score in all the four faculties in terms of the set norms.

10. Conclusion:

The outcome of Successful adherence to microtemplate blueprint of question papers is Standardization, objectivity and higher quality of question papers, meeting desired principles of evaluation.

As this is a scientific process, it can be emulated at other health sciences universities.

Best Practices

1. Academic Appraisal Program

Academic Appraisal Program (AAP)” is an innovative practice towards ensuring comprehensive audit and quality assurance of the teaching learning process, with timely remedial interventions.

Need :

The educational environment is same to each of the learner, but they tend to gain differently. The learning styles for each of them differ while learning. Assessment of the extent of learning through the exit feed backs are traditionally taken which is not a real time feedback. However, the outcomes and shortcomings of the learning process, if any, are known at the end, thus it is neither helpful for incorporating remedial interventions for the benefit of the same set of learners nor are they spread throughout over the entire curriculum. Therefore, to ensure that each learner gains adequately, a ongoing quality assurance practice should be in place comprising of continuous appraisal , reviews and corrective actions.

Objectives :

The primary objectives of the AAP are:

1. To ascertain whether specific learning and educational objectives (SLOs) are well defined and understood by Faculty and Lernerers.
2. To ensure whether the core areas for competency in each subject are identified by the teachers.
3. To verify if the targeted learning activities towards meeting of learning/ educational objectives/ competency are adopted and practiced.
4. To validate if the TLR used are adequate and appropriate for meeting these objectives
5. To identify difficulties faced by students in understanding and acquiring the requisite skill/acumen.
6. To incorporate learner centric teaching modalities.
7. To identify the weakness and strengths of the curriculum and make appropriate recommendations.

Context

The Academic Appraisal Program (AAP) consists of getting an appraisal through a structured feedback from learners on key objectives at a pre-determined marker points. These Marker points are placed throughout the curriculum at the endpoint of a theme, topic, or competency . The pre-defined objectives are assessed on a 5 point Likart's scale. These objectives are benchmarked at 3.8/5. This is done with the intention that quality concerns are step ahead of mere meeting the minimum which is 2.5/5 i.e. 50% (the passing percentage at exit examination).

Each learner participates in this program. There is an 'Education Lead' (faculty) in each subject, who places these marker points before the starting of the term and supervises the marker point appraisal. He analyses the data collected by the designated 'Student Lead' and develop a report which is submitted to 'Academic lead'(Vice Dean Aademics). The academic lead generates the Pre-term, Midterm and Post-term reports with full analysis of each appraised marker point and if needed, take the remedial actions to ensure no progressive learning loss happens. This is usually done in consultation with the Head of Department and Education lead. Further these reports are reviewed and monitored by College council, Joint college council and Academic council.

Evidence of success:

The objective assessment of the outcome in a 5 point scale is evaluated against the benchmark score of 3.8 / 5.

Applying this criteria the average score gained across all the faculties , for different parameters towards all the identified marker points are as under:

1. Adherences to the teaching-learning schedule was almost to the tune of 99%. It reflects a well planned and timely implementation of schedules and disposition of syllabus.
2. The Academic calendar is designed to provide almost 15% more time to reinforce the learnings. Any academic loss is well covered through remedial teaching and capsulated teaching programs.
3. The first objective was the "Learning Objectives Set" for a topic / theme/ competency . A average score of 4.08 / 5 was achieved in all subjects . This revealed that the objectives were well conceived and aptly set in all the subjects. Very few exceptions were categorically brought out by the learners and timely and suitably re-set by the facilitators (teachers). This is a "Quality-Enhancement " initiative of the Institution.

4. Learning Resource Material was another key determinant of good quality Teaching-Learning process. The learners were appraised on this issue and where- ever inadequacies were felt by them, they reflected in the appraised scores. A mean score of 4.25 /5 in all the faculties, reflects that the institution is using a well structured teaching resource material. This is also “Quality Enhancement” initiative of the institute.
5. Speech and Audibility are correlative to each other, and a poverty of either makes the learning gains insufficient. Same was appraised by the learners and through the average score of 3.88 /5 which was above the bench mark. This is “Quality Preservation” initiative and has a strong need to be built further towards learner’s conduciveness.
6. Appropriate time allotment to a topic, was another objective which is significant for adequate teaching -learning process. The average score of 4.12 /5 achieved for this parameter spells out appropriateness and assurance of adequate time - managements.
7. Interactivity between Facilitators and Learners is vital for effective dispensation teaching-learning process. The average score of 3.7 / 5 on this count reflected that students seeks more interactivity in the classroom and appraised repeatedly to increase the same. To enhance the interactivity and the learning gain as reflected by the learners through this appraisal the Institution incorporated inter active learning modalities through Problem based learning, case based learning and team based learning and Quizzes .
8. On the practicals / clinical learning activities the objectives of Psychomotor skill traing / practical demonstration of techniques / adequacy of clinical material and conduction of clinic all have scored high scores ranging from 4.0 to 4.28. This endorses that in the institution the learners are getting adequate ‘hands on training’ opportunities and experiences.
9. The appraisal given by the students on the parameter ‘Overall the learning objectives met’ demonstrated an average score of 3.96 for all the faculties. This reflected not only Quality sustenance initiative but a quality enhancement .

Problems Encountered and Resources Required

As the program is learner led, the actions based on their inputs become the high priority to all other stakeholders and perhaps few other angles which are as important for learning environment shifts to low priority. As passing the examination/evaluation are the major focus of learners, the topics which are more important from that view points take larger concerns than the whole curriculum , hence appraisals on other topics are not done at times as seriously by them. It requires committed logistic support particularly in terms of planning, sensitization, orientation , implementation , review and analysis, including whole hearted participation from dedicated facilitators as education leads , HOD’s , Heads of Institutions and Education Managers. The generation of marker points needs a thought process, indulgence, application of mind and innovative approach. The meaningful

participation by all Learners and faculty needs training and orientation towards this practice.

To conclude

The AAP is an innovative, effective, real time audit and appraisal program to assess the efficiency & effectivity of teaching learning process. It provides an opportunity of remedial interventions for real time course corrections thereby augmenting the quality of teaching learning process and meeting the subtle learning and educational objectives.